

GRADES 3-5 UNIT STORYLINE

How students will engage with each of the phenomena



How can we make decisions to care for ourselves, our families, and our communities?

Lesson Question	What we explore with our families	What we explore with our class	What we figure out about the virus and science	What we explore about issues of inequity
<p>Lesson 1 3 days</p> <p>How has life changed for me and my family because of COVID-19?</p> <p>Anchoring Phenomenon</p> 	<p>We talk with our families about these questions: How have our lives changed? How do we feel about these changes? What decisions have we been making (such as how often we are going places or who we are seeing or not)?</p> <p>As we try to understand how our lives have changed, we wonder whether others are experiencing similar changes. To help us compare our experiences with others we draw a connections map of where we've been and who we've been connected with recently. We point out people we know who have had COVID-19 and talk about how that affected us.</p> <p>We reflect upon and discuss how our family is experiencing the pandemic and continue to gather questions.</p>	<p>We share changes we've noticed and different decisions we've been making because of COVID-19.</p> <p>We create a feelings wheel to help us identify our feelings about these changes and decisions.</p> <p>We compare our connections maps with our classmates' and then we use geographic maps to notice how communities differ. We look at local and national data and see that COVID-19 is affecting people who identify as Black, Indigenous, and People of Color much more than White people.</p> <p>We collect our questions about COVID-19 and how it's changing our lives in different ways, and start to wonder what we can do about it.</p>	<ul style="list-style-type: none"> • Our lives have changed in many ways because of COVID-19: at home, with friends, at school, how we get around, how people work, go shopping, etc. • We have lots of questions about the virus, how it affects people, and what we are doing about it. 	<ul style="list-style-type: none"> • We start to realize that our families' knowledge is important to what we learn about in school. • Changes due to COVID-19 differ for different people in different places. • COVID-19 is affecting some communities much more than others.
<p>↓ Navigation to Next Lesson: We know we want to do some research about the virus, but how will we be able to tell if the information we see and hear is trustworthy?</p>				

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<p>Lesson 2 1 day</p> <p>How do we know if we can trust what we see and hear?</p> <p>Investigation</p> 	<p>We discuss with our families where we get information that we trust. What factors does our family consider when we decide to trust a source of information?</p>	<p>We share how our families decide if a source of information is trustworthy. We make predictions based on headlines and then think critically while we watch a news video and read a news article. We evaluate the credibility of each source and use evidence to support our ideas.</p>	<ul style="list-style-type: none"> We can compare ideas from texts and other media to support an argument with evidence. 	<ul style="list-style-type: none"> I know how my family and I decide what information we trust. I respect that other families might have different reasons to trust certain information.
<p>↓ Navigation to Next Lesson: We are ready to do research about the virus itself. When people are sick with it, how do they feel? What's going on in their bodies?</p>				
<p>Lesson 3 3 days</p> <p>How does the COVID-19 virus make you sick?</p> <p>Investigation</p> 	<p>We think with our families about what we do when we're sick: how we keep others from getting sick and how we try to get healthy. We start to think about why some people might get more sick than others.</p> <p>We share the work we did in class with our families. We continue to ask questions about how COVID-19 is affecting people, and we talk about our feelings.</p>	<p>We read multiple texts and use other media to obtain and combine information about the virus that causes COVID-19.</p> <p>We collaboratively develop a model to describe how the virus that causes COVID-19 affects people's bodies.</p>	<ul style="list-style-type: none"> A virus is so small that you cannot see or feel it, and when it gets into someone's body, it makes more of itself. Our bodies work to get rid of the virus, but some people's bodies have a harder time doing that than others. COVID-19 is different from illnesses caused by other viruses because more people are dying from it, and we don't yet have medicines or a vaccine for it. 	<ul style="list-style-type: none"> People may experience COVID-19 differently. People also have different ways of staying healthy and responding when they're sick.
<p>↓ Navigation to Next Lesson: Do the things we usually do to keep people from getting sick with other illnesses help with preventing COVID-19, too? What decisions and changes have we made to try to prevent the spread of the new coronavirus, and why do those things work? How does the new coronavirus even spread?</p>				

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<p>Lesson 4 3 days</p> <p>How does the COVID-19 virus get into and out of people (and how can we try to prevent that)?</p> <p>Investigation</p> 	<p>We recall the decisions we have been making (such as how often we are going places or about who we are seeing or not) and the ways we try to prevent other people from getting sick.</p> <p>We share the results of our investigations with our families and we also reflect on the fact that not every community has access to things that would keep them healthier. We consider actions we can take to keep ourselves and others healthier.</p>	<p>We plan and carry out an investigation using water to determine how far droplets might travel to investigate how distancing from others might prevent spreading the coronavirus.</p> <p>We carry out an investigation to determine whether masks can help limit spread of the coronavirus, and we analyze data to consider whether everyone should decide to wear masks, even if they're not feeling sick.</p> <p>We explore an interview with a COVID-19 expert about how the coronavirus can get into our bodies and then carry out an investigation of effective handwashing practices.</p> <p>We watch videos of how other kids around the world are also trying to prevent the spread of the coronavirus in their communities.</p>	<ul style="list-style-type: none"> • The virus that causes COVID-19 spreads most easily to and from someone's mouth or nose. • Distancing, wearing masks, and washing hands well can help reduce the spread. • People who have COVID-19 can spread the virus without feeling sick. • As people keep studying the virus, we're learning more about it, so our decisions might change based on new evidence. 	<ul style="list-style-type: none"> • Our decisions matter because they impact ourselves and others. • The world is bigger than just my own community - other people in other places are in different situations than I am (and for some people things aren't equitable).
<p>↓ Navigation to Next Lesson: We noticed that some people might not get to make the same decisions as others, and we recall that different communities are experiencing COVID-19 differently. Why is that?</p>				

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<p>Lesson 5 1 day</p> <p>Why is COVID-19 affecting communities so differently?</p> <p>Investigation</p> 	<p>We reflect on the fact that not everyone gets to make the same choices. We consider actions we can take to keep ourselves and others healthier.</p> <p>We continue to ask questions about how COVID-19 is affecting people, and we share our feelings with our families.</p>	<p>We explore patterns in maps of pollution and asthma rates to see that where people live can influence why they might be affected by COVID-19. We examine historical redlining maps and other examples of systemic inequities to see how racism has contributed to the greater negative impact of COVID-19 on Black, Indigenous, and People of Color communities.</p> <p>We talk about how we feel about the examples of inequities we've discussed related to how COVID-19 is more negatively impacting Black, Indigenous, and People of Color communities.</p>	<ul style="list-style-type: none"> Some groups of people have been treated inequitably for a long time. Because of these inequities, they are getting more sick from the coronavirus. 	<ul style="list-style-type: none"> Black, Indigenous, and People of Color have been much more affected by COVID-19 because of structural inequities. We talk about what we can do to treat people equitably.
<p>↓ Navigation to Next Lesson: We want to take care of ourselves, our families, and our communities. We're ready to take action! But how do we decide what to do?</p>				

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<p>Lesson 6 4 days</p> <p>What should we do now?</p> <p>Putting Pieces Together</p>	<p>We reflect on all the things we've figured out and explored so far and also talk with our families about decisions we make (related to COVID-19). Why did we make those decisions? What values guide our decisions?</p> <p>We share our decision-making processes and consider what criteria we use when making decisions during this pandemic.</p> <p>We share our action plans with our families and work to carry them out!</p>	<p>We work in class to develop a decision-making matrix, so we can see how we (and other people) can use criteria to make decisions.</p> <p>We consider how our values impact how we make decisions, how our decisions may be different from others, and how our decisions might change in different situations.</p> <p>We return to the connections maps we made in Lesson 1, and consider how our decisions impact others and whose decisions impact us.</p> <p>We make a plan for action(s) to take care of ourselves, our families, and our communities.</p>	<ul style="list-style-type: none"> Other people might make different decisions in response to the COVID-19 pandemic than I would because we have different criteria, values, and contexts for making those decisions. We can take action to care for ourselves, our families, and our communities. 	<ul style="list-style-type: none"> We have an ethical responsibility to our communities to keep each other safe and healthy. Our decisions can help us do that. We can deliberate about our decisions, consider perspectives other than our own, and understand how our values, experiences, identities, and contexts influence our decisions.

LESSONS 1-6

15 days total