

# GRADES K-2 UNIT STORYLINE

## What can we do to keep our community healthy?

How students will engage with each of the phenomena



Lesson Question	What we explore with our families	What we explore with our class	What we figure out about science, community, and COVID-19-related inequities
<p><b>Lesson 1</b> 2 days</p> <p><b>What's different in our lives because of COVID-19?</b></p> <p>Anchoring Phenomenon</p> 	<p>We talk with our families and draw, write, or take pictures to help answer these questions: What's different in our lives because of COVID-19? How do we feel about these changes? What different decisions are we making?</p> <p>We share our questions with our families, and continue thinking of more questions we want to answer. We recall times we've been sick and how that feels, and what we usually do to feel better and get healthy again. How do we try to stay healthy?</p>	<p>We share the differences we've noticed because of COVID-19.</p> <p>We gather our questions about the changes we've noticed.</p> <p>We discuss how we feel about these changes, and create a class poster to use in order to help us as we continue to talk about our feelings.</p> <p>We see pictures that show some of the different decisions people have been making, such as closing playgrounds, wearing masks, and keeping distance from others. We create a list of these decisions.</p> <p>We think these decisions have something to do with the new coronavirus because it's making some people sick.</p>	<ul style="list-style-type: none"> <li>• There are many differences in our lives because of COVID-19: at home, at school, how we get around, how people work, go shopping, etc.</li> <li>• We can name and talk about our feelings.</li> <li>• We have lots of questions about the virus, how it affects people, and what we are doing about it.</li> </ul>
<p>↓ <b>Navigation to Next Lesson:</b> How does the new coronavirus make people sick? How is it different from other ways we've been sick before? How could we find out?</p>			

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<p><b>Lesson 2</b> 2 days</p> <p><b>How can we learn about the coronavirus?</b></p> <p>Investigation</p> 	<p>We talk as a family about where we go to find answers to our questions. Why do we go to those places or people? How do we know those are people or places that we can believe?</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>When we want to find answers to our questions, we do research. We read a book about the new coronavirus and then we use pictures and words to record what we learned. We also watch a video and record what we learned from that. We notice that we have some of the same information from each source.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• When the coronavirus is in their bodies, some people feel a little sick, some people get really sick, and some people don't feel sick at all!</li> </ul>
<p>↓ <b>Navigation to Next Lesson:</b> Do the things we usually do to try to stay healthy help prevent COVID-19, too? Why do the decisions we've been making keep us safer from the virus? How do they work?</p>			
<p><b>Lesson 3</b> 4 days</p> <p><b>Why do these decisions keep us safer from the virus?</b></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 talk with our families about decisions we make (related to COVID-19 or not) and why we've made them. What values guide our decisions?</p>	<p>We plan and carry out an investigation using water to see how far droplets might travel and consider why distancing from others can help stop the coronavirus from spreading.</p> <p>We carry out an investigation to determine whether masks can help limit the spread of the coronavirus.</p> <p>We carry out an investigation to see how we need to wash our hands to get them clean.</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"> <li>• Deciding to stay away from others can help prevent spreading the virus.</li> <li>• Deciding to wear a mask can keep the virus from coming out of our mouths and noses.</li> <li>• Deciding to wash our hands well and not touch our faces with our hands can help us avoid getting the virus.</li> <li>• Depending on our different situations, we may be trying our best but not be able to do these things.</li> </ul>
<p>↓ <b>Navigation to Next Lesson:</b> We have noticed that some people might or might not be able to make the same decisions about how we try to stay healthy.</p>			

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<p><b>Lesson 4</b> 2 days</p> <p><b>Can everyone make the same choices?</b></p> <p>Investigation</p> 	<p>We return to our pictures from Lesson 1 about how we've been trying to stay healthy.</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 consider the pictures we brought for Lesson 1 along with other examples of how it might be easier or harder to make some of the decisions we've been talking about. It's easier for some people to stay healthy than it is for others.</p> <p>We talk about how people are different, specifically how people are different based on their skin color.</p> <p>We read a book about a situation where people were treated inequitably, and we recognize that some groups of people have been treated inequitably for a long time.</p> <p>We consider more pictures of situations where people might already be less healthy just because of where they live, and we know that if people are less healthy, they are more likely to get sick from the coronavirus. That's not fair or equitable.</p>	<ul style="list-style-type: none"> <li>• Some groups of people have been treated inequitably for a long time. Because of that, they are getting more sick from the coronavirus.</li> <li>• We talk about how we feel about people being treated inequitably. We return to our class poster to identify our feelings about that and talk about what we can do to treat people equitably.</li> </ul>
<p>↓ <b>Navigation to Next Lesson:</b> We want to help fix this problem of people getting sick! What can we do to keep our community healthy?</p>			

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<p><b>Lesson 5</b> 2 days</p> <p><b>What can we do to keep our families and communities healthy?</b></p> <p>Putting Pieces Together</p> 	<p>We share the ways we can keep our families and communities healthy and ask our families to help us take action.</p>	<p>We consider the decisions we can make, and we think about how those decisions might affect other people.</p> <p>We see examples in stories and videos of kids who have been making a difference.</p> <p>We create a way to share the decisions we can make to keep our families and communities healthy, so others can take action, too.</p>	<ul style="list-style-type: none"> <li>• We can deliberate about our decisions and consider the perspectives of others.</li> <li>• We can take action to keep our community healthy.</li> </ul>

## LESSONS 1-5

12 days total