

GRADES 3-5 UNIT STORYLINE

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

Multidisciplinary connections




science



social studies



math



literacy



social-emotional


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 2 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>We wonder whether others are experiencing similar changes as we are. To help us compare our experiences with others we draw a connections web of where we've been and who we've been connected with recently.</p>	<p>We share changes we've noticed and different decisions we've been making because of COVID-19. We gather questions we have about those changes.</p> <p>We create a feelings wheel to help us identify our feelings about these changes and decisions.</p> <p>We compare our connections web with our classmates' and notice similarities and differences. We point out places people need to go while trying to stay safe from COVID-19. We use geographic maps to notice how people in different communities have different access to things and places they need to stay healthy. We collect our questions about those differences.</p>	<ul style="list-style-type: none"> • Our lives have changed in many ways because of COVID-19 and we wonder about the reasons for the decisions we're making now. • 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 connect our families' knowledge to what we learn about in school. • We discuss how equity and equality are different, and recognize that there are inequities in people's access to what they need to stay safer.
<p>↓ Navigation to Next Lesson: After recognizing that where people live might impact how COVID-19 affects them, we wonder how many people in our area have been sick with COVID-19. Has COVID-19 been affecting communities in the same ways, or differently?</p>				



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<p>Lesson 2 2 days</p> <p>Who has been getting sick from COVID-19?</p> <p>Anchoring Phenomenon</p> 	<p>We consider what factors influence how COVID-19 affects us in addition to the places we go and the people we see.</p> <p>We share our questions with our families and think about where we could start finding some answers.</p>	<p>We wonder how the changes in our lives are connected to how many people in our area have COVID-19, and how do the number of cases vary? We look at local, state, and national data and see differences in how communities have been affected.</p> <p>We collect our questions about how COVID-19 has been affecting communities differently and start to wonder what we can do about it. We decide we should begin by investigating the coronavirus itself.</p>	<ul style="list-style-type: none"> Local geographic data can show us patterns in where people are getting COVID-19. We have collected lots of questions to drive what we want to figure out about COVID-19 and how it's affecting people. 	<ul style="list-style-type: none"> COVID-19 has been affecting people who identify as Black, Indigenous, and people of color much more than white people.
<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>				
<p>Lesson 3 2 days</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 about authors and publication dates while we read and compare two articles about COVID-19 testing. We evaluate the credibility of each source using key ideas and details as evidence to support our thinking.</p>	<ul style="list-style-type: none"> We can evaluate the credibility of sources by considering whether the information is relevant and supported by evidence connected to the author's argument. 	<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. We read that tests could show when people have COVID-19 even if they don't feel sick. When people have COVID-19, what's going on in their bodies?</p>				


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<p>Lesson 4 3 days</p> <p>How does the COVID-19 virus make a person 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 create initial models of how we think the coronavirus makes a person sick - what might be happening inside their body?</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 update our classroom consensus 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. 	<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 about the changes we've made for COVID-19 - why are we doing those things? We add another person to our model and wonder how the coronavirus spreads between people.</p>				
<p>Lesson 5 1 day</p> <p>How does the COVID-19 virus get out of a person?</p> <p>Investigation</p> 	<p>We recall the decisions we have been making (such as where we are going and what we do there) 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 talk about how our decisions impact others. We consider who has responsibility for keeping people safe and healthy.</p>	<p>We wonder how the coronavirus gets out of a person who has it, and we watch videos of droplets coming out when people sneeze, cough, talk, or breathe.</p> <p>We plan and carry out an investigation using water to determine how far those droplets might travel to investigate how distancing from others might prevent spreading the coronavirus.</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 and avoiding crowded areas can help slow the spread of the coronavirus. 	<ul style="list-style-type: none"> • Our decisions matter because they impact ourselves and others. • We start to consider the responsibilities of people in power and the impact of their decisions on others.
<p>↓ Navigation to Next Lesson: What are other things we are doing to slow the spread of the coronavirus and why? Can masks or face coverings block the droplets?</p>				

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<p>Lesson 6 1 day</p> <p>Can masks or face coverings block the droplets coming out of a person's body?</p> <p>Investigation</p> 	<p>We recall the decisions we have been making and the directions other people are giving (such as wearing masks) to try to keep ourselves and others safe and healthy.</p>	<p>We plan and 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>	<ul style="list-style-type: none"> • Masks can block what comes out of our noses and mouths, though the type and fit may change how well they work. • People who have COVID-19 can spread the virus even if they don't feel sick. 	<ul style="list-style-type: none"> • We can make decisions based on our investigations to protect ourselves and our communities. • People in charge also make decisions - who benefits from those decisions or not?
<p>↓ Navigation to Next Lesson: We have on our classroom consensus model that the virus might get into people though their nose and mouth, but we want to investigate that more because we can't see or feel it getting in, like we can when we eat food or breathe in something like smoke. Is it really getting in that way? How else can we try to stop it?</p>				
<p>Lesson 7 1 day</p> <p>How does the COVID-19 virus get into a person (and how can we try to prevent that)?</p> <p>Investigation</p> 	<p>We recall the decisions we have been making and the directions other people are giving (such as washing our hands) to try to keep ourselves and others safe and healthy.</p>	<p>We hear an interview with a COVID-19 expert about how the coronavirus can get into our bodies if we touch our faces. We plan and carry out an investigation of effective handwashing practices.</p>	<ul style="list-style-type: none"> • Washing hands well and often can help us stay healthy. 	<ul style="list-style-type: none"> • Our decisions matter because they impact ourselves and others. • Even though people are doing the best they can to stay healthy, it's still possible to get COVID-19.
<p>↓ Navigation to Next Lesson: Even if we do all these things to try to stay safer from the virus, there's still a chance it could get into our bodies. Is there anything we can do to help us stay healthy if the virus does get inside our bodies?</p>				

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<p>Lesson 8 1 day</p> <p>How can we keep from getting sick if the virus does get into our bodies?</p> <p>Investigation</p> 	<p>We talk with our families about what vaccinations we've had other than the vaccination for COVID-19, and we discuss why people might choose to get vaccines.</p>	<p>We think vaccines can prevent us from getting sick, but how do they work? We obtain information from a variety of sources and update our classroom consensus model to include how the vaccine can help a person stay healthy. We consider how getting vaccinated impacts others in our community.</p>	<ul style="list-style-type: none"> • A vaccine teaches your body to recognize the virus so that if/when it gets into your body, your body can fight it off quickly (before you even feel sick). 	<ul style="list-style-type: none"> • The COVID-19 vaccines are a super-important tool in helping communities stay safe and healthy.
<p>↓ Navigation to Next Lesson: The COVID-19 vaccines are so helpful - why hasn't everyone gotten it yet?</p>				
<p>Lesson 9 1 day</p> <p>Why hasn't everyone gotten the vaccine yet?</p> <p>Investigation</p> 	<p>We consider who we know who has gotten the COVID-19 vaccine, why they chose to get it, and what their experience was like. We consider who we know who has chosen not to be vaccinated and why, and we think about how COVID-19 vaccinations could impact all the changes we've noticed in our lives.</p>	<p>We work as a class to find patterns in who we know who has been vaccinated and when or why those people got the vaccination first. We consider which groups of people we think should be prioritized for getting the COVID-19 vaccine, and then we examine data to see which groups have been getting vaccinated already. We investigate stories of how people got their vaccinations to discover barriers to access. We start to consider how we could take action to try to fix some of these inequities.</p>	<ul style="list-style-type: none"> • We can analyze and interpret data to uncover patterns in who has been vaccinated first for COVID-19. 	<ul style="list-style-type: none"> • While older adults have been vaccinated at higher rates than people of other ages, white people have been vaccinated at higher rates more than Black people, Indigenous people, and people of color.
<p>↓ Navigation to Next Lesson: We want to take action to work against inequities, but it would be helpful to our planning if we saw and heard some examples of what other people are already doing to fix inequities in their communities.</p>				

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<p>Lesson 10 2 days</p> <p>What are communities doing to work against inequities?</p> <p>Investigation</p> 	<p>We consider other examples of inequities that we have experienced or know about to compare to the ones we are considering here.</p>	<p>We hear a news story about the impact of COVID-19 on Navajo Nation; we see how people in that community are taking collective action including health mandates and outreach to vulnerable persons to protect one another and stop the spread of the virus. We see another story about outbreaks of COVID-19 in meatpacking plants, and hear how members of that community are taking civic actions like protesting to bring about changes to keep them safer. We consider who has the power to change these inequities.</p>	<ul style="list-style-type: none"> There are inequities in the amount of resources and power that some groups have. These inequities make it harder for some people to stay healthy and avoid getting sick with COVID-19. 	<ul style="list-style-type: none"> Black, Indigenous, and people of color communities have been disproportionately affected by COVID-19 because of inequities that make it harder for them to use strategies to stay safer during the pandemic. People in these communities take a variety of actions to stay safe despite these inequities.
<p>↘ Navigation to Next Lesson: We are starting to see how inequities are related to people's health, but we want more information - why do these inequities exist?</p>				

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<p>Lesson 11 1 day</p> <p>Why is COVID-19 affecting communities so differently?</p> <p>Investigation</p> 	<p>We reflect with our families on the fact that not everyone gets to make the same choices. We consider what aspects of our communities make us proud and what we can do to stay healthy, physically and emotionally.</p>	<p>We explore patterns in maps of pollution and asthma rates to see that where people live can influence why they might be more affected by COVID-19. We examine historical redlining maps compared to present-day vulnerability (based on poverty and health concerns) to see how racism has contributed to the greater negative impact of COVID-19 on Black, Indigenous, and people of color communities.</p>	<ul style="list-style-type: none"> We can interpret data to find patterns connecting historical redlining practices to the groups who are more affected by COVID-19. 	<ul style="list-style-type: none"> Black, Indigenous, and people of color communities have been much more affected by COVID-19 because these groups have been treated inequitably in many ways for a long time.
<p>↓ Navigation to Next Lesson: We want to take care of ourselves, our families, and our communities. But decisions are so complicated, especially in a pandemic! How do we decide what to do?</p>				
<p>Lesson 12 2 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 work in class to develop a decision-making chart, 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>	<ul style="list-style-type: none"> What we know about the science of the virus (for example, how we get it and how it spreads) helps us make decisions. We can use evidence to support our reasoning about decision-making. 	<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.
<p>↓ Navigation to Next Lesson: We are ready to take action... let's plan what to do and carry it out!</p>				

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<p>Lesson 13 2 days</p> <p>How can we take action?</p> <p>Putting Pieces Together</p> 	<p>We work with our families to brainstorm ideas for actions we can take as individuals, as a family, and as a community. We start to develop an action plan for how we might carry out at least one of those ideas.</p> <p>We share our action plans with our families and work to carry them out!</p>	<p>We consider new action ideas along with ones we've collected throughout the unit and ideas we gathered from our families. We decide what action(s) we want to take to care for ourselves, our families, and our communities and plan how to carry them out.</p>	<ul style="list-style-type: none"> • What we know about the science of the virus (for example, how we get it and how it spreads) helps us make decisions. • We can use evidence to support our reasoning about decision-making and taking action and communicate those ideas to others. 	<ul style="list-style-type: none"> • We create action plans with our families and work to carry them out in ways that make sense for our contexts.

LESSONS 1-13

21 days total