

GRADES K-2 UNIT STORYLINE

What can we do to keep our community healthy?

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 science, community, and COVID-19-related inequities
<p>Lesson 1 2 days</p> <p>What's different in our lives because of COVID-19?</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.</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 people are making these new decisions because the coronavirus is making many people sick.</p>	<ul style="list-style-type: none"> • The changes we've noticed are sometimes similar and sometimes different for different people. • We can name and talk about our feelings. • We have lots of questions about the virus, how it affects people, and what we are doing about it.
<p>↓ Navigation to Next Lesson: How does the new coronavirus make people sick? How could we find out?</p>			

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>Lesson 2 2 days</p> <p>How can we learn about the coronavirus?</p> <p>Investigation</p> 	<p>We gather other questions we might have about the coronavirus to share with our class.</p> <p>We share our models 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 that help to show what we think about the questions we have and help us figure out what we want to learn. We read a book, watch a video, and examine a diagram about the new coronavirus and how it makes a person sick. We notice that we have some of the same information from each source. We draw new models to show what we figured out about how the coronavirus can make a person sick.</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. • 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!
<p>↓ Navigation to Next Lesson: We can use our models to explain how the virus can make a person sick, but we haven't figured out how it gets from one person to another person. How do the decisions we've been making keep us safer from the virus? How do they work?</p>			
<p>Lesson 3 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, and staying away from other people can help reduce the spread. • 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>			

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>Lesson 4 1 day</p> <p>How can we 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. • 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? What else can we do to stop it?</p>			
<p>Lesson 5 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"> • In addition to breathing it in, the virus that causes COVID-19 can enter a person's body when they touch their face, so washing hands well and often can help reduce the spread and keep people healthy. • Our decisions matter because they impact ourselves and others.
<p>↓ Navigation to Next Lesson: We know that keeping our distance, wearing masks, and washing hands are important to staying healthy, But people are in different situations - how well can everyone do all of these things?</p>			

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>Lesson 6 2 days</p> <p>Can everyone make the same decisions?</p> <p>Investigation</p> 	<p>We reflect on the people in our community and think about whether everyone is making the exact same decisions about staying safer from the virus. Why not?</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 use a visual inquiry to consider situations where it might be easier or harder to follow recommendations about staying safe from the virus.</p> <p>We discuss what it means to be different and how people are treated differently. We read a book about racism. We consider how groups of people, specifically Black people, Indigenous people, and people of color, have been treated inequitably for a long time. Because of that, they are getting more sick from the coronavirus than white people are.</p>	<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: If people can't always make decisions to stay safer, and because we know even if people are doing their best to follow the recommendations, sometimes they can still get sick, is there anything else we can do to help our bodies fight off the virus if it does get inside?</p>			
<p>Lesson 7 1 day</p> <p>How can we help people's bodies stay safer from the virus?</p> <p>Investigation</p> 	<p>We share what we learned about vaccines with our families and have a discussion about other vaccinations people get. We talk about how having the COVID-19 vaccine might change some of the decisions we've been making.</p>	<p>We wonder about how vaccines make our body better at not getting as sick from the virus. We watch a video and use graphics and images to figure out how the COVID-19 vaccine can help keep people's bodies from getting really sick if they get the coronavirus. We consider how people in our community would be affected by vaccinations, especially in communities that have been disproportionately affected by COVID-19.</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. We can add "getting vaccinated" to our list of how we can care for ourselves and our community.
<p>↓ Navigation to Next Lesson: If the COVID-19 vaccine is so helpful, why doesn't everyone have it right now?</p>			

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>Lesson 8 1 day</p> <p>Why hasn't everyone gotten the COVID-19 vaccine yet?</p> <p>Investigation</p> 	<p>We think of the first person we knew to get vaccinated for COVID-19. We talk about why people would choose to get the COVID-19 vaccine or not.</p>	<p>We work together as a class to find patterns in who we know who got vaccinated first and discuss why certain groups of people have been vaccinated first. We watch a video of people explaining how they got their vaccinations and notice what was helpful to them in getting vaccinated. We consider inequities that make it harder for people to get the COVID-19 vaccine. We list ideas for how we could take action to solve some of these inequities, and consider who should be responsible for fixing these problems.</p>	<ul style="list-style-type: none"> • We can obtain and combine information to determine patterns in who has been vaccinated first for COVID-19. • Inequities have been preventing people who want them from getting the COVID-19 vaccines. • Our decisions, such as getting vaccinated or not, impact others.
<p>↓ Navigation to Next Lesson: We want to fix the inequities we've learned about! What can we do to take action?</p>			
<p>Lesson 9 2 days</p> <p>What can we do to keep our families and communities healthy?</p> <p>Putting Pieces Together</p> 	<p>We brainstorm ways we can take action to keep ourselves and our communities healthy.</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 reflect back on the decisions we are making because of COVID-19. We view examples of kids who have been helping their communities, brainstorm actions we could take as individuals, a class, with our families, and as a community, and create action plans. We reflect back on all of our learning during this unit and make a plan for how we can continue to learn about COVID-19 and take action to keep our families and communities healthy.</p>	<ul style="list-style-type: none"> • We can use evidence from our learning to take action and communicate those ideas to others. • We can take actions to take care of ourselves, our families, and our communities.

LESSONS 1-9

13 days total