

Kindergarten – Grade 5

Amplify Core Knowledge Language Arts®

Social Justice Standards Alignment and Equity Guides





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The following standards alignment chart identifies where each Social Justice standard is instructed within the Amplify Core Knowledge Language Arts program. Each numbered box represents a domain or unit of instruction.



Social Justice Standards Alignment

IDENTITY

I know and like who I am and can talk about my family and myself and name some of my group identities. [ID.K-2.1]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I can talk about interesting and healthy ways that some people who share my group identities live their lives. [ID.K-2.2]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I know that all my group identities are part of me—but that I am always ALL me. [ID.K-2.3]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I can feel good about myself without being mean or making other people feel bad. [ID.K-2.4]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	
I see that the way my family and I do things is both the same as and different from how other people do things, and I am interested in both. [ID.K-2.5]													
Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 1	1	2	3	4	5	6	7	8	9	10	11	12	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12	

DIVERSITY

I like being around people who are like me and different from me, and I can be friendly to everyone. [DI.K-2.6]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I can describe some ways that I am similar to and different from people who share my identities and those who have other identities. [DI.K-2.7]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I want to know about other people and how our lives and experiences are the same and different. [DI.K-2.8]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know everyone has feelings, and I want to get along with people who are similar to and different from me. [DI.K-2.9]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I find it interesting that groups of people believe different things and live their daily lives in different ways. [DI.K-2.10]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

JUSTICE

I know my friends have many identities, but they are always still just themselves. [JU.K-2.11]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know when people are treated unfairly. [JU.K-2.12]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know some true stories about how people have been treated badly because of their group identities, and I don't like it. [JU.K-2.13]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know that life is easier for some people and harder for others and the reasons for that are not always fair. [JU.K-2.14]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I know about people who helped stop unfairness and worked to make life better for many people. [JU.K-2.15]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

ACTION

I care about those who are treated unfairly. [AC.K-2.16]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I can and will do something when I see unfairness—this includes telling an adult. [AC.K-2.17]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I will say something or tell an adult if someone is being hurtful, and will do my part to be kind even if I don't like something they say or do. [AC.K-2.18]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I will speak up or do something if people are being unfair, even if my friends do not. [AC.K-2.19]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

I will join with classmates to make our classroom fair for everyone. [AC.K-2.20]

Kindergarten	1	2	3	4	5	6	7	8	9	10	11	12
Grade 1	1	2	3	4	5	6	7	8	9	10	11	
Grade 2	1	2	3	4	5	6	7	8	9	10	11	12

Social Justice Standards Alignment

IDENTITY

I know and like who I am and can talk about my family and myself and describe our various group identities. [ID.3-5.1]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know about my family history and culture and about current and past contributions of people in my main identity groups. [ID.3-5.2]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know that all my group identities are part of who I am, but none of them fully describes me and this is true for other people too. [ID.3-5.3]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I can feel good about my identity without making someone else feel badly about who they are. [ID.3-5.4]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know my family and I do things the same as and different from other people and groups, and I know how to use what I learn from home, school and other places that matter to me. [ID.3-5.5]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

DIVERSITY

I like knowing people who are like me and different from me, and I treat each person with respect. [DI.3-5.6]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I have accurate, respectful words to describe how I am similar to and different from people who share my identities and those who have other identities. [DI.3-5.7]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I want to know more about other people's lives and experiences, and I know how to ask questions respectfully and listen carefully and non-judgmentally. [DI.3-5.8]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I feel connected to other people and know how to talk, work and play with others even when we are different or when we disagree. [DI.3-5.9]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know that the way groups of people are treated today, and the way they have been treated in the past, is a part of what makes them who they are. [DI.3-5.10]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

JUSTICE

I try and get to know people as individuals because I know it is unfair to think all people in a shared identity group are the same. [JU.3-5.11]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know when people are treated unfairly, and I can give examples of prejudice words, pictures and rules. [JU.3-5.12]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know that words, behaviors, rules and laws that treat people unfairly based on their group identities cause real harm. [JU.K-2.13]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know that life is easier for some people and harder for others based on who they are and where they were born. [JU.3-5.14]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I know about the actions of people and groups who have worked throughout history to bring more justice and fairness to the world. [JU.3-5.15]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

ACTION

I pay attention to how people (including myself) are treated, and I try to treat others how I like to be treated. [AC.3-5.16]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I will speak up or do something when I see unfairness, and I will not let others convince me to go along with injustice. [AC.3-5.19]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		

I will work with my friends and family to make our school and community fair for everyone, and we will work hard and cooperate in order to achieve our goals. [AC.3-5.20]

Grade 3	1	2	3	4	5	6	7	8	9	10	11
Grade 4	1	2, P1	2, P2	3	4	5	6	7	8		
Grade 5	1	2	3	4	5	6	7	8	9		



DEEDUCATION

AMPLIFY CKLA

EQUITY GUIDES

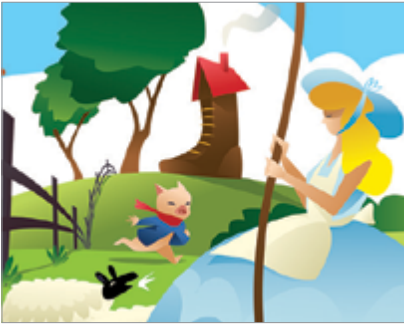
How to Use the Amplify CKLA Equity Guides

The following guides offer an overview of the many ways that the Amplify CKLA program supports students' understanding of issues related to diversity, equity, inclusion, and social justice. The guide for each grade details how each domain of the Knowledge Strand (K-2) or each unit (3-5) aligns to outcomes identified in the Teaching Tolerance Social Justice Standards. This tool enables teachers to understand how students work toward these outcomes through the Amplify CKLA program. It also includes a DEI question for each domain or unit that teachers may use to further develop students' understanding of how the content area connects to these issues.

While the Amplify CKLA program is not intended to be students' only opportunity to grapple with the ideas embedded in the Social Justice Standards, it does offer substantial support for progressing toward the standards' outcomes. The guide for each unit and the alignment charts for each grade band detail which standards are supported in Amplify CKLA, enabling teachers to coordinate this with curricula in other subjects to ensure that students address all standards throughout the course of the school day.



Kindergarten



Kindergarten Domain 1 *Nursery Rhymes and Fables*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to nursery rhymes and fables that have been favorites with children for generations. As students learn about classic characters, such as Humpty Dumpty and Little Miss Muffet, they also discover how characters feel in different circumstances. Because nursery rhymes are fun and involve everyday activities, Kindergarten students can relate to them and use them as a springboard for exploring their own feelings.

DEI Question

What are some common feelings, and when might people experience them?

Objectives

- Students identify feelings experienced by different characters in nursery rhymes. [DI.K-2.9]
- Students identify times when they have felt or would feel frightened and disturbed. [DI.K-2.9]



Kindergarten Domain 2 *The Five Senses*

Summary of how this domain approaches DEI and Social Justice

Throughout this domain, students learn about the five senses and how they help us experience the world. After learning about each sense, students discover what happens if the senses of sight and hearing do not function properly. Through inspirational stories about the lives of two individuals (Ray Charles and Helen Keller) who overcame significant challenges posed by blindness and deafness, students also consider how individuals experience the world in different ways, both physically and culturally.

DEI Question

What are some ways in which we can experience senses differently, and how can those experiences affect our lives?

Objectives

- Students describe the experiences and challenges of someone who is blind. [DI.K-2.8]
- Students describe the experiences and challenges of someone who is blind and deaf. [DI.K-2.8]

Kindergarten



Kindergarten Domain 3 *Stories*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to classic stories from different cultures, including a Japanese folktale, a Native American legend, and other stories. Through memorable characters like Goldilocks and Momotaro, students gain an appreciation for other cultures and start to explore feelings, actions, and the connections between them. They learn how a character's choices and behavior can affect others, from Goldilocks's insensitivity to the bears to Momotaro's heroic decision to protect his village from the oni, who have stolen from and mistreated his people for years. Such analysis helps prepare students to apply concepts of fairness and justice to real-world contexts.

DEI Question

How can a character's behavior affect others?

Objectives

- Students identify the cause of a character's fear in a folktale. [DI.K-2.9]
- Students identify times when they have felt or would feel terrified. [DI.K-2.9]
- Students explain how a character's efforts to protect his village from injustice and mistreatment make him a hero. [JU.K-2.15]
- Students learn the Golden Rule, then use it to analyze how characters treat one another and suggest ways to treat others better. [JU.K-2.12]



Kindergarten Domain 4 *Plants*

Summary of how this domain approaches DEI and Social Justice

Through this domain, students acquire a fundamental understanding of the parts of plants and how they grow, learning what plants need to stay alive and encountering the concepts of pollination, photosynthesis, and the plant life cycle. The domain also introduces students to two historical figures with important connections to plants: George Washington Carver and Johnny Appleseed. Through Appleseed's story, students analyze how people are able to help make the world a better place for others.

DEI Question

How can a person's behaviors make the world better for other people?

Objectives

- Students explain how Johnny Appleseed made the world better for many people. [JU.K-2.15]

Kindergarten



Kindergarten Domain 5 *Farms*

Summary of how this domain approaches DEI and Social Justice

Through studying farms, students gain valuable information about animals, crops, and food systems, but they also learn about the lifestyle of farmers. While some students may see their own communities in this domain, others will gain valuable understanding of and appreciation for rural life. In this domain, students learn how farmers raise and care for farm animals and crops and consider what farming life entails. As students think about farmers' responsibilities and how they provide food for groceries and market, they reflect on the interconnectedness of people from different geographic regions and ways of life.

DEI Question

How is a farmer's life both like and unlike my life?

Objectives

- Students explain some aspects of the daily life of a farmer. [DI.K-2.10]
- Students evaluate the responsibilities of farming and other jobs associated with food production. [DI.K-2.8]



Kindergarten



Kindergarten Domain 6 *Native Americans*

Summary of how this domain approaches DEI and Social Justice

The Native Americans domain introduces students to the broad concept that indigenous people lived on the continents of North and South America long before European explorers visited and settled this area. Students discover that there were many different tribes of Native Americans, and that each tribe had its own way of eating, dressing, and living, depending on where it lived. Students learn about three tribes in depth: the Lakota Sioux of the Great Plains region, and the Wampanoag and the Lenape, both of the Eastern Woodlands region. They also learn how different geographical locations influenced lifestyles, and that each Native American group has its own distinct culture. Finally, the materials also introduce students to contemporary Native American tribes.

DEI Question

What do various Native American tribes have in common, and what makes each tribe unique?

Objectives

- Students explain some similarities and some differences between their lives and those of various Native American tribes. [DI.K-2.7]
- Students explain some similarities and differences between the Lakota Sioux, the Wampanoag, and the Lenape. [DI.K-2.10]
- Students explore how their family or community may do things differently from others. [ID.K-2.5]



Kindergarten



Kindergarten Domain 7 *Kings and Queens*

Summary of how this domain approaches DEI and Social Justice

In this domain, students listen to Read-Alouds about kings and queens and royal families. Both the fiction and nonfiction selections will build students' understanding of the responsibilities, lifestyle, and customs associated with royalty throughout history. They also consider the obligations of being royalty, including how royals have treated others and exploring what it means to treat someone fairly. This helps build an important foundation for future domains that grapple with how people treat one another, particularly when there is a difference in their perceived power levels.

DEI Question

What qualities or traits make a good king or queen?

Objectives

- Students describe the feelings of royal and non-royal characters. [DI.K-2.9]
- Students identify examples of fair and unfair treatment of others. [JU.K-2.12]
- Students describe what life was like for a royal family. [DI.K-2.10]



Kindergarten Domain 8 *Seasons and Weather*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the concept of weather. Students learn that different regions of Earth experience different weather patterns throughout the year, and they come to see that, as the weather associated with each season varies depending upon where one lives, students throughout the United States will have different experiences with regard to the four seasons. There are, however, certain common seasonal features that will be true for all people living within the continental United States; for example, summer is always a warmer season, in general, than winter. They also explore holidays that different groups of people celebrate throughout the seasons, including Chinese New Year, Christmas, Hanukkah, Kwanzaa, Easter, Passover, Holi, Thanksgiving, and Halloween.

DEI Question

What holidays does your family celebrate, and how are they like and unlike the holidays other people celebrate?

Objectives

- Students explore how different people celebrate different holidays during the seasons. [ID.K-2.5]
- Students describe holidays their families celebrate. [ID.K-2.5]

Kindergarten



Kindergarten Domain 9 *Columbus and the Pilgrims*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the explorations of Christopher Columbus and to the Pilgrims' arrival in America. In that process, it discusses how Columbus unfairly treated the native people he encountered. It also explores the reasons the Pilgrims left England and the complicated relationship they had with the Wampanoag tribe. Throughout, the unit introduces students to issues of fairness and how to (and not to) interact with other people.

DEI Question

How did Columbus and the Pilgrims treat native and indigenous people in the Americas?

Objectives

- Students explain how the Separatists or Pilgrims had different beliefs from their king and how they lived differently because of these beliefs. [DI.K-2.10]
- Students explain how Columbus treated native peoples he encountered in the Americas. [JU.K-2.13]



Kindergarten Domain 10 *Colonial Towns and Townspeople*

Summary of how this domain approaches DEI and Social Justice

This domain continues students' study of our country's early history. Its Read-Alouds will acquaint students with what daily life was like for colonists and how very different it was from students' own present-day experiences. They also learn how people in the town lived differently from those in the country. At the same time, they learn to recognize what people have in common across eras and areas. They also learn vocabulary related to feelings and identify situations likely to evoke those feelings.

DEI Question

How do the time and place in which people live affect how they live?

Objectives

- Students explain how colonial life compares to and contrasts with contemporary life. [DI.K-2.8]
- Students identify differences and similarities between living in town and in the country. [DI.K-2.10]
- Students describe situations that would make someone feel thrilled, patient, merry, or sympathetic. [DI.K-2.9]

Kindergarten



Kindergarten Domain 11 *Taking Care of the Earth*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the importance of being environmentally aware individuals. By studying conservation, students become familiar with the earth's natural resources and will begin to recognize how people's actions affect the environment in which we live. In that process, they learn the concepts of responsibility and globalization. They also understand how people across the world are connected and how their actions affect each other.

DEI Question

How do our decisions about conservation affect other people?

Objectives

- Students identify events that are global and understand how their actions can affect Earth's environment for all people. [DI.K-2.8]



Kindergarten Domain 12 *Presidents and American Symbols*

Summary of how this domain approaches DEI and Social Justice

This domain explores the lives and legacies of five famous presidents and introduces students to several national symbols. By the end of this domain, students are able to compare a king and a president. In addition to other historical events, the domain covers Abraham Lincoln and his role in ending slavery fewer than two hundred years ago. It also describes the historic election and re-election of Barack Obama as the nation's first African-American president. Finally, students consider their own perspectives on issues of respect and equality.

DEI Question

What have the leaders of this country done to help stop unfairness?

Objectives

- Students identify respectful and disrespectful behaviors. [JU.K-2.12]
- Students learn about the differences between a monarchy and a democracy. [DI.K-2.10]
- Students describe situations that would make someone feel serious or determined. [DI.K-2.9]
- Students learn about the treatment of enslaved people and describe Abraham Lincoln's role in ending slavery. [JU.K-2.15]
- Students describe the conflict between the builders of Mount Rushmore and the Lakota Sioux. [JU.K-2.13]



Grade 1



Grade 1 Domain 1 *Fables and Stories*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to fables and stories from across the world that have delighted generations of people. As students learn about classic characters, such as Spain's Medio Pollito and Ghana's Anansi, they also discover how characters feel in different circumstances, discern valuable lessons about ethics and behavior, and learn to identify their own feelings and the feelings of others. They learn to locate the stories' countries of origin—such as Greece, Spain, and Ghana—on a map and discuss features and traditions of the people who may have first told the stories.

DEI Question

What feelings and experiences do different people have?

Objectives

- Students describe their own experiences and compare and contrast them to characters' experiences in fables and stories. [DI.K-2.8]
- Students identify feelings experienced by different characters in fables and stories. [DI.K-2.9]
- Students discuss sharing and fairness. [JU.K-2.12]



Grade 1 Domain 2 *The Human Body*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the human body. With some help from Dr. Welbody and her fun and informative rhymes, students learn about their own bodies, including feelings like nervousness and reactions they can and cannot control. They learn about Edward Jenner and Louis Pasteur, whose discoveries aided in the prevention of disease and made life better for many people. As students study these stories, they consider how the scientists changed the world and whether or not they would help with a scientific study, even if it would put them at risk.

DEI Question

How can doctors and scientists make the world a better place?

Objectives

- Students identify times when they have felt or would feel nervous. [DI.K-2.9]
- Students learn about scientists whose discoveries helped prevent disease and consider whether they would have helped in this work even if doing so might put them at risk. [JU.K-2.15]

Grade 1



Grade 1 Domain 3 *Different Lands, Similar Stories*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to three themes in fairy tales and folktales using variations from different lands or countries. By listening to stories like “Cinderella” and “Hu Gu Po,” students gain an appreciation for different places and cultures and explore feelings, motivations, actions, and the connections between them. Students encounter stories from countries in Africa, Asia, and Europe, and they will be able to name each story’s country and continent by the end of the domain. Reading these folktales and fairy tales helps students develop a strong foundation for their understanding and enjoyment of similar stories from different lands, and it emphasizes experiences that unite people of many cultures.

DEI Question

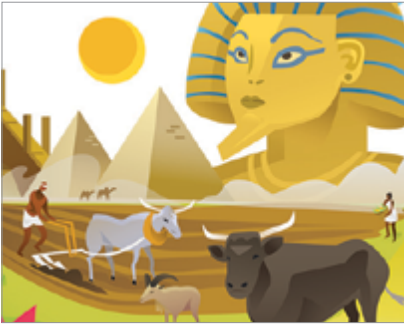
How can we treat each other with kindness?

Objectives

- Students discuss family and stories they hear at home. [ID.K-2.1]
- Students encounter stories from around the world. [ID.K-2.5]
- Students identify feelings experienced by different characters in stories. [DI.K-2.9]
- Students evaluate how characters treat one another in stories. [JU.K-2.12]
- Students discuss the word *worthy* and being kind. [AC.K-2.18]



Grade 1



Grade 1 Domain 4 *Early World Civilizations*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the development of early civilizations by examining their fundamental features. The domain introduces the concept of religion (polytheism) in Mesopotamia and ancient Egypt as one of the forces shaping those civilizations. The end of the domain provides a historical introduction to the development of three world religions—Judaism, Christianity, and Islam—which are all characterized by a belief in a single God. As students listen and learn about different beliefs and cultures around the world, they think about and share their own traditions and hear their classmates' stories as well.

DEI Question

How are our lives and experiences the same as and different from people's lives in early world civilizations?

Objectives

- Students explain the family traditions they have at home. [ID.K-2.1]
- Students discuss their experiences with different religions. [ID.K-2.5]
- Students discuss the lives of ancient people, comparing and contrasting them with life today. [DI.K-2.8]



Grade 1 Domain 5 *Early American Civilizations*

Summary of how this domain approaches DEI and Social Justice

This domain includes a study of the Maya, Aztec, and Inca civilizations. Students examine the fundamental features of the Maya, Aztec, and Inca, including farming, the establishment of cities and government, and religion. Students compare and contrast these societies and what made them unique; they also consider their own society and what features it shares with these ancient civilizations. As they explore these ancient worlds, students learn about things all human have in common and the way we are connected to people who lived ages ago.

DEI Question

How are our lives and experiences the same as and different from people's lives in early world civilizations?

Objectives

- Students discuss the lives of ancient people and how they may have been similar to or different from their lives today. [DI.K-2.8]

Grade 1



Grade 1 Domain 6 *Astronomy*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the solar system. They learn about astronomers throughout history and their perspectives about the solar system. Then they identify how those astronomers would feel if they knew the things about space that people know today. Students also learn about the history of space exploration and missions to the moon. They learn about NASA, the Space Race, the Apollo missions, what it takes to be an astronaut, and how astronauts feel on their journeys to space.

DEI Question

How might people feel when trying something new or unfamiliar?

Objectives

- Students consider how people who lived thousands of years ago would feel about modern-day space discoveries. [DI.K-2.7]
- Students discuss the lives of astronauts and why their jobs may be emotionally difficult. [DI.K-2.9]
- Students study astronomers in history and inventions that helped them make new discoveries. [JU.K-2.15]



Grade 1 Domain 7 *The History of the Earth*

Summary of how this domain approaches DEI and Social Justice

In this domain, students learn about geographical features of the earth's surface. They also study the inside of the earth and characteristics of its various layers. Students hear about the importance of rocks and minerals, how people use them, and how they are taken from the earth's crust. Students also learn about archaeologists and geologists, their importance in giving us knowledge about the earth, and how that knowledge keeps people safe. As they consider animals that may become extinct, students recognize how their actions affect the environment in which they live.

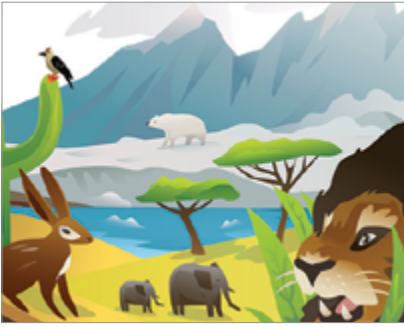
DEI Question

How can knowledge about the past help us to make the world a better and safer place today?

Objectives

- Students discuss how scientists study the earth to keep people safe from geological disasters. [JU.K-2.15]
- Students discuss what they can do to protect animals today from becoming extinct. [AC.K-2.17]

Grade 1



Grade 1 Domain 8 *Animals and Habitats*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the wonder of the natural world, focusing on the interconnectedness of all living things with their physical environment and with one another. These concepts and facts serve as the basis for in-depth understanding of the interdependence of all of nature, its fragile balance, and humans' roles in protecting the world in which we live.

DEI Question

How do our decisions about the environment affect the well-being of animals and other people?

Objectives

- Students identify the environments in which they live. [ID.K-2.2]
- Students discuss how humans affect habitats and why it is important to protect animals' habitats. [AC.K-2.17]



Grade 1 Domain 9 *Fairy Tales*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to fairy tales that have been favorites with children for generations. They learn how a character's choices and behaviors can affect others, from the giant at the top of the beanstalk being rude to his wife to the princess in "The Frog Prince" learning to keep promises and to be kind to a person who is different from her. By listening to classic stories, students absorb valuable lessons about ethics and behavior and learn to identify their own feelings and the feelings of others.

DEI Question

How do we affect others with our words and actions?

Objectives

- Students identify feelings experienced by different characters in fairy tales. [DI.K-2.9]
- Students discuss characters who are rude or unfair to other characters in fairy tales. [AC.K-2.12]
- Students discuss lessons or morals that can be learned from fairy tales, including being kind to people who are different from them. [AC.K-2.18]

Grade 1



Grade 1 Domain 10 *A New Nation: American Independence*

Summary of how this domain approaches DEI and Social Justice

In this domain, students hear about when and how our country started. Students learn about the unfair treatment of the colonists by the British government as well as some important historical figures who shaped the country and its morals. The domain also explores the role of women, Native Americans, and African Americans during the colonial time period, considering how these groups of people were not treated justly even after the colonists declared independence.

DEI Question

Who benefited from the way our country was founded, and who was treated unfairly during its founding?

Objectives

- Students discuss how the colonists felt about taxation and the Declaration of Independence, as well as how some Founding Fathers felt during the Revolutionary War. [DI.K-2.9]
- Students identify the differences between indentured servants and enslaved people. [JU.K-2.14]
- Students identify ways in which the Founding Fathers bettered the country they had created, such as promoting public education. [JU.K-2.15]
- Students identify groups of people who were not treated fairly, or justly, in the American colonies and who were not given certain rights when the Declaration of Independence was written. [AC.K-2.16]



Grade 1



Grade 1 Domain 11 *Frontier Explorers*

Summary of how this domain approaches DEI and Social Justice

In this domain, students learn about the American frontier, explorers, and events that played an important role in the westward expansion of the United States. Students also learn about historical figures such as Daniel Boone, Thomas Jefferson, Sacagawea, and Lewis and Clark and the important changes they made to the United States. Finally, students evaluate how those historical figures must have felt as they undertook roles that would change the country.

DEI Question

How did Lewis and Clark treat the Native Americans they met on their journey, and how did Sacagawea help them?

Objectives

- Students discuss how some historical figures must have felt as they worked on life-changing tasks. [DI.K-2.9]
- Students study historical figures who made big changes to the United States and made life better for some people. [JU.K-2.15]





Grade 2



Grade 2 Domain 1 *Fairy Tales and Tall Tales*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to classic fairy tales and tall tales and the lessons they teach. Students can relate to the problems faced by characters in each of these tales and learn from the lessons in each story. Throughout, they consider various feelings and attitudes, learn about both selfish and selfless behaviors, and determine what makes someone heroic. They also consider their own actions and accomplishments, focusing on positive aspects of their own lives and identities.

DEI Question

What makes someone a hero?

Objectives

- Students describe times when they have accomplished a feat and mastered a challenge. [ID.K-2.4]
- Students describe characters' feelings and their causes. [DI.K-2.9]
- Students identify circumstances that would evoke curiosity and cause unhappiness or displeasure. [DI.K-2.9]



Grade 2 Domain 2 *Early Asian Civilizations*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the continent of Asia and its two most populous countries, India and China. Students learn about the early civilizations in India and China and identify similarities and differences between these civilizations. Students explore early India and learn about the basics of Hinduism and Buddhism—two religions from this area—as major forces shaping early Indian civilization. Then they learn about early Chinese civilization and the many contributions made by the early Chinese. As they learn about Siddhartha and Confucius, students consider how we should treat others and what it means to be kind. Throughout the domain, students learn to identify each country and important places within them on a map. They study holidays in each country, including Diwali and Chinese New Year, and they compare and contrast these celebrations to their own traditions. In addition to the domain's informational texts, students also hear works of fiction from each country.

The study of world religions such as Hinduism and Buddhism is an important aspect of education, because religion has been such a central force in shaping the development of civilizations, and it is difficult to teach world history without

Grade 2



Grade 2 Domain 2 **Early Asian Civilizations** (continued)

referencing the role played by religion. For example, the Middle Ages cannot be taught without reference to the importance of the Christian Church. The Crusades cannot be taught without reference to the development of Islam. Thus, the Core Knowledge Language Arts program introduces students at various grade levels to different world religions as part of their study of world history, which will provide students with a basic vocabulary for understanding many events and ideas in history.

DEI Question

How are your values, customs, and everyday life similar to or different from the values, customs, and everyday life people experienced in Early Asian civilizations?

Objectives

- Students describe a time when they have received or given praise, then praise a classmate. [ID.K-2.4]
- Students describe customs and practices associated with various holidays, such as Chinese New Year and Diwali, and compare them to customs and holidays observed by students' families. [ID.K-2.5]
- Students describe features that are common among ancient civilizations. [DI.K-2.8]
- Students compare and contrast Hinduism and Buddhism and consider how they are like and unlike other religions with which students are familiar. [DI.K-2.10]
- Students learn the word *unjust* and determine whether different situations involve unjust treatment of others. [JU.K-2.12]
- Students describe historical figures such as Siddhartha and Confucius and identify ways these figures sought to help others and create a better world. [JU.K-2.15]
- Students explain how they would help someone experiencing sorrow. [AC.K-2.18]

Grade 2



Grade 2 Domain 3 *The Ancient Greek Civilization*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students learn about the gods and goddesses of the ancient Greeks, the city-states of Sparta and Athens, and the philosophers Socrates, Plato, and Aristotle. They will learn about the first Olympic Games held in honor of Zeus and how they influenced the modern Olympic Games. Students also learn about the Greek contribution of democracy and how its ideals are used today in many governments, including our own. Throughout, they consider these ideas in light of their own lives, deciding how they would have behaved as ancient rulers, comparing ancient life and ideas to their own experiences, and learning how we are connected to—yet distinct from—people from long ago.

DEI Question

How does today's world reflect the influence of ancient Greece?

Objectives

- Students discuss their own experiences and beliefs, including their preferences, times when they have been on a mission to accomplish or do something, the balance in their lives, their ideal experiences, and blessings. [ID.K-2.1]
- Students consider what it means to honor someone and determine a person to whom they would like to pay tribute. [DI.K-2.6]
- Students describe features that are common among ancient civilizations. [DI.K-2.8]
- Students describe the Olympic Games of ancient Greece, explain how they have influenced the present, and consider other contributions ancient Greeks have made to modern civilization. [DI.K-2.8]
- Students identify how characters or historical figures feel in various situations and consider how they might feel in similar situations. [DI.K-2.9]
- Students evaluate whether or not their classroom is a democracy. [AC.K-2.20]

Grade 2



Grade 2 Domain 4 **Greek Myths**

Summary of how this domain approaches DEI and Social Justice

This domain builds on *The Ancient Greek Civilization* domain and will introduce students to several well-known Greek myths and many well-known mythological characters. Students learn that the ancient Greeks worshiped many gods and goddesses, and that the twelve they believed lived on Mount Olympus, the home of the gods, were the most powerful. Students encounter several significant Greek myths (fictional stories, once thought to be true, that tried to explain mysteries of nature and humankind) and learn that myths give insight into the ancient Greek culture. They hear about Greek figures—including Hercules, Oedipus, and Arachne—and evaluate their conduct, determining whether their behaviors were heroic or detrimental. As they read about various characters, students identify their feelings and evaluate how they might feel or behave in similar situations. By emphasizing the effect our actions have on others, this domain helps students build a sense of responsibility and thoughtfulness.

DEI Question

How do the characters in Greek myths change their situation through their actions and behaviors?

Objectives

- Students identify how characters or mythological figures feel in various situations and consider how they might feel in similar situations. [DI.K-2.9]
- Students learn how myths functioned in ancient Greek religion and identify the events myths explained or the lessons they conveyed to ancient Greeks. [DI.K-2.10]
- Students identify the characteristics of a hero and determine whether or not various mythological characters acted heroically. [JU.K-2.15]



Grade 2



Grade 2 Domain 5 *The War of 1812*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to an important period in the history of the United States—the time during the War of 1812. Students learn that Americans held complicated feelings about going to war, and while some people supported it, others did not. They also learn about the relationships between Great Britain and other nations, including Native American tribes. They explore historical figures' feelings and consider their own experiences with specific emotions or states, such as dejection, astonishment, and patience. They also consider characters who are grappling with their ancestry and explore how they might feel in a similar situation. Throughout, the domain builds the foundation for subsequent domains, including those on westward expansion, the U.S. Civil War, and immigration. However, it also underscores the ways in which learning about history necessarily encompasses learning about one's self.

DEI Question

How are people's choices, beliefs, and loyalties affected by their identity or the groups to which they belong?

Objectives

- Students consider a character's ancestry and how they would feel if they shared that ancestry. [ID.K-2.1]
- Students describe times when they have felt dejected or astonished and situations where they and others have shown patience. [DI.K-2.9]
- Students identify how groups of people in America held different beliefs about and relationships with Great Britain. [DI.K-2.10]
- Students learn more about a classmate by sharing and discussing self-portraits. [JU.K-2.11]



Grade 2



Grade 2 Domain 6 *Cycles in Nature*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the many natural cycles that make life on Earth possible. Students learn about seasonal cycles, flowering plants and trees, animal life cycles, and the importance of the water cycle. They discover that different parts of the world experience seasons at different times, and they come to understand the effect seasonal changes have on plants and animals. As students learn that all organisms experience the developmental stages of the life cycle, they also begin to grasp how their growth and development relates to Earth's seasonal cycles and how all organisms depend on Earth's limited water supply. Throughout this domain, students encounter the interconnectedness of all life on Earth, from humans to other animals and plants.

DEI Question

How do cycles in nature connect us to all Earth's other living creatures?

Objectives

- Students explain why different parts of the world do not have daylight, nighttime, or the same seasons simultaneously. [DI.K-2.8]
- Students identify the stages of growth all humans experience. [DI.K-2.8]



Grade 2



Grade 2 Domain 7 *Westward Expansion*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to an important period in the history of the United States—the time of westward expansion during the 1800s. Students learn why pioneers were willing and eager to endure hardships to move westward, and they also come to understand the hardships and tragedies that Native Americans, particularly the Lakota Sioux and the Cherokee, endured because of westward expansion. They consider the different attitudes that settlers and Native Americans held toward the land and its animals, and they confront the injustice of the Trail of Tears. As they learn about changing means of transportation, students also learn about the role immigrants from Ireland and China played in building the transcontinental railroad. Throughout, they also consider what their own attitudes and responses might have been in some of the circumstances people faced on the American frontier.

DEI Question

How did Westward expansion in the United States have different effects on different groups of people, such as settlers, Native Americans, and immigrant laborers?

Objectives

- Students explain how they might feel in specific situations and describe times when they have exhibited endurance. [ID.K-2.1]
- Students describe their lives, including aspects of their community and their experiences traveling and communicating with family members who are far away. [ID.K-2.5]
- Students describe travel along the Oregon Trail and compare it to contemporary travel. [DI.K-2.8]
- Students identify the feelings various characters and historical figures experience in various circumstances. [DI.K-2.9]
- Students learn about different people in the West, including the Lakota Sioux, the Cherokee, and settlers and evaluate how Westward expansion and the development of the railroad affected different groups of people. [DI.K-2.10]
- Students detail what happened during the Trail of Tears. [JU.K-2.13]

Grade 2



Grade 2 Domain 8

Insects

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the largest group of animals on Earth. Students learn the characteristics of insects, the life cycles of insects, how insects can be categorized as solitary or social, and how insects are viewed as both helpful and harmful. Throughout, they gain more understanding of how humans are not isolated in our environment, and they see how creatures with some similarities can still be quite different. For example, they observe differences in different insects' appearances and lifestyle, including whether they are social or solitary. Students use this information to compare and contrast various aspects of insect life and human life. In the process, they see ways in which humans and insects are interconnected, including how insects are important to the process of pollination and in the production of honey, some cosmetics, and even medicines. They also learn how humans can threaten or harm insects.

DEI Question

How are humans connected to insects, and how can our actions affect them?

Objectives

- Students compare and contrast their own skeleton and growth process with those of insects. [ID.K-2.1]
- Students explain how human behaviors can harm insects. [AC.K-2.17]





Grade 2 Domain 9 *The U.S. Civil War*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to an important period in the history of the United States. Students learn about the controversy over slavery between the North and the South, which eventually led to the U.S. Civil War. They learn about this war and how the end of the war also meant the end of slavery, the process through which Africans and the descendants of those Africans were taken from Africa against their will and forced into labor in the United States through the conclusion of the Civil War. The communities of people enslaved in the South established a new culture that combined the homeland of their ancestors and the Americas. Although slave trade was abolished in the United States in 1808, and at the time of the Civil War very few enslaved Africans had actually been born in Africa, the term “enslaved Africans” is used in place of “slaves” to honor the history of the enslaved people. Students also learn about some women and men who were significant during this time, including Harriet Tubman, Abraham Lincoln, and Clara Barton. Throughout this domain, students encounter low-stakes questions (often in Word Work segments) that push them to start thinking about their own identities in increasingly sophisticated ways. For example, they are asked to identify things they value, issues they care about, people they view as advisors, and how they might have reacted to some of the events described in the unit. They also consider circumstances in which being rebellious could be positive. By pushing students to start thinking about their own values and concerns, these questions help set the framework for the *Fighting for a Cause* domain and for future work on equity and justice.

DEI Question

What are some of the unfair or unjust things that took place during the Civil War, and what actions did some people take to stop those things?

Objectives

- Students identify things they value, issues they care about, people they view as advisors, and how they might have acted in particular historical moments. [ID.K-2.3]
- Students describe how various historical figures likely felt during different events. [DI.K-2.9]
- Students describe the conditions Harriet Tubman and other enslaved people endured. [JU.K-2.13]
- Students evaluate the differences between the life of an enslaved person and the life of a plantation owner. [JU.K-2.14]
- Students describe the contributions of Harriet Tubman, Abraham Lincoln, Clara Barton, and abolitionists. [JU.K-2.15]

Grade 2



Grade 2 Domain 10

The Human Body: Building Blocks and Nutrition

Summary of how this domain approaches DEI and Social Justice

This domain covers a number of topics regarding the human body, helping students learn how it functions and apply that knowledge to thinking through how their choices affect their health and well-being. After introducing students to the building block of the body, then explaining the function of its primary systems, the domain focuses on the importance of good nutrition and how to make good choices in order to eat a well-balanced diet. Students learn five keys to good health, and they determine ways to apply these keys to their own behaviors.

DEI Question

How can you and your family add some healthy habits to your everyday routine?

Objectives

- Students describe their favorite foods, determine how to select healthy snacks, and plan how to practice healthy habits in their own lives. [ID.K-2.1]



Grade 2 Domain 11

Immigration

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to the concept of immigration in the United States, an especially important topic because the United States is often referred to as a country of immigrants. Students learn about the biggest wave of immigration to the United States, which occurred between 1880 and 1920, and discover why people immigrated, what factors pushed them from their homelands and pulled them to the United States, and why many immigrants settled in particular cities or regions upon their arrival. Through reading accounts about immigrants from different countries, students discover that immigrants often face challenges, but they also achieve successes. Learning about immigration to the United States is also an opportunity for students from immigrant families to find out more about their family history and what brought them and/or their ancestors to the United States. The domain also covers becoming a citizen, what it means to be a citizen of the United States, and basic facts about the Constitution and the Bill of Rights. Throughout the domain, students explore the many privileges as well as some of the specific rights citizens have. They work together to establish a classroom constitution detailing their rights as students, and they write accounts of what they might experience as immigrants. Throughout, this domain helps students consider their own experiences in the United States and better understand the experiences others have here.

Grade 2



Grade 2 Domain 11 *Immigration* (continued)

DEI Question

What experiences do American citizens and immigrants share, and how are their lives different?

Objectives

- Students describe their own experiences, including traditions their families observe, whether they have ever accompanied an adult who was voting, and how the Bill of Rights affects their daily lives. [ID.K-2.1]
- Students define the term *immigrant* and describe some reasons that people would leave their home country to make a new life in a different country. [DI.K-2.8]
- Students identify how various immigrants might have felt in different situations they encountered. [DI.K-2.9]
- Students compare and contrast the experiences of immigrants in different settings (cities versus the country) and regions of the United States. [DI.K-2.10]
- Students describe some of the challenges faced by immigrants, including hostility from American citizens, and consider those challenges in evaluating whether the United States was truly a “Land of Opportunity” for immigrants. [JU.K-2.12]
- Students evaluate whether or not the United States was truly a “Land of Opportunity” for different groups of immigrants. [JU.K-2.14]
- Students identify some of the things Charles Steinmetz, who immigrated from Germany, did to make the United States a better place. [JU.K-2.15]
- Students learn about the rights and responsibilities of citizenship, explain the purpose of the U.S. Constitution and Bill of Rights, and work together to construct and vote on a classroom constitution. [AC.K-2.20]





Grade 2 Domain 12 *Fighting for a Cause*

Summary of how this domain approaches DEI and Social Justice

This domain introduces students to several ordinary people who stood up for what they believed in and who fought for a cause, even when faced with immeasurable odds. It introduces the terms *human rights* and *civil rights*, supporting students in learning the importance of these rights. Students learn how members of very powerful groups have often excluded members of other groups from exercising certain rights. They will learn about some key historical figures who fought for various causes such as the abolition of slavery, the right for women to vote, and the welfare of migrant workers. In the process, they will come to understand the connection between ideas and actions, as well as how ordinary people can do extraordinary things, changing people's awareness throughout an entire country. The domain features the following historical leaders: Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Rosa Parks, Martin Luther King, Jr., and Cesar Chavez. Students study the dedication and sacrifice of these historical leaders, as well as the significant impact they had on the fight for civil rights and human rights. They learn the terms *inequality*, *discrimination*, *protest*, and *courage*, and they encounter examples in the texts. Students also apply these concepts to their own lives, considering such questions as what they would like to vote for or against, who they admire, and what they could accomplish by acting with courage.

DEI Question

After learning about how others have fought for causes in their lives, what important cause might you choose to fight for in your life?

Objectives

- Students discuss how they would explain civil rights concepts to their families. [ID.K-2.1]
- Students evaluate whether circumstances have changed since the Civil Rights movement. [DI.K-2.8]
- Students compare and contrast the way different activists advocate for justice and equality. [DI.K-2.10]
- Students explain how certain groups of people have been excluded from some rights throughout American history. [JU.K-2.13]
- Students describe the work and advocacy of Susan B. Anthony, Eleanor Roosevelt, Mary McLeod Bethune, Jackie Robinson, Cesar Chavez, and Martin Luther King, Jr. [JU.K-2.15]
- Students discuss the value of using words and nonviolence to advocate for equality and justice. [AC.K-2.19]

Grade 3



Grade 3 Unit 1 **Classic Tales**

Summary of how this unit approaches DEI and Social Justice

This unit exposes students to classic children’s stories that use rich language and introduce a variety of vocabulary words. Students discuss perspective and point-of-view, discover the stories’ countries of origin (such as England and Iran), and evaluate the themes of friendship, loyalty, hospitality, responsibility, and irresponsibility. As students hear the story of *The Wind in the Willows*, they discuss characters’ traits—such as if they are responsible or a good friend—and whether or not they would react the same way as those characters’ peers. In reviewing these lessons, students will acquire awareness of others and the ability to relate to people different from them.

DEI Question

What are some ways in which you can be a good friend?

Objectives

- Students reflect on times in their lives they may have moved from one home to another and how it made them feel. [ID.3-5.1]
- Students discuss words and sayings in British English and consider how the language is similar to and different from American English. [ID.3-5.5]
- Students discuss the friendships in classic tales and explore themes of friendship, loyalty, and responsibility in relation to those friendships. [DI.3-5.9]
- Students brainstorm examples of hospitality demonstrated in the stories they read. [AC.3-5.16]



Grade 3 Unit 2 **Animal Classification**

Summary of how this unit approaches DEI and Social Justice

This unit introduces students to the science of classification. The content students learn in this unit serves as the basis for more in-depth study in the later grades of how living things are classified, the life cycles of animals, and oceans and marine life. They also learn about important figures like Carl Linnaeus, who changed the way the world classifies animals, and Jane Goodall, who teaches the world about chimpanzees while working as an activist and philanthropist.

DEI Question

What role can an activist take to help the world and its inhabitants?

Objectives

- Students review types of animals and how they have interacted with the animals in their own lives. [ID.3-5.1]
- Students study Jane Goodall and the activist work she pursues. [JU.3-5.15]

Grade 3



Grade 3 Unit 3 *The Human Body*

Summary of how this unit approaches DEI and Social Justice

This unit teaches students about the seven systems of the human body. With some help from Dr. Welbody, Dr. Kwan Si-Yu, and Dr. Kim Audit, students learn about their own bodies, including conscious and unconscious actions. After learning about the seven systems, students examine what happens if the spinal cord is damaged or the senses of sight and hearing do not function properly. Through the stories of Ray Charles and Helen Keller, who overcame significant challenges posed by blindness and deafness, students also consider how individuals experience the world in different ways, both physically and culturally.

DEI Question

What are some ways in which people with disabilities experience senses, and how can that affect their lives?

Objectives

- Students discuss disabilities, what it means to be paralyzed, blind, or deaf, and how people with disabilities experience the world. [DI.3-5.6]



Grade 3 Unit 4 *The Ancient Roman Civilization*

Summary of how this unit approaches DEI and Social Justice

This unit introduces students to an ancient civilization whose contributions can be seen in many areas of our lives today. Students explore the culture of ancient Rome, including religion, food, education, legends, social class structure, and entertainment. In addition to nonfiction texts, students hear Roman myths, such as “Androcles and the Lion,” in which they learn about the rewards of being kind to fellow beings. Students also learn about ancient Rome’s influence and contributions to our society today, underscoring connections across time and cultures.

DEI Question

How did ancient Roman culture help shape our society?

Objectives

- Students consider older family members, such as their grandparents, and how their lives are similar to and different from the students’ lives now. [ID.3-5.2]
- Students describe how the story of “Androcles and the Lion” is an example of friendship. [DI.3-5.9]



Grade 3 Unit 5 *Light and Sound*

Summary of how this unit approaches DEI and Social Justice

This unit builds upon what students have already learned about the five senses and the human body, focusing on the senses of seeing and hearing. Through reading and listening to Read-Alouds about two old friends, Samuel and Jack, who are losing their senses of sight and hearing, students learn about the properties of light and sound as well as the physical challenges some people experience as they age. They also learn about two inventors, Alexander Graham Bell and Thomas Edison, whose inventions made the world better for all people. Students gain empathy and understanding as they discuss the senses and how people experience the world in diverse ways.

DEI Question

How did Bell and Edison's inventions make life easier for all people?

Objectives

- Students examine how hearing and visually impaired characters use their other senses, sensory organs, and talents to experience the world around them. [DI.3-5.8]
- Students discuss Samuel and Jack and their friendship and what they notice most about how the two men treat each other. [DI.3-5.9]
- Students discuss situations in which someone's actions made an impression on them, as well as how inventions by Alexander Graham Bell and Thomas Edison made the world better for all types of people. [AC.3-5.16]



Grade 3



Grade 3 Unit 6 *The Viking Age*

Summary of how this unit approaches DEI and Social Justice

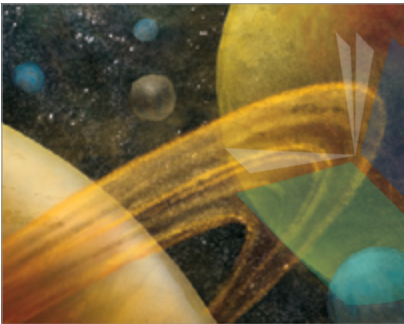
This unit builds upon what students have already learned about ancient civilizations. This unit's Quest brings to life the culture, region, and everyday life of the Norse people. Throughout the quest, students are immersed in the history of Vikings, and must collaborate to make community decisions (such as whether or not they should sack a village, whether to sail home or do something else, etc.) and trade resources with others. The Reader texts make Norse mythology accessible and relevant. They also give students the opportunity to reflect on friendship, kindness, and the treatment of characters by their peers; for example, they evaluate Loki's treatment of Sif, Thor, and Balder. Through both resources, students gain further understanding of showing respect, collaborating with peers, and stopping injustice.

DEI Question

What traditions are shared by different cultures?

Objectives

- Students discuss if they have ever been to a wedding and, if they have, describe what it was like. [ID.3-5.2]
- Students collaborate to make community decisions in the interactive Quest, including deciding whether or not to trade resources with others, raid a village, or perform other activities common to Vikings. [DI.3-5.9]



Grade 3 Unit 7 *Astronomy*

Summary of how this unit approaches DEI and Social Justice

This unit builds upon what students have already learned about astronomy and introduces them to new information about this science. In addition to learning about the parts of our solar system, students discover the achievements of Copernicus, Galileo, Buzz Aldrin, and Neil Armstrong. They also learn about Mae Jemison and her work as a doctor, engineer, member of the Peace Corps, astronaut, and philanthropist. The unit highlights how people across time have wanted to understand and explore space, and it shows that as time continues, space exploration has become open to all kinds of people.

DEI Question

How can big achievements create opportunities to help other people?

Objectives

- Students study Mae Jemison, explaining the experiences and characteristics that enabled her to become the first female African American astronaut, and how that opportunity gave her a platform for philanthropic work. [JU.3-5.15]



Grade 3 Unit 8 *Native Americans*

Summary of how this unit approaches DEI and Social Justice

This unit describes the historical events and culture of Native Americans. Students read about how Native Americans spread through the continents, changing their ways of life as they did so. They read about Native Americans who settled in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic and how tribes in each of these regions had their own unique traditions and ways of living. Students also hear about how modern day Native Americans in these regions live their lives and continue traditions. Throughout, they consider these ideas in light of their own lives, deciding how they would have behaved as ancient rulers, comparing ancient life and ideas to their own experiences, and learning how we are connected to—yet distinct from—people from long ago.

DEI Question

What makes various Native American tribes unique, and how do they live in present day?

Objectives

- Students explain and describe their extended family. [ID.3-5.1]
- Students study and discuss Native Americans living in the Greater Mississippi River areas as well as in the Southwest, Northeast, Southeast, and Arctic/Subarctic. [DI.3-5.6]
- Students consider what their lives would be like if they lived with the tribes described in the unit and which lifestyle they would prefer. [DI.3-5.8]
- Students explain that Native Americans are not all the same—tribes that live in different regions have their own traditions and culture. [JU.3-5.11]





Grade 3 Unit 9 *Early Explorations of North America*

Summary of how this unit approaches DEI and Social Justice

This unit reviews what students have already learned about the early European exploration of North America. Students learn more in-depth information about the motivations behind European exploration and how those motivations changed over time. The unit also delves into how the European explorers and settlers interacted with the Native Americans already inhabiting the continent, and how they enslaved many native people. Students grapple with the unfair treatment of native people—rendered weaker because of the new European germs and diseases—on their own land.

DEI Question

How did European expeditions help some people and harm others?

Objectives

- Students discuss colonization and how it led to the enslavement of native people. [JU.3-5.13]
- Students describe the interaction between explorers and the Native Americans they encountered. [JU.3-5.14]



DEFENDING
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Grade 3 Unit 10 *Colonial America*

Summary of how this unit approaches DEI and Social Justice

This unit builds upon what students have learned about the exploration and settlement of North America by Native Americans and Europeans and reviews what students may have already learned about the English colonies in North America. After recounting the story of how the colonies were founded, the unit discusses the relationship between the Jamestown settlers and the Powhatan tribe and the role of Pocahontas in helping the colonists live through their first few years in the colony. Students also learn about Quakers, a Protestant group that still exists today who believes that people of all races, religions, and genders are equal. During colonial times, they allowed women to speak up in Quaker meetings and opposed slavery and later fought against it. As students learn this history of the country, they evaluate which decisions the colonists made were helpful and which were hurtful, and consider how to treat people based on those examples.

DEI Question

What do the actions of people in the colonial era teach us about how people should and should not be treated?

Objectives

- Students discuss the unfairness of Europeans claiming for themselves land on which people were already living. [JU.3-5.12]
- Students discuss the enslavement of Africans and Native American people. [JU.3-5.13]
- Students study the Quakers and the positive influences they had on the colony of Pennsylvania. [JU.3-5.15]





Grade 3 Unit 11

Ecology

Summary of how this unit approaches DEI and Social Justice

This unit focuses on ecology, building on what students have learned in earlier grades about animal habitats and taking care of the earth. Students learn how the environment changes both naturally and as a result of human actions. The unit also focuses on protecting and preserving the environment and important natural resources. In doing so, it reviews the achievements of John Muir, a conservationist, and introduces students to opportunities they have to create change just as Muir did. As a culminating project, students apply all they have learned in this unit to create presentations about how to solve problems in the environment. In this way, the unit reinforces to students that they can be agents for positive change and supports them in envisioning ways they can make a difference in the world around them.

DEI Question

What can we do to protect the environment and fix the damage humans have already done?

Objectives

- Students consider what humans have done to protect the environment, including the work John Muir did to make sure Yosemite and other special lands were protected. [JU.3-5.15]
- Students reflect on ways humans have destroyed the environment and ways in which they can help combat that damage, culminating in a presentation on solutions to problems in the environment. [AC.3-5.19]





Grade 4 Unit 1 *Personal Narratives*

Summary of how this unit approaches DEI and Social Justice

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Each of the texts has substantial literary merit and represents a spectrum of the American experience, written as they are from a variety of racial, cultural, and geographic perspectives. Students read narratives ranging from how a woman living in New York felt seeing a guava for the first time since moving from Puerto Rico to a young girl who is quarantined when she develops polio, and who eventually must use a wheelchair. As students reflect on the stories in this unit, they discuss why it is important to hear first-person narratives—that they learn about a variety of people's experiences, and that they hear those experiences from the people themselves. Students also write their own personal narratives in this unit, applying what they have learned after each of the stories. The narratives students draft reflect on how their individual heritages, traditions, and experiences have helped shape who they are.

DEI Question

Why is it important to read diverse stories from the people who have actually experienced the events?

Objectives

- Students write a variety of personal narratives about themselves and their experiences. [ID.3-5.1]
- Students read a variety of personal narratives about other people and their experiences. [DI.3-5.8]
- Students discuss people who brought more justice and fairness to the world, from a child standing up for their friend to Dr. Jonas Salk and Dr. Albert Sabin, who decided to make their findings about the polio vaccine public instead of selling them for a profit. [JU.3-5.15]





Grade 4 Unit 2, Part 1 *Empires in the Middle Ages, Part 1*

Summary of how this unit approaches DEI and Social Justice

This first half of the Empires in the Middle Ages unit covers the history of the Middle Ages in Europe. Students study the lives of different classes of people throughout the Middle Ages, from serfs to kings, and how classes both helped and hindered one another through the feudal system. They also consider the lives of women, who were not given the same privileges as men in the Middle Ages but who were expected, no matter their class, to take care of the home. They learn about the word *influential*; discover figures like Charlemagne, King Henry II, and Joan of Arc; and consider the figures' backgrounds (wealthy vs. poor) and how their actions were possible because of those backgrounds. Through reading, writing, and discussion, students consider outcomes of the Middle Ages and how that time in history contrasts with their own lives today.

DEI Question

How did a person's life in the Middle Ages depend on their who they were and where they were born?

Objectives

- Students consider how their lives are similar to and different from the lives of people in the Middle Ages. [DI.3-5.7]
- Students study the feudal system and the role of women in the Middle Ages and explain why life was easier for some people and harder for others based on who they were and where they were born. [JU.3-5.14]
- Students apply the word *influential* to historical figures like Charlemagne, King Henry II, and Joan of Arc, discussing why their actions made them such influential figures during the time in which they lived. [JU.3-5.15]





Grade 4 Unit 2, Part 2 *Empires in the Middle Ages, Part 2*

Summary of how this unit approaches DEI and Social Justice

This second half of the Empires in the Middle Ages unit covers the history of the Islamic Medieval Empires through informational text. In addition, students learn about historical fiction and fables and consider what morals they can learn from such stories. Students also study major historical figures, like Muhammad, and the impact those figures had on the Islamic empire throughout centuries. They consider why the Islamic civil war would have been traumatic for Muslims, as well as the treatment of Muslims by Christians during the Crusades. As students learn about these moments in history, they must consider its impact on the present: it is difficult to understand the modern world without knowing about this region and its medieval history.

DEI Question

What factors made the Five Pillars of Islam so influential when they were first introduced?

Objectives

- Students encounter the word *diverse* and relate it to their readings. [DI.3-5.6]
- Students discuss the differences between two major religions during the Middle Ages: Christianity and Islam. [DI.3-5.8]
- Students discuss the Crusades and their outcome as well as the unfair treatment of the Muslims by the Christians in Jerusalem. [JU.3-5.12]
- Students evaluate the reasons behind Muhammad's accomplishments and success with the poor and powerless. [JU.3-5.15]





Grade 4 Unit 3 *Poetry*

Summary of how this unit approaches DEI and Social Justice

This unit introduces students to the study of poetry. The poems in this unit represent a wide variety of time periods, from Kshemendra's twelfth-century treatise on the responsibilities of poets to the work of living writers such as Nikki Giovanni and Harryette Mullen. We haven't chosen poems written specifically for children; we have instead selected poems all readers will enjoy. The poets come from many backgrounds and nations; they are European, Asian, African American, Native American, and Hispanic. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse. Uniting them all is their engagement with language and its potential. Students apply what they are learning in original poems of their own, like poems based on their memories or "I Hear My School Singing" poems based on Walt Whitman's "I Hear America Singing." They often share and discuss with classmates, further increasing their understanding of others' experiences.

DEI Question

How can poetry help us better understand and relate to other people?

Objectives

- Students consider their own memories, experiences, and feelings to write their own poems. [ID.3-5.1]
- Students learn about different time periods and lifestyles through poetry. [DI.3-5.8]
- Students explain how Langston Hughes's poem "Harlem" describes the declining possibilities for the people who lived in that community, which was the center of the Harlem Renaissance. [DI.3-5.10]





Grade 4 Unit 4 *Eureka! Student Inventor*

Summary of how this unit approaches DEI and Social Justice

This unit consists of various rounds of a fictitious game show in which students learn about inventors and inventions. Students consider various types of inventors and inventions, from George Washington Carver and his work with peanuts and soil depletion to Louis Braille, a blind inventor who invented a way for seeing-impaired people to read and write. During the show, students observe conflicts between various inventors' personalities, underscoring the conclusion that respect is an important aspect of collaboration. As students make their way through the unit, they begin to understand how the work of these inventors (and the potential work of the students) affects life today, and that by working on teams and collaborating, "invention breeds invention."

DEI Question

How have inventions throughout history made people's lives easier or better?

Objectives

- Students write about how inventions discussed in the unit (such as the light bulb) have affected their lives. [ID.3-5.1]
- Students form teams and collaborate on challenges throughout the unit. [DI.3-5.9]
- Students study several inventors from various points in history who changed the world for the better. [JU.3-5.15]
- Students discuss the word *collaboration* and how it relates to their work with teammates in the Eureka! game. [AC.3-5.20]





Grade 4 Unit 5 **Geology**

Summary of how this unit approaches DEI and Social Justice

This unit explores the relationships between different geological processes and how they affect the landscape and related environments of the earth. As students study these processes, such as tectonic plates and the earth's layers, they learn about the scientists who helped discover this information, like Alfred Wegener and Inge Lehmann, and learn that science can be open to everybody. Students discover that because of the information the scientists found, we are now able to understand more about why certain natural disasters—like tsunamis and volcanic eruptions—occur. They also read about myths that people told to explain natural disasters before scientists could explain them, from the native people of Hawaii to the Klamath tribe in Oregon, helping students see that humans across cultures and regions have long tried to understand how the world works. Through this unit, students gain a greater appreciation for the geological processes on Earth, as well as the people that study them.

DEI Question

How can learning about natural disasters help keep people safe?

Objectives

- Students read about myths from native Hawaiian people and the Klamath tribe that explain volcanic activity. [DI.3-5.6]
- Students discuss scientists like Alfred Wegener and Inge Lehmann, who persevered with their scientific discoveries even in difficult circumstances. [DI.3-5.8]





Grade 4 Unit 6
Contemporary Fiction
including excerpts from The House on Mango Street

Summary of how this unit approaches DEI and Social Justice

This unit dives into the genre of contemporary fiction, using excerpts from Sandra Cisneros's novel *The House on Mango Street*. The novel was chosen because it combines rich, lyrical, yet accessible language with an engaging narrative and protagonist. Many students will identify with Esperanza, a young Mexican American girl trying to find her own identity in difficult circumstances. She has aspirations for the future (something students will investigate in depth), but those aspirations change. As the book progresses she becomes more mature and less "selfish." She comes to understand that her community is a vital part of who she is now and will be in the future. As students identify the theme of aspiration throughout the novel, they begin to rewrite some of the scenes they've read, eventually building up to writing their own aspirational stories.

DEI Question

How have your environment and heritage shaped your identity?

Objectives

- Students write their own aspiration stories and discuss examples of something they are really proud of in their writing. [ID.3-5.4]
- Students examine the lives of a young Mexican American girl, Esperanza, her family, and her community. [DI.3-5.6]
- Students collaborate on theatrical, text-based presentations, taking on the roles of actors, directors, and audience. [DI.3-5.9]





Grade 4 Unit 7 *American Revolution*

Summary of how this unit approaches DEI

This unit examines the disagreements about principles of government that led colonists in North America to seek independence from Great Britain. First, students act out scenes that review knowledge they may have already encountered about the French and Indian War. Students then learn about the unfair treatment of colonists by the British government and discuss historical figures (such as the Founding Fathers and the Sons of Liberty) who helped combat that unfairness. In addition, students read about enslaved Africans, some of whom freed themselves: Phillis Wheatley, a poet; Crispus Attucks, who died in the Boston Massacre; Elizabeth Freeman, who sued for her freedom; and Peter Salem, who served in the Continental Army. Students will also encounter two narrative texts by Washington Irving depicting fictional stories set during the time of the American Revolution. The knowledge students gain throughout this unit guides them in drafting an essay about the causes and effects of the American Revolution and helps them consider the ways in which the Revolution affected various groups of people differently.

DEI Question

How did various groups of people fight against injustice in the American colonies?

Objectives

- Students discuss informative and narrative texts that depict life during the time of the American Revolution. [DI.3-5.8]
- Students act out scenes narrating moments prior to the American Revolution, including a conversation between two Native American people discussing their loss of land. [JU.3-5.13]
- Students discuss historical figures who worked to achieve independence from Britain and shape a new country. [JU.3-5.15]





Grade 4 Unit 8 *Treasure Island*

Summary of how this unit approaches DEI

This unit examines the fiction genre through a classic novel, *Treasure Island*, providing an opportunity for students to learn about the adventure story as a unique subgenre of fiction. As students read through excerpts of the novel, they learn to use textual evidence to analyze characters, their motivations, and their trustworthiness. Students encounter Long John Silver, a pirate who uses crutches to walk, and they analyze why his use of casual speech shows that he is from a lower social class than characters like Captain Smollett, “a well-educated and proper gentleman.” As students follow the story of Jim, the protagonist, they discover with him what life is like on a ship, the effects of a mutiny, how to evaluate whether or not people are trustworthy, and the necessity of collaboration to get out of dangerous situations. Through Jim’s adventures, students learn about effective and ineffective ways people relate to each other.

DEI Question

What can stories from another time teach us, and how do they relate to us today?

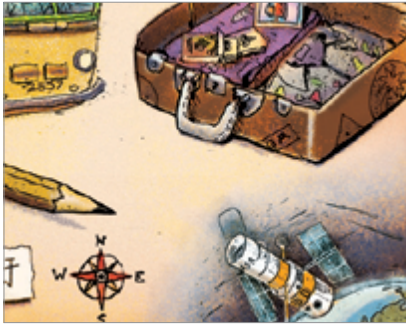
Objectives

- Students read about Long John Silver, a pirate who walks with crutches, and discuss how his casual language identifies him and other characters as lower class. [DI.3-5.7]
- Students discuss excerpts from a fictional narrative text, *Treasure Island*, that depict the life of sailors, pirates, and tradesmen during the mid-1700s. [DI.3-5.8]





Grade 5



Grade 5 Unit 1 *Personal Narratives*

Summary of how this unit approaches DEI and Social Justice

This unit examines the genre of personal narratives, which consists of works of nonfiction written by a first-person narrator involved in the events being described. Students read five personal narratives that present a wide range of perspectives on establishing and navigating your own identity despite external socio-cultural pressures. Inaugural poet Richard Blanco's narrative recounts his childhood memories of coaxing his family members, who had immigrated to the United States to Cuba, to celebrate American Thanksgiving. Jennifer Wu's narrative explores her adolescent attempts to reconcile her Chinese heritage with her desire to be like her white American classmates. Texts from Rosa Parks and Bertie Bowman allow students to compare and contrast different ways African Americans grappled with life in a segregated society. Finally, Michael Massimino's account of overcoming failure to achieve his ambition to become a NASA astronaut teaches students that even people who experience success often face challenges and hardships along the way. As students absorb the conventions of the personal narrative genre, they make meaning from these texts by learning to read them critically and closely, improving their facility in literal comprehension and making text-based inferences. They also write extensively in this unit, applying what they are learning about personal narratives to craft stories of their own and to reflect on how their heritage and experiences have helped shape their individual identity.

DEI Question

How have your environment and heritage helped make you the person you are?

Objectives

- Students write a variety of personal narratives about themselves and their experiences. [ID.3-5.1]
- Students research how their family members selected their name, then draft narratives about their name, its origin, and its significance. [ID.3-5.2]
- Students identify textual evidence that shows an author's changing perspective on her identity as a Chinese American. [ID.3-5.3]
- Students read a peer's personal narrative and offer constructive, positive feedback about it. [DI.3-5.8]
- Students discuss how members of an immigrant family in Richard Blanco's narrative react differently to his desire to celebrate an American Thanksgiving. [JU.3-5.11]
- Students use textual evidence to chart the injustice of segregation. [JU.3-5.12]
- Students describe how Rosa Parks challenged injustice during the Civil Rights movement. [JU.3-5.15]



Grade 5 Unit 2 *Early American Civilizations*

Summary of how this unit approaches DEI and Social Justice

This unit helps students understand that large complex civilizations, including those of the Maya, Aztec, and Inca, developed in the Americas before the arrival of Europeans. As students learn about the geography, climate, flora, and fauna of the Americas, they see how those things influenced pre-Columbian civilizations. They acquire an overall history and timeline of the rise and fall of the Maya, Aztec, and Inca civilizations. Students discover innovations and discoveries of the Maya, Aztec, and Inca, and they describe traits those civilizations shared and ones that made them unique from each other. As they uncover the reasons for these civilizations' decline, students also grapple with the detrimental effects of European exploration in the Americas.

DEI Question

How did European exploration contribute to the decline of pre-Columbian empires?

Objectives

- Students identify characteristics that distinguish several pre-Columbian civilizations (the Maya, Inca, and Aztec) from each other. [ID.3-5.3]
- Students describe several pre-Columbian civilizations, including their achievements in city planning, engineering, and mathematics. [DI.3-5.8]
- Students explain how European exploration did substantial harm to the Aztec and Inca Empires and helped lead to their decline. [JU.3-5.13]
- Students identify how everyday life differed for people of different social classes in the Maya Empire. [JU.3-5.14]





Grade 5 Unit 3 *Poetry*

Summary of how this unit approaches DEI and Social Justice

This unit introduces students to the study of poetry. It presents poems drawn from various literary traditions over the last several centuries, and they range from William Blake's 18th-century verse to the work of such contemporary writers as Virgil Suárez and Marie Howe. We have not chosen poems written specifically for children; instead, we have selected poems both younger and older readers will enjoy. The poets come from many backgrounds and nations: the poets included are of European, Middle Eastern, African American, Native American, and Hispanic descent. The poems themselves are similarly diverse; some employ precise meter and rhyme schemes, while others use free verse and experimentation. As students explore these works, they consider a number of questions about identity and community. For example, they determine how one's tone can affect relationships, how people have different preferences for learning new things, how one generation passes wisdom to the next, how people strive to celebrate their origins even as they embrace new identities, and how immigration often leads to particular questions of identity. With such a range of content, these poems offer every student the opportunity to recognize something familiar and to gain empathy and understanding from seeing what life is like for someone whose identity differs from their own. Students apply what they are learning in original poems of their own that they often share and discuss with classmates, further increasing their understanding of others' experiences.

DEI Question

In what ways do people in some of these poems feel isolated, and what could others do to help them feel differently?

Objectives

- Students compose poems expressing their personal mantra. [ID.3-5.4]
- Students write about an experience in nature, then discuss their work with peers, comparing and contrasting their experiences. [DI.3-5.8]
- Students practice communicating in different tones, then write different versions of an apology poem to learn how tone affects a message. [DI.3-5.9]
- Students describe how two different communities treated an African American girl during the era of segregation. [JU.3-5.13]
- Students draw on textual evidence to discuss the perspectives held by a woman and her son after they immigrate to the United States. [JU.3-5.14]

Grade 5



Grade 5 Unit 4 *Adventures of Don Quixote*

Summary of how this unit approaches DEI and Social Justice

This unit examines the fiction genre through a classic novel, *Don Quixote*. The text immerses them in the Renaissance, exposing them to its customs and norms and preparing them for further study of this time period in subsequent units. As students focus on character, plot, and literary elements such as characterization, they encounter characters and situations that help them evaluate different ways of moving through the world and interacting with others. The novel's protagonist, Don Quixote, longs to be a true knight, and his exploits and mishaps offer students rich material for discussing what behaviors are truly noble and chivalrous. Because Sancho Panza, Don Quixote's sidekick, often understands his friend's errors, his character presents further opportunity for students to discuss whether he models the best way to relate to and live alongside others. Throughout their study, students consider and write about whether or not Don Quixote's good intentions can justify his actions, which often cause distress and even harm to those around him. This field of inquiry equips students for examining their own lives, considering the relationship between their actions and intentions and what it might look like for someone to help others successfully and consistently.

DEI Question

What actions could Don Quixote take to be more respectful and considerate of others?

Objectives

- Students determine whether or not Don Quixote's good intentions justify his actions, which often cause harm or distress to others. [AC.3-5.16]





Grade 5 Unit 5 *The Renaissance*

Summary of how this unit approaches DEI and Social Justice

This unit introduces to the Renaissance, a cultural movement that began in Italy and swept through Europe. During the Renaissance, increased trade between European countries led to increased wealth, power, and influence of the middle class. Students explore how this growing middle class contributed to a stratified society with great disparity of opportunity based on class or gender. Students learn how texts such as *The Prince* and *The Courtier* advocated particular behaviors and attitudes for engaging with members of other classes, and they discover how women such as Isabella d'Este, Sofonisba Anguissola, and Lavinia Fontana sought to remove the constraints applied to women's lives. This unit provides students with a broad exposure to the art, literature, and architecture of this time period, and it explores the era's many achievements in these realms. As students learn about the Renaissance and its people, they will come to see the many ways that our era builds on this one from centuries ago.

DEI Question

How did a person's life in the Renaissance depend on their class and gender?

Objectives

- Students identify Renaissance achievements in the arts, architecture, and other areas. [DI.3-5.8]
- Students explain how different Renaissance texts guided conduct for people in positions of power and authority, including advising how they might maintain their power over others. [JU.3-5.13]
- Students describe the relationship between patrons and artists, explaining the importance of a patron's power and influence. [JU.3-5.14]
- Students describe how class and gender affected opportunities available to people in the Renaissance, and they identify ways that three Renaissance women worked to challenge the constraints surrounding women in this time. [JU.3-5.15]



Grade 5



Grade 5 Unit 6 *The Reformation*

Summary of how this unit approaches DEI and Social Justice

This unit introduces students to the Reformation, a movement involving religious and political upheaval that shifted the power in Europe from the Catholic Church to the state and led to the creation of Protestantism. It discusses how Gutenberg's invention of an efficient printing press helped fuel the Reformation movement and allowed Martin Luther's and others' ideas to spread quickly. Students discover how great advances in science were also made during this time, some of which challenged religious doctrine and contributed to the undermining of the power of the Catholic Church. As they consider the great advances made in this era, students also grapple with the disparate experience people had based on their class status, and they encounter stories of individuals who rebelled against those in power despite great risk to themselves.

DEI Question

What issues or circumstances in today's world are unjust and in need of reform?

Objectives

- Students describe how only certain groups of people had access to books at the start of this time period. [JU.3-5.14]
- Students explain how Gutenberg's printing press changed society by allowing more people access to books and the ideas in them. [JU.3-5.15]
- Students explain why people like Martin Luther objected to the sale of indulgences and sought to reform the Catholic Church. [JU.3-5.15]





Grade 5 Unit 7 *A Midsummer Night's Dream*

Summary of how this unit approaches DEI and Social Justice

The *A Midsummer Night's Dream* unit is an immersive Quest that treats Shakespeare's comedy as both literature and a living text for interpretation and performance. Over the course of the Quest students will read, write, act, direct, design, and watch *A Midsummer Night's Dream*. Students are asked to think about scenes through the frames of character action (what a character wants, what stands in his or her way, what he or she will do to achieve it) and character traits (what a character's actions tell us about him or her, what adjectives we would use to describe this character) while exploring Shakespeare's brilliant language. Students engage in close reading, creative writing, and theater activities to enhance their understanding of the play and its characters. As they immerse themselves in the play's story, they begin to understand and empathize with its characters and their varying—even conflicting—perspectives. Because the play centers around conflicts between nobles and commoners, fairies and humans, and young adults and their elders, it raises many opportunities for students to grapple with questions of authority, power, respect, and justice. They consider throughout what is fair and appropriate behavior; they also evaluate steps characters could take to reconcile with one another. In "Dear Course Smoother," a recurring writing exercise, students offer characters advice on how to resolve conflicts with others and demonstrate their ability to envision ways that people who disagree may work together and communicate. Though students offer this advice to Shakespeare's characters, the lessons they internalize—just like Shakespeare's work—transcend time, providing students with valuable tools they can apply to conflicts in their own lives.

DEI Question

What can the character conflicts and disagreements in *A Midsummer Night's Dream* teach us about how and how not to address problems with others?

Objectives

- Students explain characters' circumstances, relationships, and motivation in different situations. [DI.3-5.6]
- Students compose letters advising characters in *A Midsummer Night's Dream* on how to resolve conflicts with other characters. [DI.3-5.9]
- Students evaluate the community's laws and characters' behaviors, determining whether or not they are fair and just. [JU.3-5.12]
- Students organize the characters according to the amount of power each character has in the play's society. [JU.3-5.14]



Grade 5 Unit 8 *Native Americans*

Summary of how this unit approaches DEI and Social Justice

This unit builds on what students have learned about Native Americans in earlier grades, exploring the circumstances of Native Americans in the nineteenth and twentieth centuries. Students explore how the policies of the American government in the 1800s and contact between Native Americans and settlers, missionaries, traders, and explorers affected Native American traditions, culture, way of life, and relationship with the land. The texts introduce students to diverse Native American tribes to dispel misperceptions that the indigenous people encountered by Europeans were a single, unified group. While there were similarities among tribes, each tribe was fiercely proud of its own unique identity and culture. Students also read Native American myths and tales from specific tribes to better understand how these stories communicate values and a shared history across generations of tribal members. Through “The Navajo Code Talkers,” students learn about the unique role Native Americans played during World War II, and “Ancestors’ Words” introduces the struggle to transmit and preserve the diverse languages spoken by Native Americans. Students also grapple with the ways that the American government enacted legislation and used force to curtail Native Americans’ traditional lifestyles, including the creation of institutions such as the Carlisle Indian Industrial School, which was designed with the express purpose of assimilating young people into the dominant cultural norms. Throughout, students gain a richer understanding of Native American values and ways of life, while also recognizing the harm Native Americans endured when those things were attacked or marginalized.

DEI Question

How did the behaviors, rules, and laws of settlers and the American government affect different groups of Native Americans?

Objectives

- Students compare and contrast the leadership of Sitting Bull, Crazy Horse, and Red Cloud. [JU.3-5.11]
- Students explain the ideas of Richard Henry Pratt and the detrimental effects of schools designed to assimilate young Native American people. [JU.3-5.12]
- Students describe the effects of laws enacted by the U.S. government, such as the Homestead Act and the Indian Appropriations Acts. [JU.3-5.13]
- Students identify the actions Luther Standing Bear and Lakota leaders took to preserve their culture and community. [JU.3-5.15]

Grade 5



Grade 5 Unit 9 **Chemical Matters**

Summary of how this unit approaches DEI and Social Justice

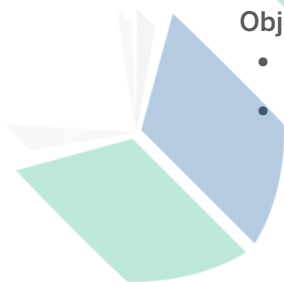
This unit uses a detective story to introduce students to the concept of matter, physical and chemical changes, and elements and compounds. The unit's Big Idea is that matter can be transformed by physical and chemical changes, which result in the extraordinary diversity of our physical world. Chemical content is introduced gradually through the context of the protagonist's experiences, giving students constant examples of the practical interest of these ideas. The Student Reader, *The Badlands Sleuth*, tells the story of a fossil dig, in which a number of fossils go missing and the protagonist, Amy, must use the chemistry she is learning to solve the mystery. Through this, students are systematically exposed to chemical content, but they also grapple with how to understand different people, how a person's point of view or bias can influence their ideas about others, and how important it can be to offer forgiveness and understanding. As they are learning these lessons about relating to others, students further develop their own interpersonal skills through numerous activities that require them to exchange writing with a peer. By giving and receiving respectful, constructive feedback, students hone their abilities to collaborate with others and work in community.

DEI Question

Many of the characters in *The Badlands Sleuth* make assumptions about the people around them. How do those assumptions affect the way they treat others, and how do they learn that some of those assumptions are incorrect?

Objectives

- Students analyze characters' motivations, assumptions, and feelings. [DI.3-5.8]
- Students share their writing with peers, giving and receiving appropriate feedback. [DI.3-5.9]





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