

GRADE 3

AMPLIFY CKLA DEI AND SOCIAL JUSTICE GUIDE

How to Use the Amplify CKLA DEI and Social Justice Guides

The following guide offers 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 the domains (K-2) or units (3-5) align 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 Teaching Tolerance 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.



DEFENDING EDUCATION

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]

Optional Lesson Modifications

- Introduction
 - Note to Teacher: Portions of this unit refer to “gypsies,” a word that is historically charged and considered a slur by Romani people. You may choose to discuss this point with students and omit the term from students’ reading, replacing it with “Roma” or “Romani people.”
- Lesson 1
 - Advance Preparation—Reading: The reading selection for today includes the word *whitewashing*. *Whitewashing* has a variety of other meanings as well and could be misinterpreted in the reading. Be sure to explain that *whitewashing* in this context is the whitening of any wall, structure, or materials.





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]

Optional Lesson Modifications

- Lesson 1
 - Reading: As a Support, be careful not to generalize Africa as a monolith or singular entity. Emphasize that Africa is a continent made up of over fifty countries that each have their own unique cultures, languages, cities, climates, and ranges of wildlife and habitats, including deserts, jungles, rainforests, and more.
- Lesson 2
 - Advance Preparation—Speaking and Listening: This lesson includes discussion about scientist Carolus Linnaeus. Note that, in addition to his work on zoological taxonomies, he also contributed to unjust ideas that attempted to classify certain racial groups as subspecies of human. Consider the potential sensitivity of this topic, and emphasize that, despite his contributions to modern taxonomy, much of his work should not be celebrated.
 - Reading—Introduce the Reading: Explain to students that Goodall is one of many environmental and animal rights activists. Use this opportunity to highlight other activists of your choice. Some examples of youth environmental activists include Haile Thomas, Thomas Ponce, Greta Thunberg, and Yuri Suzuki.





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]

Optional Lesson Modifications

- Pausing Point 2
 - Disability Rights: Bring in real-life examples of existing work around Disability Rights and the Disability Rights Movement. It is important to teach and address the stigma around disabilities, and this is a potential way to highlight events and activists who have advocated for equal rights and opportunities for people with disabilities.
 - Possible topics to discuss are:
 - The rise of the Disability Rights Movement in the 1960s
 - The Rehabilitation Act of 1973, the law that prohibits employers from discriminating against job applicants for any mental or physical disabilities
 - The Education for All Handicapped Children Act, which guarantees public education for children with disabilities
 - Among more recent activists and events to discuss are:
 - Dr. Victor Pineda from Caracas, Venezuela, a social development scholar who has received many awards for his advocacy and work around destigmatizing disabilities and advocating for a more inclusive society for people with disabilities
 - Chicago native Anita Cameron, who has worked and advocated to make public transportation more accessible for people with disabilities



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]

Optional Lesson Modifications

- Lesson 8
 - Reading: As you work your way through the remainder of this unit, we recommend being aware of the glorification of conquering. While it is important to teach about the history of Rome conquering neighboring empires, it is also important to understand that this style of teaching may glorify the ways in which violence is used to dominate, destroy, and enslave other people and their territories.
 - Reading: It is important to note that ancient civilizations such as Rome had a very complex social hierarchy that was largely based around ethnicity. Lesson 4 acknowledges the structure of slavery in Rome due to conquering, but you might emphasize that all forms of slavery are bad, and that due to Rome’s expansion, many neighboring cities and empires were burned down and destroyed, with many of their residents enslaved or killed. These imperial tendencies to gain control of other empires and cities should not be glorified, and we recommend emphasizing this point as you continue throughout the unit.





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]

Optional Lesson Modifications

- Lesson 13
 - Extended Knowledge: In this lesson, students learn of Thomas Edison's background and the stories behind some of his most important inventions. While much of the credit is given to Edison in the invention of the incandescent light bulb and improvements to the telephone, there is one inventor on his research team that often is forgotten: Black American inventor Lewis Howard Latimer.
 - Extended Knowledge: Before continuing onto the next lesson, highlight and share additional information on the accomplishments of Lewis Howard Latimer. It is also important to note Latimer's background and highlight that not many Black inventors were given the opportunity or resources to create and expand on their inventions and ideas at this time. Due to many racist and discriminatory practices, institutional and active violence against Black people often made it difficult or impossible for Black students to pursue higher education or professional careers, especially in science and technology industries.

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Grade 3 Unit 5 **Light and Sound** (continued)

- Extended Knowledge: After serving in the United States Navy, Latimer returned to Boston and became an expert at mechanical drawing and drafting. The firm he worked for recognized his talents and promoted him from office boy to draftsman. Latimer was so talented that not only was he part of Thomas Edison's research team, he also helped develop inventions for other inventors like Alexander Graham Bell, who is discussed earlier in this unit. We highly recommend sharing more information about Latimer, as he is often forgotten or not credited for his contributions to the light bulb and the telephone.



DEFENDING
EDUCATION



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?

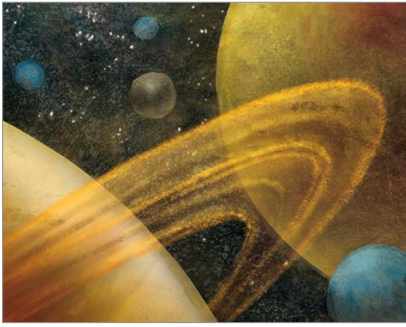
Objectives

- 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]

Optional Lesson Modifications

- Lesson 5
 - Reading: Pages 40-41 in the text contains dialogue that could be offensive regarding gender expression. Thor, in this chapter, refuses to dress up as Freya, ultimately showing that he believes that dressing up as a woman is an insult to his manhood. You may wish to extend the conversation with a discussion about gender stereotypes and expression, especially as it relates to dress. These gender stereotypes perpetuate the idea that men should dress a certain way, while women should dress another way. Emphasize for students that people can choose to express themselves and dress in whichever way is best suited for them.
- Lesson 6
 - Reading: You may choose to use pages 40-41 as an opportunity to address harmful gender stereotypes perpetuated in this text, such as Thrym's response to a woman eating a lot or belching loudly.





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]

Optional Lesson Modifications

- Lesson 9
 - Advance Preparation—Universal Access: Following the discussion about Image 7.I9.8, you may use this opportunity to ask your students if they have ever seen the film *Hidden Figures*. If not, you can explain how a team of Black women worked as mathematicians on NASA's first missions to send an astronaut into space, but racist practices and cultures led to them receiving no credit or awards for their work. Whether it was keeping track of tests data or computing complex equations to ensure the astronaut's safety, these women played essential roles in ensuring that astronauts were able to exit and re-enter Earth's atmosphere. Among these women, Mary Jackson, Katherine Johnson, and Dorothy Vaughan played instrumental roles in NASA's Mercury missions, and they are highlighted in the movie *Hidden Figures* as examples of the vital role that Black scientists and mathematicians play throughout our nation's history both in space and throughout society.





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]

Optional Lesson Modifications

- Lesson 9
 - Advance Preparation—Universal Access: It is important to share with your students the cultural aspects of Native American early lifestyles, but you may also wish to use this opportunity to highlight other moments of history, specifically historical events like the Trail of Tears and the country's history with forced Native American removal, severely impacting the Cherokee.
 - Advance Preparation—Universal Access: Before beginning this lesson, you may wish to share with your students that early American settlers, in moving west, forced many of the Native Americans living in the Southeast away from their homes, displacing communities that had developed in the Americas for centuries. These devastating events altered many Native American tribes, including the Cherokee Nation, forever.

Grade 3



Grade 3 Unit 8 **Native Americans** (continued)

- Advance Preparation—Universal Access: It is also important to highlight that the Cherokee people were gravely deceived by the U.S., establishing an extensive history of making and breaking the treaties that they had signed with Native American tribes. The U.S. would create and then break these legal agreements, which were treaties for peace, and would ultimately strip Native Americans of their culturally historic lands in order to continue to make space for early settlers.





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

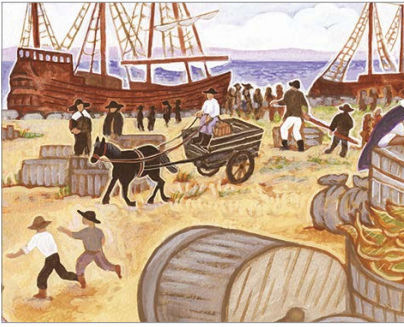
How did European expeditions help some people and harm others?

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]

Optional Lesson Modifications

- Introduction
 - Prior Knowledge—Columbus and the Pilgrims: Omit the bullet describing the accomplishments of Christopher Columbus.
- Lesson 1
 - Reading—Vocabulary: In the definition for *conquistador*, add that it directly translates to “conqueror” or “someone who conquers” in Spanish.
 - Reading: Emphasize with your students that the word *exploration* in this reading describes the European experience, but there were thousands of Native Americans already living across the Americas who had been exploring and cultivating the land for thousands of years when Columbus arrived.
- Lesson 2
 - Speaking and Listening: As a Challenge, ask students whether or not Columbus had the right to name these islands after Spain, when indigenous communities like the Taino already lived there.
 - Speaking and Listening: After the first paragraph in the text for Image U9.L2.7, read the following text: *Columbus’s kidnapping and enslavement of native people was a horrible act and was just the beginning of the issues that indigenous people would face at the hands of Columbus, other European settlers, and eventually the United States.*
- Lesson 3
 - Glossary: In the definition for *conquistador*, add that it directly translates to “conqueror” or “someone who conquers” in Spanish.



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

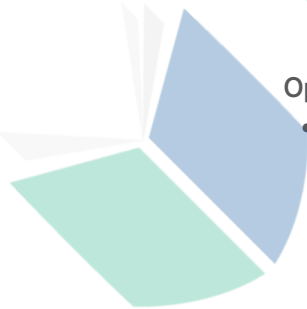
What do the actions of people in the colonial era teach us about how people should and should not be treated?

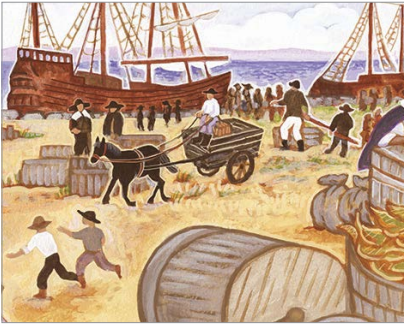
Objectives

- 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]

Optional Lesson Modifications

- Lesson 5
 - Speaking and Listening: In the text for Student Reader pages 60-63, replace the sentence about slavery being the most efficient way to manage plantations with the following sentence: However, as the colony developed, and there became a serious shortage of workers, colonists kidnapped and enslaved African and Native people to manage plantations.
 - Reading: Please refrain from addressing any enslaved individual as a slave. *Enslaved person* is the correct terminology, as it separates the people who have been enslaved from their state of enslavement. This standard should be applied throughout the rest of this lesson.





Grade 3 Unit 10 **Colonial America** (continued)

- Lesson 8
 - Advance Preparation—Universal Access: Before beginning this lesson, please review or research the full history of the first Thanksgiving. Potential resources to support this work include:
 - Education World’s Guide to “Teach the Real Story of the First Thanksgiving”
 - “Teaching Thanksgiving” Guide by Dr. Frank B. Brouillet, an educator and former Superintendent of Public Instruction in the State of Washington.
 - These resources highlight guidelines for addressing harmful stereotypes that come from stories like the first Thanksgiving, and they encourage readers to learn more about this history, providing a more holistic understanding of Native American perspectives on historical events like Thanksgiving.



Grade 3



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]

Optional Lesson Modifications

- Lesson 9
 - Reading: After students have learned about John Muir, use this lesson as an opportunity to explain that there were other environmentalists that have made history in the exploration of the ecosystem. You may introduce students the following environmentalists and discuss their contributions to this work:
 - MaVynnee Betsch
 - George Washington Carver
 - Mario J. Molina



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		

