

GRADE 5

AMPLIFY CKLA DEI AND SOCIAL JUSTICE GUIDE

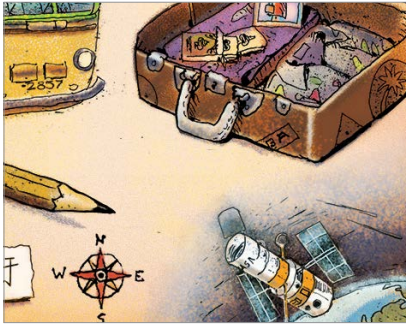
How to Use the Amplify CKLA DEI and Social Justice Guides

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.



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.

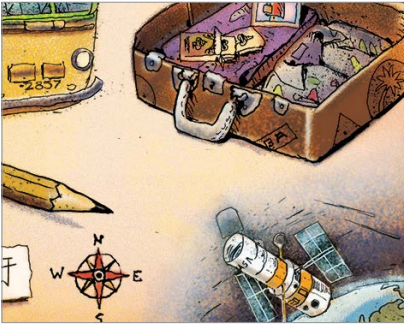
DEI Question

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]

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Grade 5 Unit 1 *Personal Narratives* (continued)

Optional Lesson Modifications

- Lesson 5
 - Advance Preparation: When you read the passage from “The First Real San Giving Day,” we suggest that you do not pronounce some of the chief of the Indian’s most culturally impersonating language. For example, for the sentence “We make big feast for you,” consider reading “We will make a big feast for you,” and doing so for other cases of the like.
 - Advance Preparation: “The First Real San Giving Day” also presents an opportunity to revisit the historically positive story of the first Thanksgiving. You may explain to your students that, although Thanksgiving is now a popularized American tradition, the real first Thanksgiving did not include Native Americans whatsoever. Given the significance of this holiday in the United States, you may want to gather more information on the true story to share with your class.

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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]

Optional Lesson Modifications

- Lesson 1
 - Reading: You may wish to bring any related supplemental information or trade books for discussion to discuss the impact that conquistadors had on indigenous people. With the arrival of Cortés and the diseases that the Spanish arrived with, what transpired was a violent genocide of indigenous people of the Aztec Empire.
- Lesson 9
 - Advance Preparation: During this reading, note for students that ultimately, Cortés and the Spanish took advantage of the friendly relationships that Montezuma hoped to form, and due to the strength of their growing army, the catastrophic effects of Spanish-brought diseases, and the technological advantages of guns and other weapons, the Aztec Empire was quickly overthrown. The arrival of Cortés and other invaders led to the deaths of many indigenous people.

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Grade 5 Unit 1

Early American Civilizations (continued)

- Lesson 12
 - Reading—Student Reader page 61: Reemphasize here that Pizarro and the Spanish were not heroes and that the scene on page 61 is a testament to how greedy European governments were when it came to the Inca and Aztec empires. Emphasize that the effects of colonization and Spanish conquest persist to this day for Indigenous communities.





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]

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Grade 5 Unit 3 *Poetry* (continued)

Optional Lesson Modifications

- Introduction
 - Poetry and Diversity: In order to establish a more diverse, equitable, and inclusive learning experience for students in this unit, we recommend noting the following poets and giving special attention to their respective experiences, careers, and cultural backgrounds:
 - Naomi Shihab Nye (Lesson 4)
 - Simon Ortiz (Lesson 8)
 - Carrie Allen McCray (Lesson 10)
 - Virgil Suárez (Lesson 11)
 - Langston Hughes (Pausing Point)
 - Jimmy Santiago Baca (Pausing Point)



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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]



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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]

Optional Lesson Modifications

- Lesson 11
 - Note: Upon completing this lesson, you may wish to highlight the African contribution to Renaissance Europe. Both the Princeton Art Museum and the Walters Art Museum in Baltimore have made exhibits to "Reveal the African Presence in Renaissance Europe," both exhibits highlighting that the names of many African artists are lost due to historical erasure and destruction of documentation.

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Grade 5 Unit 5 **The Renaissance** (continued)

- You may wish to spend an additional twenty minutes following Unit 11 to present to your students select art pieces that can be found on the Walters Art Museum's publication "Revealing the African Presence in Renaissance Europe." When including these art pieces, take a few minutes to discuss with your students the significance of African artists during this period.
- It is important to note and emphasize to your students that Africans did in fact contribute to this historic era, but it is because many education systems have chosen to ignore their contributions that we often only hear or learn about white artists during this time period.



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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]

Objectives

- Lesson 3
 - Advance Preparation—Reading: As you teach about Martin Luther and his contributions to society, it is important to acknowledge that Luther has been documented and described to be violently anti-Semitic. While his contributions to the Reformation are significant to the movement's mission, it is impossible to separate that from his anti-Semitic views, and it may be offensive for some students and teachers to honor him in any light for these reasons. While we do not recommend restating any of Luther's language, we do recommend addressing to the class that Luther was anti-Semitic and explaining and defining *anti-Semitism* to your class. Merriam-Webster defines anti-Semitism as "hostility or discrimination against Jews as a religious, ethnic, or racial group." You may use Jewish Ed Project's "A Guide for Educators" to provide a more thorough context if you wish.

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Grade 5 Unit 6 *The Reformation* (continued)

- Lesson 5
 - Advance Preparation—Reading: John Calvin is praised for his contributions to western religious history as well as advocating for social reform, but there are negative aspects of his life, philosophy, and career that should not be encouraged or supported. Among other things, Calvin believed in the execution of theological opposers to his work. You may wish to briefly address this part of the chapter by following up with more specific commentary on this and the beliefs of the Church at this time with your students. The goal in sharing this is to ensure that in whichever way we teach reformists, we must be conscious in how we share their narratives and avoid heroizing people like Calvin because of their violent qualities.



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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 Unit 8 **Native Americans** (continued)

Optional Lesson Modifications

- Lesson 1
 - Advance Preparation—Reading: In today's reading, the summary of the first Thanksgiving includes the historically positive perspective regarding the relationship between the Pilgrims and the Wampanoag people. Please review the below educational resources highlighting guidelines for addressing harmful stereotypes that come from stories like the first Thanksgiving:
 - *Teach the Real Story of the First Thanksgiving* from Education World
 - *Teaching Thanksgiving* from ewebtribe.com
 - We recommend learning more about this history to provide students with a more holistic understanding of Native American perspectives on historical events like Thanksgiving.



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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]





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		



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