

## PROHUMAN CURRICULUM - GRADE 1

### OVERVIEW OF UNITS:

Unit 1	September	Optimism
Unit 2	October	Grit
Unit 3	November	Gratitude
Unit 4	December	Curiosity
Unit 5	January	Courage
Unit 6	February	Compassion
Unit 7	March	Fairness
Unit 8	April	Understanding
Unit 9	May	Humanity

## UNIT 9: HUMANITY

### LESSON 2: LEARNING HUMANITY FROM A NONFICTION TEXT

#### SUMMARY:

The Prohuman Grade 1 curriculum is aligned to two sets of standards: [Common Core State Standards for English Language Arts](#) and [Character and Social Emotional Development \(CSED\) National Guidelines](#). The full collection of units introduces all nine of the prohuman character strengths: optimism, grit, gratitude, curiosity, courage, compassion, fairness, understanding, and humanity.

Unit 9, Lesson 2, “Learning Humanity from a Nonfiction Text,” reinforces the vocabulary word humanity. Students will read a nonfiction text that shows how a real person demonstrated humanity. Additionally, students will practice their reading comprehension skills by reading independently and hearing a reading from the teacher. Finally, students will create their own sentences that demonstrate their reading comprehension.

**SUGGESTED TIME:** 20 minutes

**RELATED SUBJECT:** English Language Arts

**LEARNING OUTCOMES:**

- Practice reading independently to develop reading comprehension skills
- Spell, define, and give an example of humanity
- Compose 3 sentences that demonstrate comprehension of the word humanity
- Demonstrate understanding of standard English sentence structure and grammar
- Practice reading and conversation skills by sharing sentences with classmates

**VOCABULARY:**

**Humanity:** I see that every person is special. People are more alike than unlike. We all need to work together to make our lives better.

**REQUIRED MATERIALS:**

- A small paper cup for each student
- Video: [Celebrate 20 Years of Clean Water with Ryan's Well Foundation](#) by [Ryan's Well Foundation](#) (~3 min)
- Prohuman Grade 1 Unit 9 Worksheet 2: Learning Humanity from a Nonfiction Text

**ELA COMMON CORE STANDARDS MET**

CCSS.ELA-LITERACY.RF.1.1	Demonstrate understanding of the organization and basic features of print.	✓
CCSS.ELA-LITERACY.RF.1.1.A	Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).	✓
CCSS.ELA-LITERACY.RF.1.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	✓

CCSS.ELA-LITERACY.RF.1.3	Know and apply grade-level phonics and word analysis skills in decoding words.	✓
CCSS.ELA-LITERACY.RF.1.3.B	Decode regularly spelled one-syllable words.	✓
CCSS.ELA-LITERACY.RF.1.3.G	Recognize and read grade-appropriate irregularly spelled words.	✓
CCSS.ELA-LITERACY.RF.1.4	Read with sufficient accuracy and fluency to support comprehension.	✓
CCSS.ELA-LITERACY.RF.1.4.A	Read grade-level text with purpose and understanding.	✓
CCSS.ELA-LITERACY.RF.1.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	✓
CCSS.ELA-LITERACY.RI.1	Ask and answer questions about key details in a text.	✓
CCSS.ELA-LITERACY.RI.1.2	Identify the main topic and retell key details of a text.	✓
CCSS.ELA-LITERACY.RI.1.4	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	✓
CCSS.ELA-LITERACY.RI.1.10	With prompting and support, read informational texts appropriately complex for grade	✓
CCSS.ELA-LITERACY.L.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓
CCSS.ELA-LITERACY.L.1.1.G	Use frequently occurring conjunctions (e.g., and, but, or, so, because).	✓

CCSS.ELA-LITERACY.L.1.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	✓
CCSS.ELA-LITERACY.L.1.2.B	Use end punctuation for sentences.	✓
CCSS.ELA-LITERACY.L.1.2.D	Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.	✓
CCSS.ELA-LITERACY.L.1.2.E	Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.	✓
CCSS.ELA-LITERACY.SL.1.1	Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.	✓
CCSS.ELA-LITERACY.SL.1.1.A	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	✓
CCSS.ELA-LITERACY.SL.1.1.B	Build on others' talk in conversations by responding to the comments of others through multiple exchanges	✓
CCSS.ELA-LITERACY.SL.1.1.C	Ask questions to clear up any confusion about the topics and texts under discussion.	✓
CCSS.ELA-LITERACY.SL.1.2	Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	✓
CCSS.ELA-LITERACY.SL.1.6	Produce complete sentences when appropriate to task and situation	✓

## CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Moral Character A	Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓
Moral Character A5	Understand why caring and being concerned for the well-being of others is a character strength	✓
Moral Character B3	Share an example of when you practiced caring as a character strength	✓
Performance Character A	Know, understand, and practice the character strengths of self-discipline, responsibility, goal setting and grit	✓
Performance Character A4	Explain why it is important for everyone to set goals	✓
Civic Character A	Know, understand, and practice the character strengths of fairness, respect, volunteering and contributing to the common good	✓
Civic Character A4	Describe what it means to be a volunteer (at home, school, in the community)	✓
Civic Character B	Apply and demonstrate the character strengths of fairness, respect, volunteering and contributing to the common good	✓
Civic Character A1	Understand why it is important to share, take turns, and follow rules (of a game, at home or school)	✓
Civic Character B1	Demonstrate the ability to share, take turns and follow rules (of a game, at home or school)	✓
Civic Character B2	Demonstrate the ability to be respectful, courteous and polite	✓

Self-Awareness A2	Identify personal strengths (e.g., honesty, curiosity, listening)	✓
Self-Management A3	Explain the different ways people respond to problems and challenges (e.g., ask for help, try harder, learn from mistakes)	✓
Social-Awareness A	Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity	✓
Social-Awareness A3	Demonstrate the ability to listen carefully and intentionally to others	✓
Social-Awareness A6	Be able to tell stories and listen to stories told by others	✓
Interpersonal/ Relationship Skills 1	Initiate and engage in conversation and social interactions with classmates, peers, and adults	✓
Interpersonal/ Relationship Skills 7	Play games and appropriately participate in small group classroom activities	✓
Responsible and Ethical Decision-Making 1	Describe a rule or principle that everyone should strive to live by (e.g., be kind, be honest, try your best)	✓

## LESSON PROCEDURE

Today we will continue to learn about humanity.

- 1.) Write humanity on the board.
- 2.) Ask students to spell humanity on their worksheets.
- 3.) Ask students what we learned about humanity in the previous lessons.
- 4.) Activity: give each student a paper cup and tell them to go, one by one, to the class sink or drinking fountain and fill up their cups, then return to their seats.
- 5.) Ask the students if it was easy or hard for them to get water. Tell the students that not everyone in the world is able to get clean water so easily.
- 6.) Play the video: [Celebrate 20 Years of Clean Water with Ryan's Well Foundation](#) by [Ryan's Well Foundation](#) (~3 min)
- 7.) Have students read the nonfiction text on their worksheets independently, quietly to themselves. Circle the room to support the students.
- 8.) After giving the students 10 minutes to practice reading, then read the worksheet text aloud to the whole class.
- 9.) Ask students to complete their worksheets.
- 10.) Have students take turns sharing their sentences with a partner.

## EXTENSION ACTIVITY

- Organize a class fundraiser for Ryan's Well with [Ryan's Well fundraising ideas and resources](#).

## **GRADE 1 UNIT 9 WORKSHEET 2: LEARNING HUMANITY FROM A NONFICTION TEXT**

**Humanity:** I see that every person is special. People are more alike than unlike. We all need to work together to make our lives better.

**Write the word humanity:**

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### **NONFICTION TEXT: RYAN'S HUMANITY**

In 1998, when Ryan Hreljac was 6 years old and in the first grade, he learned from his teacher that people were sick and some were even dying because they didn't have clean water. His teacher said that some people walked for hours in Africa just to get dirty water.

Ryan went home and asked his mom and dad to help. After a few days, they told him he could do extra chores to earn the \$70 he thought would build a well. He thought that's all it would take to solve the world's water problem. He worked for four months to earn his first \$70. Then he learned that it was really going to cost \$2,000 to build a well in a place like Uganda. He also learned that the problem was way bigger than he first thought.

Ryan started speaking to service clubs, school classes, and to anyone who would listen so that he could raise money for his first well at Angolo Primary School in Uganda. That's how his first grade project became Ryan's Well Foundation.

Now, more than 20 years later, Ryan's Well Foundation has supported water projects in 17 countries. Right now, the foundation is working on making sure there is safe water in three countries: Malawi, Uganda, and Ghana. They help people of all ages to take action and effect positive change in the world.

Source: <https://ryanswell.ca/about-us/our-story>



**ACTIVITY:**

**Write 1 sentence that explains how Ryan showed humanity.**

**Write 1 sentence that explains how Ryan's humanity helped other people.**

**Write 1 sentence about how you can show humanity.**