

PROHUMAN CURRICULUM - GRADE 3

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 5: COURAGE

LESSON 4: SHARING STORIES ABOUT COURAGE

SUMMARY:

The Prohuman Grade 3 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.

In Unit 5, Lesson 4, “Sharing Stories About Courage,” students will practice their reading skills by reading their stories to a partner and their listening skills by listening to their partners’ stories. Then, students will participate in a class discussion about the different ways the stories showed courage. Finally, students will write two examples, on their worksheets, using complete sentences, of how other students’ stories showed courage.

SUGGESTED TIME: 20 minutes

RELATED SUBJECT: English Language Arts

LEARNING OUTCOMES:

- Read aloud to a partner to support development of English pronunciation, syntax, and grammar
- Listen to a partner's reading to develop active listening skills
- Participate in a class discussion to develop active listening and conversation skills
- Write complete sentences to practice correct English syntax and grammar

REQUIRED MATERIALS:

- Prohuman Grade 3 Unit 5 Worksheet 4: Sharing Stories About Courage

VOCABULARY:

Courage: I do what I think is right even when I am afraid.

ELA COMMON CORE STANDARDS MET

CCSS.ELA-LITERACY.SL.3.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.	✓
CCSS.ELA-LITERACY.SL.3.1.B	Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).	✓
CCSS.ELA-LITERACY.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.	✓
CCSS.ELA-LITERACY.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.	✓

CCSS.ELA-LITERACY.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.	✓
CCSS.ELA-LITERACY.SL.3.4	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.	✓
CCSS.ELA-LITERACY.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	✓
CCSS.ELA-LITERACY.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	✓

CHARACTER AND SOCIAL EMOTIONAL (CSED) NATIONAL STANDARDS MET

Moral Character A3	Understand and explain the expression “I have the courage to stand up for what is wrong or unfair”	✓
Self-Awareness A1	Understand and explain why different situations may set in motion or give rise to different emotions (e.g., learning something new or difficult, meeting someone new)	✓
Social-Awareness A4	Explain a time when you put yourself in “someone else’s shoes” in order to understand their perspective and point of view	✓
Social-Awareness A5	Explain what empathy means (e.g., the ability to sympathetically understand and personally identify with the emotional states, needs and feelings of others)	✓
Responsible and Ethical Decision-Making A1	Write and share with your classmates an ethical principle you wish everyone in the world would follow	✓

	all the time (e.g., all people are created equal, be honest, be kind)	
Interpersonal/ Relationship Skills A7	Give and receive constructive feedback to classmates and peers	✓

LESSON PROCEDURE

Today we will read our stories about courage (from Lesson 3) with a partner.

- 1.) Circle the room to support the students as they take turns reading their stories to their partners. (10 min)
- 2.) Now we will discuss our stories about courage. Who would like to raise their hand and tell me how they, or the character in their story, showed courage? Write 2-3 examples on the board, with the student's name and a brief description of what they said. (5 min)
- 3.) Finally, we will write on our worksheet two sentences about what we've heard.

GRADE 3 UNIT 5 WORKSHEET 4: SHARING STORIES ABOUT COURAGE

Courage: I do what I think is right even when I am afraid.

ACTIVITY: Write 2 complete sentences about how your classmate's stories showed courage.

1.

2.