

# Lions Way 5 Unit 1 - Foundations

Content Area: **Social Studies**  
Course(s):  
Time Period: **MP1**  
Length: **10**  
Status: **Published**

## Targeted Standards

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SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3,7.1.NM.IPERS.6).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.CT.1	Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).

## Rationale & Transfer Goals

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This unit will set the foundation for the Lion's Way Curriculum through all 4 years of Middle School. Students will get to know one another, learn to find commonalities, and respect each other's differences through discussions, activities, journaling, and projects.

## Enduring Understandings - What are the most essential conclusions that students should be guided towards throughout this unit?

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Content Specific	Skills Specific
<ul style="list-style-type: none"><li>• Different parts of the brain control emotions, decision-making, learning, and biological functioning.</li><li>• Students can use several skills and strategies to help them succeed in school.</li><li>• Social contracts are important because they hold us accountable to each other.</li></ul>	<ul style="list-style-type: none"><li>• Collaboration with individuals with diverse experiences can aid in the problem-solving process.</li><li>• Emotional intelligence is an important life skill.</li><li>• A mindfulness practice can help students reduce stress.</li></ul>

## Essential Questions - What are the questions that will guide critical thinking about the content in this unit? Essential Questions should be thought starters toward the enduring understandings.

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Content Specific	Skills Specific
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- Who are my classmates and what do we have in common?
- How do our brains control emotions and decision-making?
- What motivates you to be successful?
- What is a social contract and why should we create one?

- What skills and strategies help students succeed in school?
- How can practicing mindfulness help reduce stress and regulate emotions?
- Why is it important to recognize emotions in ourselves and others?

## **Key Resources (Required)**

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**This section houses the essential required resources for this unit.**

School-Connect: Module 1

## **Supplementary Resources**

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**This section houses additional approved resources for this unit.**

Northpass SEL - Dealing with Stress and Anxiety 5-8

Northpass SEL- Dealing with Your Feelings 5-8

Northpass SEL- Managing Anger 5-8

Northpass SEL- Mental Health and Wellness 5-8

[Newsela: Learning Rewires the Brain](#)

[Newsela: Growth Mindset vs Fixed Mindset](#)

[Newsela: Why your mindset matters](#)

[Newsela: How to Become an Organized Student](#)

## Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
These are the essential <b>skills</b> taught. Look to the verbiage of the <b>standards</b> for the essential skills in the unit. →	What <b>content</b> is used to teach the skill? →	What <b>activities</b> are used to teach this content/skill? →	How do content benchmarks assess?
<ul style="list-style-type: none"> <li>• Metacognition</li> <li>• Interpersonal communication</li> <li>• consensus</li> <li>• collaboration</li> <li>• Mindfulness</li> <li>• Organization skills</li> <li>• Intrapersonal skills</li> </ul>	<ul style="list-style-type: none"> <li>• Contracts</li> <li>• Interpersonal/Intrapersonal</li> <li>• Brain-Based Learning</li> </ul>	<ul style="list-style-type: none"> <li>• School Connect: Module 1               <ul style="list-style-type: none"> <li>○ Getting to Know you</li> <li>○ Appreciating the power of a name</li> <li>○ Introducing School Connect</li> <li>○ Understanding your Brain</li> <li>○ Growing and Improving</li> <li>○ Setting up for school success</li> <li>○ Checking in on ourselves and others</li> <li>○ Finding calm</li> <li>○ Agreeing on a Class Contract</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>

## Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
<ul style="list-style-type: none"> <li>• Personal Wellness and Self Awareness Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Grade 4 Unit 1 Health: Personal Growth &amp; Wellness</li> </ul>

## 21st Century Skills - What are the 21st Century Skills that are a part of this unit?

TECH.9.4.5.CT.4

Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

TECH.9.4.5.IML.7

Evaluate the degree to which information meets a need including social emotional learning, academic, and social (e.g., 2.2.5. PF.5).

## Interdisciplinary Connections

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ELA.RI.CR.5.1	Quote accurately from an informational text when explaining what the text says explicitly and make relevant connections when drawing inferences from the text.
ELA.RL.CI.5.2	Determine the theme of a literary text (e.g., stories, plays or poetry) and explain how it is supported by key details; summarize the text.
ELA.RL.IT.5.3	Analyze the impact of two or more individuals and events throughout the course of a text, comparing and contrasting two or more characters, settings, or events in a story or drama, drawing on specific textual evidence (e.g., how characters interact).
ELA.W.AW.5.1.A	Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
ELA.W.WR.5.5	Establish a central idea about a topic, investigation, issue or event and use several sources to support the proposed central idea.