Lions Way 5 Unit 2: Communication Skills

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

Targeted Standards

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).
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).
2.1.5.SSH.5	Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
9.4.5.IML.6	Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

Rationale & Transfer Goals

This unit will teach students about effective communication with peers and adults.

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

Content Specific	Skills Specific
• Overuse of technology can cause people to isolate themselves.	• Social cues allow us to communicate with one another non-verbally. • Active listening can improve our relationships. • Being able to give and receive feedback is critical in communicating effectively.

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.

Content Specific	Skills Specific
• How can technology be a barrier to building	• How does understanding social cues improve our ability to communicate effectively?

relationships?	• Why is active listening important in school, work, and personal relationships? • What are effective strategies for initiating and sustaining conversations with adults? • How can feedback from a teacher, parent, or employer be helpful? • Why is public speaking an important skill?

Key Resources (Required)

This section houses the essential required resources for this unit.

School-Connect: Module 2

Supplementary Resources

This section houses additional approved resources for this unit.

Newsela: What is Active Listening?
Newsela: Student Opinion: Limit your use of technology
Newsela: How to communicate effectively
Newsela: The art of public speaking
Northpass SEL- Facing Challenges and Building Resilience 5-8
Northpass SEL- Healthy Relationships and Communication 5-8
Northpass SEL- Empathy and Compassion 5-8
Northpass SEL- Connecting with the World Around You 5-8

Skills, Content, Activity, Assessment

Skills	Content	Activity	Assessment
These are the essential **skills** taught. Look to the verbiage of the **standards** for the essential skills in the unit. →	What **content** is used to teach the skill? →	What **activities** are used to teach this content/skill? →	How do we **assess** this content/skill? Include benchmarks, formative assessments, and pretests.

• Interpersonal communication
• digital literacy skills
• Active listening
• Public speaking
	• Interpersonal communication
	• Media literacy
	• Active Listening
	• Presenting
		• Module 2 School Connect
		  ○ 2.1 - Creating First Impressions
		  ○ 2.2 - Reviving Digital Zombies
		  ○ 2.3 - Tuning In To Others
		  ○ 2.4 - Using Active Listening
		  ○ 2.5 - Connecting with Peers
		  ○ 2.6 - Communicating with Adults
		  ○ 2.7 - Giving and Receiving Feedback
		  ○ 2.8 - Preparing for Presentations
		  ○ 2.9 - Demonstrating Effective Communication Skills
			• journaling
			• conferencing
			• Create a plan to limit technology use
			• Deliver a presentation to demonstrate public speaking skills
			• Module 2 reflection/assessment (school-connect)

		(PBL)	

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Effective Communication	• Grade 5 Unit 1 Lion's Way: Interpersonal communication

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

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).
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

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.
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.
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).
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.
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.