Lions Way 6 Unit 2: Collaboration Skills

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

Targeted Standards

2.1.8.EH.2	Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
CAEP.9.2.8.B.3	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Rationale & Transfer Goals

This unit will prepare students for effective collaboration with peers on a project.

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

Content Specific	Skills Specific
• Effective group work depends on collaboration skills.	• Good collaboration leads to an effective group or team. • Effective collaboration skills lead to stronger relationships and better productivity. • Effective collaboration involves delegating responsibilities. • Negotiation skills are essential in school and work. • Reflection allows us to assess and learn from our mistakes.

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
• What is effective collaboration and how can it support effective group work?	• What helps groups or teams work well together? • What are effective strategies for collaborating

	with others? • How can we respectfully disagree with a team or group member? • What steps and strategies make the brainstorming process most effective? • What are essential strategies for project management and completion? • How can negotiation skills be helpful for group projects and life? • How does reflection help improve performance?

Key Resources (Required)

This section houses the essential required resources for this unit.

School-Connect: Module 4

Supplementary Resources

This section houses additional approved resources for this unit.

Newsela: "Speak Up" teaches the skills of negotiation
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 prete

• Collaboration
• Negotiation
• Respectful disagreement/argument/debate
• Brainstorming
• Reflection
	• Group work
	• Civil Discourse
	• Negotiation
	• Service project
		• Module 4 School Connect
		  ○ 4.1 - Preparing for Group Projects
		  ○ 4.2 - Collaborating Effectively
		  ○ 4.3 - Disagreeing Without Being Disagreeable
		  ○ 4.4 - Brainstorming and Idea Building
		  ○ 4.5 - Creating Group Guidelines
		  ○ 4.6 - Negotiating Within Groups
		  ○ 4.7 - Practicing Group Work
		  ○ 4.8 - Reflecting on Lessons Learned
			• journaling
			• conferencing
			• Peer assessme
			• Self reflection
			• 4.9 - Presentin Service Projec Plan (PBL)
			• 4.10 - Module Reflection & Assessment

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Peer to peer collaboration	• 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?

9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).
9.4.8.TL.3	Select appropriate tools to organize and present information digitally.

Interdisciplinary Connections

L.KL.6.2	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
RI.CR.6.1	Cite textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.
RI.IT.6.3	Analyze how a particular text's (e.g., article, brochure, technical manual, procedural text) structure unfolds by using textual evidence to describe how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
W.AW.6.1.A	Introduce claim(s) about a topic or issue and organize the reasons and evidence logically.
W.AW.6.1.B	Support claim(s) with logical reasoning and relevant, accurate data and evidence, that demonstrate an understanding of the topic or text, using credible sources.
W.AW.6.1.C	Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence.
W.AW.6.1.D	Establish and maintain a formal/academic style, approach, and form.
W.AW.6.1.E	Provide a concluding statement or section that follows from the argument presented.