Lions Way 7 Unit 1: Supporting Empathy and Inclusion

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

Targeted Standards

9.4.8.GCA.1	Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).
9.4.8.GCA.2	Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
HPE.2.2.8.A.1	Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.

Rationale & Transfer Goals

This unit will prepare students to interact with diverse groups of people, fostering the ability to empathize.

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

Content Specific	Skills Specific
• Understanding different cultures helps to build empathy and foster a culture of inclusion. • Anyone can be an agent of change.	• Building one's capacity for empathy allows all people to feel included and supported. • Advocacy is an important component of an inclusive society. • Developing social-emotional skills can help us be more successful in and out of the classroom.

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 do we each define our own cultural influences and identity? • How can we honor our own and other's	• How can we have more empathy for others, especially when it does not come naturally? • What are effective and safe ways to positively

cultural and community wealth? • How can empathy affect your relationships, your perceptions, and your life?	advocate for others? • What social-emotional strategies can help when you strongly disagree with someone else?

Key Resources (Required)

This section houses the essential required resources for this unit.

School-Connect: Module 5

Supplementary Resources

This section houses additional approved resources for this unit.

Newsela: Explainer: What is Empathy?
Newsela: The difference between empathy and sympathy
Newsela: Interview a local advocate

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

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.

• Compare and contrast cultures
• Build capacity for empathy and inclusion
• Respectful debate/discourse
• Create a plan to be an upstander
	• Diversity
	• Inclusion
	• Empathy
	• Upstander
		• Module 5 School Connect
		  ○ 5.1 - Valuing Community and Cultural Wealth
		  ○ 5.2 - Working Toward Empathy
		  ○ 5.3 - Checking for Blind Spots
		  ○ 5.4 - Appreciating Diversity
		  ○ 5.5 - Branching Outside Your Social Circle
		  ○ 5.6 - Advocating for Others
		  ○ 5.7 - Skill-building for Challenging Conversations
		  ○ 5.8 - Becoming Change Agents
		  ○ 5.9 - Envisionin
			• journaling
			• conferencing
			• Peer assessments
			• Self-reflections
			• 5.10 - Module 5 Reflection & Assessment

		g More Inclusive Communities	

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.