

Lions Way 7 Unit 1: Supporting Empathy and Inclusion

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

Targeted Standards

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|---------------|---|
| 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. |
| SEL.PK-12.3.2 | Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds |

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 |
|--|--|
| <ul style="list-style-type: none">• Understanding different cultures helps to build empathy and foster a culture of inclusion.• Anyone can be an agent of change. | <ul style="list-style-type: none">• 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 |
|---|--|
| <ul style="list-style-type: none">• How do we each define our own cultural influences and identity?• How can we honor our own and other's cultural and community wealth? | <ul style="list-style-type: none">• How can we have more empathy for others, especially when it does not come naturally?• What are effective and safe ways to positively advocate for others? |

- How can empathy affect your relationships, your perceptions, and your life?

- 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 |
|--|--|--|---|
| <p>These are the essential skills taught. Look to the verbiage of the standards for the essential skills in the unit. →</p> | <p>What content is used to teach the skill? →</p> | <p>What activities are used to teach this content/skill? →</p> | <p>How do we assess this content/skill? Include benchmarks, formative assessments, and pretests.</p> |
| <ul style="list-style-type: none"> • Compare and contrast cultures • Build capacity for empathy and inclusion • Respectful debate/discourse • Create a plan to be an upstander | <ul style="list-style-type: none"> • Diversity • Inclusion • Empathy • Upstander | <ul style="list-style-type: none"> • Module 5 School Connect <ul style="list-style-type: none"> ○ 5.1 - Valuing Community and Cultural Wealth ○ <u>5.2 - Working Toward Empathy</u> ○ 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 | <ul style="list-style-type: none"> • journaling • conferencing • Peer assessments • Self-reflections • 5.10 - Module 5 Reflection & Assessment |

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| | | g More Inclusive Communities | |
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Spiraling for Mastery

| Content or Skill for this Unit | Spiral Focus from Previous Unit |
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| <ul style="list-style-type: none"> Peer to peer collaboration | <ul style="list-style-type: none"> 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?

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|-----------------|---|
| TECH.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). |
| TECH.9.4.8.TL.3 | Select appropriate tools to organize and present information digitally. |

Interdisciplinary Connections

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|----------------|---|
| ELA.L.KL.6.2 | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |
| ELA.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. |
| ELA.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. |
| ELA.W.AW.6.1.A | Introduce claim(s) about a topic or issue and organize the reasons and evidence logically. |
| ELA.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. |
| ELA.W.AW.6.1.C | Use words, phrases, and clauses to link and clarify the relationships among claim(s), reasons and evidence. |
| ELA.W.AW.6.1.D | Establish and maintain a formal/academic style, approach, and form. |
| ELA.W.AW.6.1.E | Provide a concluding statement or section that follows from the argument presented. |