Lions Way 7 Unit 2: Building Relationships and Solving Conflicts

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

Targeted Standards

2.1.8.EH.1	Compare and contrast stress management strategies that are used to address various types of stress-induced situations (e.g., academics, family, personal relationships, finances, celebrations, violence).
2.1.8.SSH.3	Demonstrate communication skills that will support healthy relationships.

Rationale & Transfer Goals

This unit will prepare students to interact with diverse groups of people and resolve conflicts effectively.

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

Content Specific	Skills Specific
• Different personality styles and approaches can complement each other.	• Conflict resolution is an important life skill for school, work, and personal relationships. • A key to building positive relationships and avoiding/resolving conflicts is emotional management.

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 are obstacles to maintaining relationships, and what skills are necessary to overcome these obstacles? • Why is it important to be aware of your own and others' temperament styles?	• What are strategies for managing strong emotions like anger? • What strategies can help de-escalate conflict?

Key Resources (Required)

This section houses the essential required resources for this unit.

School-Connect: Module 6

Supplementary Resources

This section houses additional approved resources for this unit.

Newsela: Handling conflict in relationships
Newsela: What healthy and unhealthy relationships look like
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	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.

the unit. →			

• Relationship building
• emotional regulation
• de-escalation strategies
	• Personality styles
	• De-escalation
	• Problem-solving
	• Dating
		• Module 6 School Connect
		  ○ 6.1 - Developing positive relationships
		  ○ 6.2 - Being aware of personality styles
		  ○ 6.3 - Monitoring & managing emotions
		  ○ 6.4 - De-escalating conflict
		  ○ 6.5 - Using problem-solving strategies
		  ○ 6.6 - Making a sincere apology
		  ○ 6.7 - Forgiving others and ourselves
		  ○ 6.8 - Understanding healthy dating
			• journaling
			• conferencing
			• Peer assessments
			• Self-reflections
			• 6.9 - Applying relationship strengthening skills (PBL)
			• 6.10 - Mod 6 Reflection & Assessment

Spiraling for Mastery

Content or Skill for this Unit	Spiral Focus from Previous Unit
• Relationship building, emotional regulation, de-escalation strategies	• Grade 6 Lion's Way Unit 2: collaboration, respectful disagreement/argument/debate

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.