

**Unit Title:** Communicating from the Inside→→Out

**Grade Level:** 11-12

**Subject Area:** English

**Duration/Length/Number of class periods:** 3 Weeks: Prepared for potential online format

**Description:**

This unit will serve to prepare students to initiate and participate in discussions digitally. While learning the technical tools, students will reflect on and create a Personal Perspective that will allow them to understand why they respond to the world the way they do. Finally, students will apply their self-knowledge to an analysis of their responses when discussing a controversial issue.

This unit will foster students' knowledge and skills for participating empathetically in discussions throughout the year. It will also give them tools for Trimester 2 Argumentative Research when they are expected to "explore a full range of positions on a topic or issue" and "probe reasoning and evidence."

**Objectives:**

- Apply technical pathways/routines to joining a discussion
- Understand "Perspective" and Establish a Personal Perspective
- Initiate and participate effectively in discussion (build off the discussion, synthesize comments)
- Analyze how one's own reaction to an controversial issue is influenced by individual perception
- Build community & increase interaction among students,

**Established Goals** (National, State, Local):

**MN ELA Standards (2020 draft #2)**

**Exchanging Ideas 1:** Collaborate in a wide range of discussions as speaker and listener, while engaging with others' ideas and expressing one's ideas clearly, considering perspectives and identities, like and unlike their own from dominant, non-dominant, and silenced social groups, including the contributions of Minnesota American Indian communities and Tribal Nations.

**Grades 11-12 Benchmark 1:**

- **Engage collaboratively with peers to set norms for discussion** and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and equitable workloads as needed to **promote a thoughtful, well-reasoned exchange of ideas.**

- Both **respond thoughtfully** to **diverse perspectives** present in the discussion's participants and **seek the perspectives** of groups not represented, including Minnesota American Indian communities and Tribal Nations.
- **Propel conversations** by posing and responding to questions that **probe reasoning and evidence**; ensure exploration of a full range of positions on a topic or issue; **clarify, verify, or challenge ideas and conclusions**; and **encourage divergent and creative perspectives**.

What [Enduring Understandings](#) are desired?

Effective discussions of controversial issues require understanding one's own perspective/s before evaluating the value of other perspective/s.

What [Essential Questions](#) will be considered?

Factual—

- What is perspective?
- How do people develop perspectives? (what factors of culture, experience, etc.)

Conceptual—

- How do I know what I know and don't know?
- How do I recognize when my logic is sound/unsound?
- Why do we resist new ideas?
- What happens if I change my mind?

**Students will know / be able to:**

Know how to:

- digitally connect to and interact/discuss with a cohort of classmates
- create a model of the factors that influence their perspective of the world
- analyze how their perspective affects the way they react to issues

Description	<a href="#">Formative</a>	<a href="#">Summative</a>	Intro	Activity	S tech	T Tech	<a href="#">ISTE</a>
Effective discussions of controversial issues require understanding one's own perspective/s before evaluating the value of other perspectives/s.							
<b>Apply the technical pathways/routines joining a discussion:</b>							<b>Empowered Learner</b>
• <b>flip grid</b> (introduce self)	X		X	X	X	X	
• Anticipatory set: open-mindedness self-assessment				X		X	
• establish discussion groups ( <b>google form</b> to determine time frame to meet & establish groups)	X			X	X		
• <b>google meet</b> (schedule send invitation to teacher)	X			X	X		

<ul style="list-style-type: none"> <li>record a <b>google meet</b> (record meeting with classmate or teacher)</li> <li>create and share a <b>google app to collaborate</b> (write norms, understand “history” feature of shared document) <b>Discussion #1</b></li> </ul>	X			X	X		
<b>Understand and Establish Perspective:</b> <ul style="list-style-type: none"> <li>What is perspective (perception) activity (individual)</li> <li>Create a working <a href="#">personal perspective visual</a> (individual) <ul style="list-style-type: none"> <li><a href="#">Personality inventory</a> (Myers Briggs) to understand personality influences on perspective</li> </ul> </li> <li><b>Discussion #2</b> How could this group work together by understanding each others’ strengths and weaknesses?</li> <li>Self-assessment of recording = formative self-assessment</li> </ul>	X		X	X X X			Digital Citizen  Global Collaborator  Creative Communicator
<b>Initiate and participate effectively in discussion (build off the discussion, synthesize comments)</b> <ul style="list-style-type: none"> <li><b>Practice discussion #1</b> (meet and set norms)</li> <li><b>Formative discussion #2</b> (Discuss Myers-Briggs results How could this group work together by understanding each others’ strengths and weaknesses? self assessment)</li> </ul>	X X						Global Collaborator  Creative Communicator
<b>Analyze how one’s own reaction to a controversial issue is influenced by individual perception</b> <ul style="list-style-type: none"> <li>Respond to an issue and link reaction (group google <b>meet</b> = record discussion and analysis of personal responses) Summative analysis format choice <a href="#">Summative Rubric Drafts</a></li> </ul>		X					

<b>Materials, tools and resources:</b>
<b>Unit Plan Author</b> Anne Johnson (PCSH) johnsonanne@district279.org
<b>Additional credit given to:</b>

## PCSH Unit Planner Additions

[Approaches to learning \(ATL\)](#) These are the **skills** organized in 5 broad categories - *communication, social, self-management, research, thinking* - taught in the unit. While all are important skills, choose only those which are **essential to completing the summative assessment** and which you will directly assess. [Link to example.](#)

Communication	Social	Self-management	Research	Thinking
<ul style="list-style-type: none"> <li>Communication skills</li> </ul>	<ul style="list-style-type: none"> <li>Collaboration skills</li> </ul>	<ul style="list-style-type: none"> <li>Organization skills</li> <li>Affective skills</li> <li><b>Reflection skills</b></li> </ul>	<ul style="list-style-type: none"> <li>Information literacy skills</li> <li>Media literacy skills</li> </ul>	<ul style="list-style-type: none"> <li>Critical-thinking skills</li> <li>Creative-thinking skills</li> <li>Transfer skills</li> </ul>

[Link to the CLEAR model with questions](#)

- ☐ **Cultural** - emphasizes the human purpose of what is being learned and its relationship to the students' own culture.
- ☐ **Learning** - encourages students to make choices in content and assessment methods based on their experiences, values, needs, and strengths.
- ☐ **Equitable** - respectful learning environments in which students racial and ethnic diversity is valued and contributes to successful academic outcomes.
- ☐ **Achievement** - includes multiple ways to represent knowledge and skills and allow for attainment of outcomes at different points in time.
- ☐ **Responsive** - through positive relationships, rigorous learning experiences are created involving higher order thinking and critical analysis used to address relevant, real(ness) world issues in an action-oriented manner.

Cultural -  
Learning -  
Equitable -  
Achievement -  
Responsive -

### Rationale:

One area of ELA curriculum lacking in my classes is formally teaching and assessing discussion skills.. Distance learning has compounded the difficulty of focusing on these skills. However, based on what I'm hearing from workplace professionals, essential skills for today's work environment require employees to collaborate in teams, work with different personalities, recognize strengths in self and others, and to have confidence to speak, share ideas, and delegate tasks.

### Lesson plan sequence following Week 1 (2?) of back to school.

Week 1			
Week 2			
Week 3			