Unit 08: 6-8 RESPECT

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 1**
Length: **ONGOING**
Status: **Published**

Brief Summary of Unit

Standards

CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
HPE.2.1.4.A.1	Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.
HPE.2.1.4.A.2	Determine the relationship of personal health practices and behaviors on an individual's body systems.
HPE.2.1.4.E.1	Compare and contrast how individuals and families attempt to address basic human needs.
HPE.2.1.4.E.2	Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.
HPE.2.2.4.A.2	Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.
HPE.2.2.4.B.3	Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.
HPE.2.2.4.C.1	Determine how an individual's character develops over time and impacts personal health.
HPE.2.2.4.C.2	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
HPE.2.2.4.C.3	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
HPE.2.2.4.D.1	Explain the impact of participation in different kinds of service projects on community wellness.
CAEP.9.2.4.A.1	Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.
CAEP.9.2.4.A.2	Identify various life roles and civic and work related activities in the school, home, and community.
CAEP.9.2.4.A.3	Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.
CAEP.9.2.4.A.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Essential Questions

- How does an individual demonstrate understanding of themselves and those around them?
- To what extent does respect impact society?

Essential Understandings

- Respect is a fair and objective attitude toward opinions and practices that differ from one's own.
- Students will acquire knowledge, attitudes, and interpersonal skills to help understand and respect themselves and others.
- The global community is diverse and encompasses a variety of cultures, beliefs and religions.
- There is no superior race, culture or religion.

Students Will Know

- As a sixth through eighth grade student, I recognize that an individual’s differences should not create biases.
- Bias is a preconceived opinion.
- Respect is showing deference to others.
- The role of the responsible community member is to continually demonstrate civil behaviors unto others.

Students will be able to

- Experience a perspective other than one’s own through role playing.
- Identify alternative points of view.
- Identify and recognize ethnic and cultural diversity.

Instructional Strategies

- peer students lessons in classroom,
- classroom lessons and scenarios,
- cooperative learning
- didactic questioning
- Individual and group counseling
- mediation
- meetings, and emails
- parent contact-phone calls
- problem-solving with students
- reflective discussion,

- role-playing, games,
- school-wide assemblies
- TAPPS (thinking aloud, pair problem solving)

Suggested Strategies for Modifications