

# 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**

---