Unit 07: 3-5 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 respect for yourself impact others?
- To what extent does the act of respect impact society?

Essential Understandings

- A community built on respect is one in which all members share the responsibility to help one another.
- By being respectful, individuals will understand the relationship between rules, laws, safety and the protection of their rights.
- Respect is essential to ensure the safety of the students.

Students Will Know

- As a third through fifth grade student, I have the ability to understand the rules and laws that help to keep me safe.
- Everyone has rights and responsibilities.
- I have the capacity to help others.
- The role of the responsible community member is to continually demonstrate respectful behaviors unto others.

Students will be able to

- Demonstrate respectful behavior toward others in an individual, group and/or community setting.
- Demonstrate the ability to follow rules.
- Distinguish between appropriate and inappropriate behaviors.
- Experience a perspective other than his/her own through role playing.
- Identify at least one rule of their home, classroom and/or community.
- Identify the consequences of not abiding by the rules.

Instructional Strategies

- age-appropriate videos and books
- collaboration with teachers and administrators,
- cooperative learning, self-assessments
- decision-making, mediation and problem-solving with students,
- didactic questioning,
- Individual and group counseling
- parent/guardian communication through phone calls, meetings and e-mails,
- positive reinforcement,

- reflective discussions
- role-playing,
- school-wide assemblies and classroom lessons,

Suggested Strategies for Modifications