Unit 12: 6-8 RESPONSIBILITY

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

Brief Summary of Unit

Standards

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
HPE.2.1.4.B.2	Differentiate between healthy and unhealthy eating practices.
HPE.2.1.4.B.3	Create a healthy meal based on nutritional content, value, calories, and cost.
HPE.2.1.4.B.4	Interpret food product labels based on nutritional content.
HPE.2.1.6.B.2	Summarize the benefits and risks associated with nutritional choices, based on eating patterns.
HPE.2.1.6.B.3	Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.
HPE.2.1.6.B.4	Compare and contrast nutritional information on similar food products in order to make informed choices.
HPE.2.1.8.B.1	Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.
HPE.2.1.8.B.2	Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.
HPE.2.1.8.B.3	Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.2.2.B.2	Relate decision-making by self and others to one’s health.
HPE.2.2.2.B.4	Select a personal health goal and explain why setting is important.
HPE.2.2.12.B.1	Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.
HPE.2.2.12.B.2	Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

Essential Questions

- Do you consider it important for your friends and family members to be responsible? Why?

- Do you consider yourself to be a responsible person? Why? In what ways?
- How do you benefit from the responsibility of others?
- How does behaving responsibly affect our relationships with our family and friends?
- How does responsibility affect academic success?
- How does trust affect responsibility?
- What are some examples of responsibility for middle school students?
- What are the benefits of being a responsible person?
- What does it mean to take responsibility?
- What does responsibility have to do with the quality of your character?

Essential Understandings

- Individuals have personal and collective responsibilities at home, at school and in society.
- Responsibility is a foundation to setting short and short term goals
- There is accountability for your actions.

Students Will Know

- How to prioritize responsibilities
- Code of conduct
- Personal responsibilities guide character
- There are consequences for not being a responsible student
- Time management is essential for being responsible

Students will be able to

- Identify how to prioritize to be a responsible student
- Identify long and short terms goal leading to responsibility
- Identify responsibilities at home, in school and society

Instructional Strategies

- team meetings with teachers
- classroom lessons
- concept formation and attainment,
- decision making
- didactic questioning
- Individual and group counseling,
- meetings, and emails

- parent contact-phone calls
- parent contact-phone calls
- problem-solving,
- project alert,
- reading for meaning,
- reflective discussion
- school wide assemblies

Suggested Strategies for Modifications