Unit 20: 6-8 CARING

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.
HPE.2.1.12.A.CS1	Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.
HPE.2.1.12.C.CS1	Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.
HPE.2.1.12.D.1	Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
HPE.2.1.12.E.CS1	Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.
HPE.2.2.6.B.1	Use effective decision-making strategies.
HPE.2.2.6.B.2	Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.
HPE.2.2.6.B.3	Determine how conflicting interests may influence one’s decisions.
HPE.2.2.6.B.CS1	Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.
HPE.2.2.12.A.CS1	Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.
HPE.2.2.12.A.CS3	Technology increases the capacity of individuals to communicate in multiple and diverse ways.
HPE.2.2.12.C.CS1	Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.

Essential Questions

- Am I sensitive to people's feelings?
- Do I help people who are in need?
- Do I treat others the way I want to be treated?
- Do I treat people with kindness and respect?

- I am never deliberately mean or hurtful ?
- I think about how my actions will affect others?

Essential Understandings

- Communicating expectations that students can succeed in their classroom.
- Creating a learning environment of mutual respect.
- Displaying and communicating concern for students' emotional well□being.
- Providing students with instructional strategies to support their learning.

Students Will Know

- Analyze ways in which people can stand up for what they believe is right and good.
- Apply concepts of respect, trust, and caring for self and others.
- Demonstrate an understanding of the many different influences that help to form a person: family, age, gender, race, ethnic background, culture, environment, education, physical characteristics, religion, friends, etc. .
- Demonstrate an understanding that each one of us is unique and special and how differences enrich people.
- Demonstrate an understanding that when prejudice and persecution hurt people, that we each have a choice about how we react.
- Demonstrate an understanding that your words, your behavior and actions affect you and others.
- Demonstrate an understanding why there are rules to guide us, at school, home and in society
- Demonstrate empathy towards others.
- Demonstrate integrity
- Discuss things that a person can say and do to be more thoughtful, caring, and trusting of others.

Students will be able to

- Apply examples of caring to scenarios.
- Define the meaning of caring.
- Explain why caring pertains to one's character.
- Model caring towards others.
- Understand that not caring effects oneself, others and the community.

Instructional Strategies

- cooperative learning,
- mediation and problem-solving with students
- age-appropriate videos and books,

- collaboration with teachers and administrators
- decision-making
- didactic questioning
- Individual and group counseling,
- meetings and e-mails
- parent/guardian communication through phone calls
- positive reinforcement
- reflective discussions
- role-playing
- school-wide assemblies and classroom lessons
- self-assessments

Suggested Strategies for Modifications