Unit 06: K-2 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.2.1.2.E.1	Identify basic social and emotional needs of all people.
HPE.2.1.2.E.2	Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.
HPE.2.1.2.E.3	Explain healthy ways of coping with common stressful situations experienced by children.
HPE.2.1.P.A.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
HPE.2.1.P.A.2	Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).
HPE.2.1.P.C.1	Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).
HPE.2.2.2.B.1	Explain what a decision is and why it advantageous to think before acting.
HPE.2.2.2.C.1	Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.
HPE.2.2.2.C.2	Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.
HPE.2.2.2.D.1	Determine the benefits for oneself and others of participating in a class or school service activity.
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.4	Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Essential Questions

- Can the way you show respect change in different environments?

- How can you show respect with verbal communication? Nonverbal?
- How does it feel to be called names or made fun of?
- What does “being respectful” mean?
- Why is it important to have rules at school?

Essential Understandings

- Every one may be sensitive to different things.
- Individuals will understand that people have different perspectives and opinions.
- Respect is essential to ensure the safety of all students at school.
- We all have differences and those differences should be celebrated.
- We show respect with our manners and the type of language we use.

Students Will Know

- Everyone has rights and responsibilities.
- Respect can be shown through both verbal and nonverbal communication.
- The “Golden Rule” - Treat others the way you want to be treated”.
- Ways to show respect at school, home, and in the community.
- Why respect is so important in our lives.

Students will be able to

- Distinguish between appropriate and inappropriate behaviors in different environments.
- Identify the consequences of not abiding by the rules.
- Identify ways to show respect to others.
- Recognize that everyone is different.
- Understand that we all see things differently.

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