

Curriculum Unit
Title

Building a Respectful Classroom Community through Artistic Expression

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KEY LEARNING, ENDURING UNDERSTANDING, ETC.

Students will learn and demonstrate socially appropriate interactions with peers in the classroom that reflect an understanding of respect.

ESSENTIAL QUESTION(S) for the UNIT

What is respect? How do we show respect to ourselves? How do we show respect to others? How do we show respect to authority? How do we show respect to environment?

CONCEPT A

Building an understand of respect & an awareness of ourselves

ESSENTIAL QUESTIONS A

What does respect mean?
How do we show respect?
How do we respect ourselves?

VOCABULARY A

YET, improvisation, expression, tones

CONCEPT B

Building an awareness of others & how to demonstrate respect

ESSENTIAL QUESTIONS B

How do we show respect to others? How would we want to be treated?

VOCABULARY B

kindness, friends, politeness, puppetry, sharing, caring, recipe

CONCEPT C

Building an awareness of authority & how to demonstrate respect

ESSENTIAL QUESTIONS C

Who is the authority?
Why is authority needed?
How do we respect authority?

VOCABULARY C

authority, pantomime, job, responsibility, leader

CONCEPT D

Building an awareness of our environment & how to demonstrate respect

ESSENTIAL QUESTIONS D

How do we respect our environment? What happens if there is no respect for property?

VOCABLULARY D

environment, property

ADDITIONAL INFORMATION/MATERIAL/TEXT/FILM/RESOURCES

What is the recipe for friends? By Greg Williams and Illustrated by Greg Abele

Giraffes Can't Dance by Giles Andreae and Guy Parker

Chart paper/Smart Board (SB)

Writing pages for lessons 2 and 5