

Character Education Toolkit



South Carolina
Department of Education

Together, we can.

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Character Education Overview

Definition of Character

1. Character is the sum of continuously developing moral and ethical qualities and the demonstration of those qualities in people's emotional responses, thinking, reasoning, and behavior.
2. Character may be represented by values and virtues:
 - a. **Personal values**—people's ideals expressed by their behavior in a wide range of situations and activities (e.g., honesty, courage, perseverance, self-discipline, responsibility, integrity)
 - b. **Social values**—people's behavior and attitudes toward others, especially in relation to family, peers, teachers, and others in their immediate social environment (e.g., caring, respect, empathy, trustworthiness, fairness, tolerance of diversity)
 - c. **Civic virtues**—people's behavior and attitudes toward the community, society, and government (e.g., engaged citizenship, patriotism, justice, welfare)
3. Character conveys:
 - a. **Moral knowledge and reasoning**—people's behavior that is based in moral ideals, such as considering others' perspectives, treating others as one wishes to be treated, acting as one wishes anyone would act in the same situation, and honoring the intrinsic worth of each person
 - b. **Moral emotions**—people's behavior that demonstrates empathy and sympathy for others and situation-appropriate feelings of guilt and remorse toward the self



Character Education

1. Character Education encompasses the multiple layers of influences that families, schools, and other social institutions have on positive character development of children and adults. As such, it focuses on:
 - a. Recognizing and understanding the strengths of families, neighborhoods, and communities
 - b. Creating positive social climates and cultures in social institutions, especially schools
 - c. Empowering teachers to recognize that teaching character is teaching the whole child
2. Character Education creates a meaningful framework and incorporates aspects of social-emotional learning, conflict resolution, violence prevention, social skills training, and service learning

Contact Information

Joan Dickinson, Program of Character Education, 1429 Senate St., Columbia, SC 29201,
jdickins@ed.sc.gov, Phone: (803) 734-4807, Fax: (803) 734-8343.

SECTION 1: School-Based Character Education



Overview

1. School-based Character Education is deliberate, planned, and proactive.
2. It emphasizes instilling, teaching, and promoting character qualities—virtues, values, and principles.
3. It promotes the usefulness of character qualities across many contexts and places rather than focusing on skills useful only to specific situations (e.g., conflict resolution, reducing disciplinary problems).
4. It teaches virtues, values, and principles:
 - a. Directly (e.g., knowledge of moral ideas, of examples and heroes)
 - b. Indirectly (e.g., role modeling, literary examples)
 - c. As important in themselves
 - d. As supporting and promoting academic achievement in reading, math, science, and other subjects
 - e. In engagement in wider school activities and events
5. Character Education professional development for teachers, administrators, and staff:
 - a. Promotes positive school and student outcomes
 - b. Enhances adult skills and character qualities
6. In addition, community and parent involvement deepens and broadens support for Character Education.

In school, Character Education must be approached comprehensively to include the emotional, intellectual, and moral qualities of a person or group. It must offer multiple opportunities for students to learn about, discuss, and enact positive social behaviors. Student leadership and involvement are essential for character education to become a part of a student's actions and beliefs.

For successful implementation, schools are encouraged to:

- Take a leadership role in bringing faculty, staff, students, parents, and community leaders together to identify and define elements of character they want emphasized
- Provide training on how to integrate character education into school and life

- Form a partnership where students receive a consistent message about character traits for success in school and life
- Provide and encourage opportunities for adults to model exemplary character traits and positive/appropriate social behaviors

Academic Environment

- Involves students in learning experiences that challenge them to meet real world standards
- Develops critical thinking through in-depth, balanced investigation of controversial issues
- Develops perseverance through a high challenge rite of passage
- Uses pedagogy that requires all students to achieve a specified level of mastery
- Uses a teaching methodology and grading system that helps students understand and strive for quality work
- Develops school-wide support systems that hold all students accountable for learning
- Creates a motto, honor code, and traditions that build a unified culture of high expectations for learning and behavior

Curriculum and Instruction

- Has a relevant, rigorous, and engaging curriculum
- Uses published curricular materials that develop critical thinking about value-laden current events
- Teaches media literacy
- Engages staff in aligning practices with performance character and moral character

School-wide Integration

- Uses rubrics to help students self-assess, set performance goals, and monitor their progress
- Uses co-curricular activities to develop students' individual talents and the collective pursuit of excellence
- Builds a unified school culture around excellence and ethics by promoting high expectations for learning and behavior
- Creates a motto that expresses the school's commitment to excellence and ethics
- Develops an honor code
- Develops school traditions that express and strengthen the commitment to excellence and ethics
- Makes a character compact with parents

Service Learning

- Integrates meaningful community service with instruction and reflection
- Involves cooperative rather than competitive experiences
- Promotes skills associated with teamwork and community involvement and citizenship
- Offers powerful opportunities to acquire the habits of critical thinking
- Is personally meaningful to participants and generates emotional consequences, to challenge values as well as ideas, and hence to support social, emotional, and cognitive learning and development

Section 2: School-wide Professional Development



School-wide professional development promotes positive school and student outcomes, and it enhances adult skills and character qualities. Professional development focuses on school-wide systemic change. It prepares educators and school leaders to create safe, healthy, high-performing schools, while inspiring students to reach their full potential as students and as people.

Cross-Curricular Activities

Awareness: The Key to Friendships

The program, Awareness: The Key to Friendships offers school districts the opportunity to help students without disabilities, as well as teachers and people in their community, better understand what it is like to live with a disability.

www.familyconnectionsc.org/programs/awareness_the_key_to_friendships/

Teen Trendsetters

Teen Trendsetters Reading Mentors is a free, award-winning program that recruits and trains high school students to mentor elementary students in reading. This one-on-one mentoring does more than help elementary students improve their reading skills—it also forges a rewarding relationship for the mentee and a lasting sense of achievement and responsibility for their teen mentors.

Select teens are thoroughly prepared for mentoring and are trained to work with BrainStorm™, a specialized 40-minute curriculum published by Scholastic. BrainStorm™ includes three topic areas, each with a 10-session, skill-based student magazine, a comprehensive tutor guide, and books that become part of the elementary student's home library. Teen mentors meet with their mentee students once a week for a minimum of 20 weeks during the school year.

Sedgefield Intermediate School in Goose Creek, South Carolina, benefits from this program. Students from Goose Creek High School mentor students at the intermediate school each week. The first year of the program was highly successful, and the second year promises to be so as well. During the 2008-2009 school year, there were 118 Reading Mentors. It was the only Teen Trendsetter Reading Mentor group in the state of South Carolina and the largest one in the United States. Currently, there are 100 Mentors pairing up with a Sedgefield student to read each week. If you are interested in forming a program in your school, visit www.teentrendsetters.com/ for more information.

Integrating Character Education into Different Subjects

In an era of standardization and accountability, standardized testing becomes the focus and priority of schools and educators. Studies show, however, that character education can create a learning environment that allows teachers to teach and students to learn, as well as reinforce what parents do at home. Children who are prepared for school are prepared to learn. Below are some recommendations and strategies regarding the integration of character throughout the curriculum.

English Language and Literature

Source: <http://charactercounts.org/lesson-plans/curricular-integration.html>

Literature and literacy classes are the easiest and most natural venue for character education. Classic novels are great resources to teach good character. Writing prompts about character can improve literacy skills. Consider the following questions when teaching certain literature:

- What themes in the novel address ethics and character?
- How do different characters demonstrate good character?
- What decisions do characters make that are good and bad?
- What are some of the qualities of ethical decisions (age and developmentally appropriate)?

Number Skills and Science

Assessment surveys can be interpreted in math classes by having students design questionnaires to collect data on behaviors they would like to see more of and less of in school. Analyze the data and present the findings in a number of formats to integrate character education and math. What are the ethics of research? What research is ethical? These questions can be part of higher level science classes. For younger ages, the vocabulary of fairness, trustworthiness, and responsibility can be applied to both math and science by talking about whole numbers and reliable results. Many teachers use service-learning projects to enhance math and science skills. Service-learning can involve gathering data about the community, calculating the number of services required or provided, and graphing results.

History and Geography

You can use history to teach lessons on the Six Pillars of Character. Looking at historical dates and preceding events provides strong lessons in decision-making and encourages students to reflect on the consequences of historical decisions through the lens of hindsight. In civics education, students can analyze the meaning of the Six Pillars of Character. Geography can be used to demonstrate fairness through examining natural-resource distribution or our roles as global citizens.

Integrating character into the curriculum is not hard and need not take much time. Here are some products to help your curricular integration go smoothly:

- [Connect With Character](#)
- [The Good Ideas book collection](#)
- [The WorldScapes collection](#)
- [The Six Pillars series of books](#)
- http://charactercounts.org/pdf/Belvedere_Notification_of_Character_Positive.pdf
- <http://charactercounts.org/pdf/PersonOfCharacter-handout-0703.pdf>

Lesson Plans

Teaching Responsibility Across Curricula

(Grade Levels 6-8)

Source: <http://www.wiseskills.com/freeresources/freesamples.html>

An important aspect of schooling is helping students become responsible adults. It is essential for students to learn the importance of being dependable and thorough in their responsibilities at home and in school. In addition, being a positive example to others is an important part of living responsibly. Students need to understand that responsible behavior is the cornerstone of successful living.

1. Integrating Responsibility in Language Arts

- *Job Description*—have students write a few sentences describing the job of an adult family member.
- *Future Job*—have students write a few sentences about what job they would like to do when they are older. Students can include drawings. Have each student read to the class what he wrote.
- *Being Responsible*—have students write a brief explanation of how they show responsibility at home and in school. Then have students ask an adult family member to write a few sentences about how he shows responsibility at home and at work. Display writings on a “Being Responsible” bulletin board.
- *Character Drawings*—have students draw pictures of how a character in a book they read could have been more responsible.
- *Responsible Characters Role-Plays*—have students act out how characters in stories they read could have been more responsible.
- *Story Characters Review*—discuss and review how different characters in stories students have recently read showed responsibility.

Name of the story	Character	How does the character show responsibility

2. Teaching Responsibility in Social Studies

- *Job Display*—have each student work with an adult family member to make a display board about his or her job. Students can include photographs, drawings, and descriptions of the person’s job. Have students present their displays to the class with their family members if possible. Place display boards around the classroom or on a bulletin board titled “Jobs in Our Community.”
- *Guest Speakers*—have students’ parents come into the classroom to talk about their jobs. Have parents describe the character skills they need to be successful at their jobs. Find one parent who could contact other parents to come into class.

- *Local Field Trips*—take field trips to different businesses and organizations in the community. Have people talk about the work they do at each of these places. Discuss each site the students visit and emphasize how people show responsibility at each site.
- *Responsibility Simulation*—set up a system that simulates working to earn money by rewarding students with points or play money for positive behavior. At the end of a month or quarter, students can then exchange their rewards for books or other school supplies. Explain how the simulation teaches students about being responsible.
- *Jobs and Responsibilities*—discuss different jobs students would like to have when they are older and what kinds of skills and responsibilities are involved in each job.

Jobs	Responsibilities

3. Integrating Responsibility into Math and Science

- *Working on Math Problems*—discuss what students have to do while they are working on a math problem, such as persevere and concentrate on working hard. Make a list on the board. Explain that working hard on math problems demonstrates responsibility.
- *Using Math Skills*—make a list on the board of the different math skills students have recently learned or are presently learning. Then, have students give examples of how they can use those math skills to be responsible (counting and subtracting money, sharing things with friends, etc.).
- *Working on Science Projects*—review specific ways that students should be responsible when they are working on science projects or experiments. Discuss the importance of using any equipment and materials responsibly. Emphasize how important it is for scientists to demonstrate responsibility in the work they do.
- *Solving Problems*—have the class make a list of global problems that students identify. Then explain how responsible scientists can help us solve some of these problems, especially in the area of disease.
- *Benefits of Science*—highlight some of the careers in science and technology that were involved in things students can see in the school—such as engineers who designed the facility, computer programmers who created software, miners who extracted raw resources. Explain how using science and technology in responsible ways can benefit many people.

4. Teaching Responsibility in Arts

- *ALL ARTS: Following Directions*—hand out art materials to students. Then, give students clear, simple directions for making an art project. Encourage students to be responsible by listening to and following directions. Explain that being responsible is learning to follow directions so others can count on them to do what they are supposed to.
- *VISUAL ARTS: Jobs Booklet*—have students make booklets containing drawings and descriptions of themselves doing various jobs.
- *VISUAL ARTS: Jobs Collage*—have students make collages composed of pictures of people in different occupations.
- *PHOTOGRAPHY: Home Responsibilities Mural*—have parents take photographs of their children doing their chores at home. Then collect all the photographs and create a mural showcasing the different jobs students do at home. Have students write their names and the jobs they do by their photographs.

- *MUSIC: Our Responsibilities Song*—as a class, write a song to a familiar tune about the different responsibilities students have at home and in school.
- *PERFORMING ARTS: Guessing a Job*—have students come up to the front of the class and briefly act out an action that is done by people in a job they want to have when they are older (putting out a fire, operating on someone, etc.). Have the rest of the class try to guess the job they are acting out.

5. Responsibility in Media

- *Responsible Characters*—have students tell about their favorite TV characters. Have students explain the choices these characters made. Discuss whether they showed responsibility.
- *Respect in Games*—on the blackboard make a list of the different video games students play and indicate whether the games portray positive or negative actions. Explain that becoming responsible involves making good choices in the games they play.
- *A Character Lesson*—discuss the plot of a recent popular children’s movie and what life lessons were learned by the movie’s characters.

Teaching Trustworthiness through Service-Learning Projects

(Grade Levels 9-12)

Source: <http://www.wiseskills.com/freeresources/freesamples.html>

1. *Newspaper Series* (English)—initiate a series in the school newspaper called “Exploring Trustworthiness.” Write a paragraph each week for one month on the various qualities that trustworthiness encompasses. Invite students to write letters to the editor asking different questions related to being trustworthy.
2. *Trustworthiness Survey* (English, Math)—design a survey asking students questions about trustworthiness. Questions can include “Are you trustworthy?” “Would your friends say you are trustworthy?” and “Do you look for trustworthiness in your friends?” Have students fill out the survey, analyze the results, and write about them in the school newspaper.
3. *How to Be Trustworthy—Any Ideas?* (English)—start a school campaign to promote trustworthiness by having a box on campus for students to describe specific ways people can be trustworthy. Print a complete list of students’ ideas in the school newspaper or on a separate sheet that is made available to all students. Ideas can also be read over the PA system.
4. *Peer Counseling* (Health)—many students may need to learn how to develop healthy friendships and become trustworthy people. Start a peer counseling program and encourage students to volunteer to be a peer counselor and help one another become people of character.
5. *Family Service-Learning—Family Discussions* (English, Social Studies, Health)—many families have discussions over dinner about different issues and concerns. Ask students to lead discussions with their family for one week about the issue of being trustworthy. Have family members tell what trustworthiness means to them and people in their lives who are trustworthy. Ask students to keep a journal record of each of their family discussions.
6. *Being Trustworthy* (English, Health)—ask students to do the following: Under the heading “Being Trustworthy,” make a list of the qualities that are part of trustworthiness (honesty, dependability, loyalty, etc.). Put the list on your refrigerator and have family members describe each day how they showed one or more of those traits during the day.
7. *Community Service-Learning Trustworthiness Flier* (Art)—ask students to design and create a flier explaining your thoughts about the importance of trustworthiness for all people, young

and old. Make it catchy, interesting, and easy-to-read. Make copies of the flier and ask local businesses if you could either post a copy in their store or leave a few fliers for customers.

8. *Radio Spots* (English, Drama)—with a team of students, write a few radio spots that express the importance of being trustworthy. Contact a local radio station and ask if they will record some of your comments and play them on the air.
9. *Teaching Elementary School Students* (English, Careers)—ask students to design an upbeat and fun 20-30 minute lesson for elementary school students on the importance of trustworthiness. Arrange to teach your lesson to a class of students.

Integrating Knowledge & Wisdom

<i>Knowledge</i>	<i>Integrating Knowledge & Wisdom</i>
<i>English/ Literature</i>	Evaluating the choices of characters in literature and the consequences; writing about the personal character of story characters and similar choices students have made.
<i>Social studies</i>	Discussing the character of leaders in history; highlighting relevant social issues such as <i>tolerance</i> and <i>equality</i> ; understanding the meaning of democratic citizenship.
<i>Science</i>	Recognizing the positive and negative applications of scientific research and technology; finding ways to apply scientific knowledge in ways that help others.
<i>Math</i>	Discovering real-life applications of mathematics concepts, principles, and skills in ways that help others.
<i>Arts</i>	Discovering real-life applications of arts concepts, principles, and skills in ways that help others.
<i>Physical Education</i>	Highlighting good sportsmanship, teamwork, and the importance of fair play.
<i>Foreign Language</i>	Learning relevant vocabulary and practicing simple writing exercises in the foreign language to explore character issues.
<i>Business & career</i>	Highlighting the moral and ethical issues that are raised in the workplace.
<i>Health</i>	Focusing on the different choices people make and the results of those choices on their social, emotional, and physical health.

Integrating Health Care & Technology into English Language Arts

Source: http://www.pbs.org/opb/childrenshospital/classroom/pop-tg_e6_eyes.htm?590

Title: **Looking Through Other Eyes**

Grades: **9-12**

Subject: **Language Arts/Health/Technology**

Estimated Time of Completion: **4 to 12 fifty minute periods**

I. Summary

Many misunderstandings, persecution, and even wars have resulted from a lack of tolerance and respect for those that are different. Today, it is more important than ever that people develop tolerance for differences among people and to embrace empathy for differing points of view,

circumstances, and appearances. Helen Keller once said, "The highest result of education is tolerance." Use this lesson to educate your students about tolerance. Weave compassion for others into your classroom as your students write from different points of view and author poetry. Invite students to explore the relationship between individuals and encourage demonstration of empathy for those that are different by using the Children's Hospital "Childhood" episode as a springboard for writing activities.

II. Objectives

- Student will understand the role that awareness and sensitivity to differences plays in our society.
- The lesson will provide resources for students to understand differences.
- Students will explore the presence of assumptions, stereotypes, and prejudice.
- Students will identify how intolerance and bias are manifested in a person's behaviors.
- Students will engage in a process of generating ideas, drafting, revising, editing, and presenting a school plan for teaching tolerance and maintaining personal beliefs.
- Students will create a list of qualities for demonstrating tolerance.
- Students will prepare a bulletin board that resembles a quilt to reflect individual and different attributes of families.
- Students will participate in an email activity designed to provide students insight into the lives of others.

III. Materials Needed

- Pencil, paper, art paper, and art supplies
- The board and chalk, an overhead and transparency, or another presentation device
- A tape of this week's episode of Children's Hospital and/or access to the web site www.pbs.org/CH
- TV and VCR
- Computer with Internet access
- LCD projector, or another type of computer projection device

IV. Procedure

1. The teacher will have three items each less than \$1.00 in value. Have at least two of each item. The items should be wrapped so that they are not recognizable. Suggested: an envelope with a homework pass, a wrapped candy bar, and a pencil gripped in a tiny gift sack. Call two students to the table where the items are located. Explain to the students that if they correctly identify which item the other will choose, then they get to keep the item that they themselves choose. Have each student write down the number (1, 2, or 3) of the prize that the other person will choose. Have them hand that to the teacher. Then have them choose which item that they would like to have. If Student A guessed correctly about what Student B would choose, then Student A gets to keep what the item that he or she chose, and vice versa for Student B. The temptation here is not to guess as the other student, but to choose the one that is personally desired.
2. Discuss the results of the above activity. Discuss empathy (understanding and compassion for others). Discuss why this is important in our lives.
3. Show students an illusion (easily found in books or Internet). Students will respond differently (as a glass half full or half empty). Discuss our differences. We differ physically, emotionally, and mentally. Discuss our similarities.

4. Have students stand that can run fast, that do not like to run, that had eggs for breakfast, that do not like math, etc. The students should understand that any group shares similar characteristics and differences.
5. Divide students into groups of four. Tell students to take a sheet of paper and divide it in half. Label one-half "similarities" and one-half "differences." Find 10 things that all four students have in common (like to swim, enjoy snow, blue is a favorite color, etc.) and find 10 things that they do not have in common (someone doesn't swim, someone hates red, someone doesn't eat cabbage).
6. Review point of view with students. Discuss writing from another's point of view. To write from another's point of view, you must put yourself in their shoes and imagine thinking and feeling as they do.
7. After getting to know one another and reviewing point of view, have students find one thing about themselves that is different from the other three. They should keep asking questions until everyone in the group has at least one difference from the rest of the group. They will then choose one of the other people from the group and write from this person's point of view: "I feel _____ because I am different from the other three people in my group." Have students exchange these statements with people in other groups and read the others.
8. Choose two other students from one group and repeat the game found in #1.
9. See if they have more empathy for one another after getting to know one another better. Let the other students predict if they will be better at this game after they have been more involved with each other.
10. Explain to students that tolerance begins with empathy. Discuss tolerance for one another. Discuss how others might determine how you treat others. Discuss how and why this should not happen and what can be done to prevent this.
11. Discuss some or all of the following vocabulary with the students:
 - ✓ bigot and bigotry
 - ✓ prejudice
 - ✓ stereotyping
 - ✓ sexism
 - ✓ inflammatory language
 - ✓ discrimination
 - ✓ racist
 - ✓ tolerance
 - ✓ intolerance
 - ✓ empathy
 - ✓ self-confidence
 - ✓ individuality
 - ✓ open-mindedness
 - ✓ comfort zone
 - ✓ acceptance
 - ✓ confidence
 - ✓ levelheaded
 - ✓ sensitivity
 - ✓ compassion
12. Have the students use the above vocabulary words to write poetry. It could be any type of poetry, but must reflect an understanding and sensitivity to people that are different.

13. Read the story, "What's Wrong with Timmy?" by Maria Shriver with illustrator, Sandra Speidel. This book can be read quickly and makes a great springboard for discussion of human differences.
14. Show students the episode, "Childhood" from Children's Hospital and focus on the inspirational story of Lauren Gross, a six year old who is mentally alert but physically immobile. Also, emphasize differences by examining Junior Quintero's life with epilepsy. Discuss the characteristics that the class thinks these children possess.
15. Students should now be very familiar with point of view. Have students write from the viewpoint of someone who is in a wheelchair, who is blind, who is deaf, or who has lost the use of both arms.
16. Have students discuss ways and then write responses to how they personally can be more tolerant.
17. Gather in small groups and have the students develop a plan for encouraging and teaching empathy at the school. Have students decide if the teachers will execute the plan; if it will be a peer executed plan or a combination of efforts. Students will list the steps in carrying out the plan. If a budget is required, students will make a budget.
18. Each group will share their plan with the rest of the class. Students will vote on the most sensible plan for the school at this time.
19. Assign each student a safe email address (can be obtained from Gaggle.net or another safe school email site). Use numbers and not names. Only teachers will know the identity of the numbers.
20. Email provides a safe haven for students that are different. Email provides a place for students to be anonymous with no apparent differences to others.
21. Have students draw from a box to establish a classroom email buddy to keep through the entire lesson or assign a different number to students each day. Provide students with at minimum these guidelines:
 - ✓ DO NOT DISCUSS ANYTHING THAT IS IN YOUR EMAIL WITH ANOTHER. DO NOT STRAY FROM THE ASSIGNED TOPICS FOR EMAILING. THIS PROJECT WILL END IMMEDIATELY IF OR WHEN RULES ARE BROKEN.
 - ✓ No intolerance to race, color, creed, religion, sex, age, or looks will be evident in any writing.
 - ✓ Do not disclose if you are male or female and avoid any discussion of anything that would give your identity away.
 - ✓ Students will be given time each week (or daily) to discuss one of the given topics to explore diversity tolerance through monitored email.
 - ✓ Stay on topic.
 - ✓ The email must be sent as a carbon copy to the teacher's email at the same time it is sent to the email partner.
22. Topics for email conversation:
 - ✓ How much do people judge others by their looks?
 - ✓ How much do television and other media affect how people view each other?
 - ✓ Discuss your favorite television shows. What values are they teaching? Are the characters racist, sexist, or stereotypical?
 - ✓ How do you think everyone would respond to each other if we were all blind?
 - ✓ Do you agree or disagree that nursing is a female job and that driving a truck is a male job? Why do you agree or disagree?
 - ✓ Should all people over a certain age turn in their drivers' license? Defend your answer.
 - ✓ Write your reaction to "boys are smarter than girls."

- ✓ React to this study on tolerance. Do you think you are more or less tolerant now than when you began this lesson?
- 23. If computers are not available for everyone, have the students not able to work on computers focus on making cards for students that may be sick and in the hospital. They will go to the computers when available.

V. Extensions and Adaptations

- Have students explore the legal aspects of sexual comments, age discrimination, and other manifestations of intolerance.
- Write poems that reflect tolerance for diversity.

Other Helpful Websites for Integrated Character Education Programs or Lesson Plans

- PBS Teachers Activity Pack from *TheAPPLE.com*
http://theapple.monster.com/news_feeds/visit?uri=http%3A%2F%2Fwww.pbs.org%2Fteachers%2Factivitypacks%2Findex.html
- Multidisciplinary Lesson Plans from *HOTCHALK Lesson Plan Page*
<http://www.lessonplanspage.com/MDMO.htm>
- *Teacher Resources.com*
<http://www.glencoe.com/sec/health/teachres/lessonplans.shtml>
- Brighten Up the Holidays With Cross-Curriculum Activities from *Education World*
http://www.education-world.com/a_lesson/lesson093.shtml
- Sax Lesson Plan Ideas from *School Specialty*
<http://www.saxarts.com/resources/lessonPlans/lessonPlansCrossCurricular.jsp>
- Cross Curricula Lesson Plan from *ChildDrama.com*
<http://www.childdrama.com/lessons.html#crosstop>
- Our Hidden Heroes
http://www.nhero.org/index.php?p=1_8

Harvesting Rewards of Character Education

Students Harvesting Rewards of Gardening

By Dawn Hinshaw

The State Newspaper, December 15, 2009

Seventh-grader Chauncey Rogers was so interested in his first gardening experiences at school, he asked if he could have a plant to take home. He dug a hole for the collards in his backyard, gave them a good watering and has kept an eye on them ever since. Chauncey considers it an experiment. "I was curious," he said. "I wanted to eat it, and see how it looks as it grows."

He's one of a dozen youngsters getting hands-on lessons in gardening, nutrition and being good neighbors through the volunteer efforts of Clarence McNeil, a lifelong gardener, and Irma Smith-Lowman, an enthusiastic novice. This fall, the two started a community garden at Anna Boyd School, a short-term alternative school for fourth- through seventh-graders in Richland 2.

In September, the kids cultivated five plots on the playground. Now, they're harvesting the leafy greens and giving them to neighbors up the street in State Park, a neighborhood that maintains strong connections to the school. "It's fun and then it's hard at the same time," said seventh-grader D.J. Drumwright, who said he got involved because he liked the idea of giving away produce he'd grown himself.

At 71, McNeil knew he wanted to work with children. Lowman knew he had a lush garden in his backyard. A retired teacher, Lowman had an idea that gardening would appeal to kids—but she also knew she needed an expert to make a project successful. So she recruited McNeil, the husband of a friend.

"He had just given me some beautiful tomatoes, and I thought, 'This is science. This is math,'" Lowman said. "It's nutrition. It's healthy living."

Principal Kelli Johnson said the two are good volunteers because they come around consistently but they stay flexible. They move among the kids easily, calm and patient. Their presence and their personalities convey to the youngsters that they care about them, believe in them and expect them to do well, Johnson said. "They not only have cultivated plants but they've cultivated people," she said.



McNeil said working with the young people has taught him some things, too. It's made him think more analytically about what he likes about gardening. "It's just interesting to watch it grow, especially when you pick it and start feeding people," he said. "It's a pleasure." He was happy that the young people who joined the project seemed to enjoy getting outdoors. "Good kids, and easy to work with," he said. "They actually had their hands down in the dirt up to their elbows."

The community garden was funded by The Links, a service organization that has adopted the Anna Boyd School as its focus.

Already, McNeil is looking at doubling the size of the spring garden. He's planning two or three different kinds of peppers, tomatoes, early cabbage and onions, squash and butterbeans. He's itching to get started. Seventh-grader Ryan Champagnie might want to remind McNeil about one of the virtues of working in the garden. "You have to have patience."

Section 3: School/Community Partnership



The school and community work together to create character initiatives. Community and parent involvement deepen and broaden support for Character Education. It is an intentional and proactive effort to promote a positive school climate that enhances student achievement by improving school attendance and reducing classroom conflicts, and that encourages community involvement and a lifelong commitment to helping others. Parents are provided information and encouraged to be positive role models as well as to take an active role in their child's character development.

Parent Resources

Family Connection

www.familyconnectionsc.org/

Heart Tool Kit

www.ed.sc.gov/agency/innovation-and-support/youth-services/guidance/elementary-counseling/HEARTTool-Kit.html#

Parent Engagement Network

<http://www.parentengagementnetwork.org/>

Rock Hill School District Parent Power

<http://p2.rock-hill.k12.sc.us/>

SC Day by Day Family Literacy Activity Calendar

www.statelibrary.sc.gov/sc-day-by-day-calendar

A Toolkit for Parental Involvement

www.sedl.org/pubs/catalog/items/family120.html

Community Partners

The South Carolina Character Development Partnership (SCCDP)

The South Carolina Character Development Partnership is composed of a diverse leadership in character education initiatives in South Carolina. The Partnership explores opportunities and methods of integrating character in areas of school, business, and community. The Partnership encourages districts to adopt resources that address their unique needs and utilize available talents identified by their educators, parents, students, and community leaders.

The partnership acts in an advisory capacity regarding planning and evaluating character initiatives. Members may act as monitors at school sites, serve as presenters at professional conferences, or work as liaisons at community gatherings. They offer their network of disciplines to provide technical assistance in developing character education policies and support of professional development for educators. The Partnership was formerly known as the Character Education Partnership Team.

City Year

Shanna Poston
Program and Administrative Director
807 Gervais Street, Suite 201
Columbia, SC 29201
803-254-3349
sposton@cityyear.org

ITV/ETV

www.itv.scetv.org

Palmetto Mentoring Network

Peggy Hogan
Education Association
State Department of Education
1429 Senate Street, Rm. 1114-C
Columbia, SC 29201
803-734-4798
phogan@ed.sc.gov

Cities and Communities of Character

Aiken, 803-642-7654
Allendale, 803-584-4603
Beaufort, 843-525-7070
Bowman, 803-829-2666
Branchville, 803-274-8820
Chapin, 803-345-2444
Conway, 843-283-6982
Cope, 803-534-6821
Cordova, 803-534-6821

Elloree, 803-897-2821
Eutawville, 803-496-3811
Florence, 843-665-3113
Georgetown, 843-545-4003
Greenwood, 864-942-8410
Hanahan, 843-554-4221
Holly Hill, 803-496-3330
Lexington, 803-359-6113
Livingston, 803-534-6821
Manning, 803-435-8141
Neeses, 803-247-5811
North, 803-247-2101
North Augusta, 803-441-4300
Norway, 803-263-4300
Orangeburg, 803-534-6821
Ridgeland, 843-726-7500
Rowesville, 803-534-2745
Santee, 803-854-2152
Springfield, 803-534-6821
Sumter, 803-436-2500
Vance, 803-492-3114
Woodford, 803-534-6821

Community-Based Programs

Back Pack Buddies
Boy Scouts of America
Boys and Girls Club
Family Connection of SC
Fellowship of Christian Athletes
FirstSteps
Girl Scouts of America
Good News Club
Healthy Learners
Leadership SC
PTA / PTO
South Carolina High School League
South Carolina Chamber of Commerce
South Carolina Palmetto Youth Leadership Program
Teacher Cadets
21st Century Afterschool Learning Centers
Young Heroes

Grants

Sprint

www.sprint.com/responsibility/education/character/index.html

State Farm

www.statefarm.com/about/part_spos/grants/grants.asp

ED.gov

www.ed.gov/fund/landing.jhtml

21st Century

www.ed.sc.gov/agency/Innovation-and-Support/Youth-Services/21st-century-community-learning-program/index.html

Donors Choose

<http://ed.sc.gov/topics/grants/donorschoose/>

Chick-Fil-A

Check with your local Chick-Fil-A establishment

Learn and Serve

www.learnandserve.gov/for_organizations/funding/index.asp

SECTION 4: Research Findings



The US Congress authorized the Partnership in Character Education Program in 1994. The “No Child Left Behind Act” of 2001 substantially expands support for this. One of the six goals of the Department of Education is to “promote strong character and citizenship among our nation’s youth” (Strategic Plan 2002-2007). In order to reach this goal, the Department of Education joins with state education agencies and school districts to provide leadership and support to implement character education. The school staff evaluates needs and initiatives in order to improve its programs.

Character Development Research

The Eleven Principles of Character Education

www.character.org/elevenprinciples

Character Education Quality Standards

www.character.org/qualitystandards

What Works in Character Education: A Research-Driven Guide for Educators by Marvin W. Berkowitz & Melinda C. Bier

www.character.org/uploads/PDFs/White_Papers/White_Paper_What_Works_Practitioner.pdf

Journal of Research in Character Education

ISSN: 1543-1223

Editors: Stephen A. Sherblom and Marvin W Berkowitz

Publisher: Information Age Publishing, Inc.

www.infoagepub.com

Annual School Report Card

www.ed.sc.gov

Evaluating Character Development by Edward DeRoche

This resource includes 51 tools for measuring success in areas of organization and administration, mission and values, expectations and outcomes, curriculum and programs, instruction, partnerships, and evaluation.

www.charactereducation.com/resourcestore/product/tabid/59/p-6-evaluating-character-development.aspx

School Counselor Accountability: A Measure of Student Success by Carolyn B. Stone and Carol A. Dahir

www.pearsonhighered.com/educator/product/School-Counselor-Accountability-A-MEASURE-of-Student-Success/9780131475434.page

Understanding Evaluation: The Way to Better Prevention Programs by Lana D. Muraskin

www.higheredcenter.org/services/publications/understanding-evaluation-way-better-prevention-programs

A Primer for Evaluating a Character Education Initiative by Marvin W. Berkowitz

www.character.org

Character Education Rubric

Character Development Measure on State Report Cards

The school report card measures five dimensions of character development: schoolwide character integration, schoolwide planning, schoolwide professional development, assessment and evaluation, and school-community partnership.

Dimensions of Character Development	0 Points	1 Point	2 Points	3 Points	4 Points
Schoolwide Character Integration	We do not embed lessons of character in classroom instruction.	We embed lessons of character in classroom instruction in one subject area.	We embed lessons of character in classroom instruction in two subject areas.	We embed lessons of character in classroom instruction in three or four subject areas and in some extracurricular settings.	We embed lessons of character in classroom instruction in all subject areas and throughout school life.
Schoolwide Planning	There is no annual or on-going planning for character education in the school.	We are in the process of developing a plan for character education in the school.	Our plan for character education focuses solely on students.	Our plan for character education focuses on students and staff.*	Our plan for character education focuses on students, staff, parents, and the broader community.
Schoolwide Professional Development**	None of our staff have participated in character-related professional development this year.	From 1 to 25 percent of our staff have participated in or facilitated character-related professional development this year.	From 26 to 50 percent of our staff have participated in or facilitated character-related professional development this year.	From 51 to 75 percent of our staff have participated in or facilitated character-related professional development this year.	From 76 to 100 percent of our staff have participated in or facilitated character-related professional development this year.
Assessment and Evaluation	We have not conducted a character-related assessment in our school.	We have conducted a character-related needs assessment.	We have assessed implementation of our character development initiative and have used the results to improve the initiative.	We have assessed the benefits of our character development initiative for students, staff, and/or parents and have used the results to improve the initiative.	We have used the results of our character-related assessments to effect change in school and/or district policies and procedures.
School-Community Partnership***	We do not have a school-community partnership.	We have a school-community partnership, but it does not address character development issues.	We have a school-community partnership that discusses character development issues.	We have a school-community partnership that implements school-based character development activities.	We have a school-community partnership that implements both school- and community-based character development activities.

* The term "staff" includes administrators, teachers, support staff, and special services personnel.

** In addition to character development training that includes the word "character" in the title, schoolwide character-related professional development also includes, but is not limited to, training in violence prevention, crisis intervention, conflict resolution, and proactive classroom/school management.

*** A formal agreement with business and/or community organizations.

Revised March 2005

SECTION 5: South Carolina Promising Practices



As part of the National Schools of Character awards program, the Character Education Partnership gives annual Promising Practices awards to schools and districts in the US for implementing unique and specific strategies in character education. Selected schools and districts receive an award certificate and a description of their winning practices appears in the National Schools of Character annual publication and on the CEP's website.

2009 Promising Practice Awards Winners

<http://www.character.org/promisingpracticesoverview>

- **Berkeley Elementary School, Moncks Corner, SC**
Peaceful Monday Morning Meeting

The Berkeley Elementary School Peaceful Monday Morning Meetings bring together students, staff, and parents so that each week can begin by focusing on the positive behaviors that make our students “amazing.” Students gather in the multipurpose room where music plays and everyone sings *School is Cool* and *Respect*. Mrs. Gaskins, principal, and her friendly fawn puppet then lead students with the peace pledge: “We are the fawns. We pledge to be peaceful in our forest every day.” The school guidance counselor, Michele Rodgers, reminds the boys and girls of the monthly character word and gives an example of how students can demonstrate respect, kindness, etc. Part of Monday Morning Meetings is the stage performance. Teachers sign their classes up for several Mondays during the year. The stage performance allows students to present a song, skit, or photostory using the character trait as the theme. The meetings end with a drawing of gold tickets to recognize children who made “Amazing Choices” for the previous week.

- **Blythewood Middle School, Blythewood, SC**
Peer Ambassadors

The Blythewood Middle School's Peer Ambassadors Program is led by a group of students who have been recommended by their teachers to help orient new students to the school. While assisting new students, Peer Ambassadors model character qualities of attentiveness, understanding, support, and caring. They greet all new students, accompany them on a tour of the school, explain procedures, and assist them in finding their classrooms. During the school day, ambassadors make introductions to classmates, teachers, and school staff. They join the new students for lunch. Peer Ambassadors describe after-school activities and clubs, answer questions about the school and the community, and participate in the Newcomers Club.

- **Dorman High School, Roebuck, SC**

- **Operation Fairytale**

- Operation Fairytale, a 2009 Promising Practice winner, is an active school/community collaboration in which district employees and local business owners provide donations of prom dresses, shoes, and accessories to a selected group of female seniors. To participate, the girls from disadvantaged homes serve others at one of the local soup kitchens and then write essays or poems to reflect upon the experience. They must also continue to meet prescribed attendance and academic requirements for high school graduation. The experience allows the seniors to expand their worldview by serving others, appreciate their own circumstances, and be motivated to complete their education.

- **Marlboro County High School, Bennettsville, SC**

- **Youth Court: Character Education through the Judicial Process**

- A system is in place at Marlboro County High School that teaches students respect, especially to International Teachers. This system or practice is entitled Youth Court: Character Education Through the Judicial Process. The purpose is to work with youth who have made poor decisions without considering the consequences. These youth plead guilty to their "charge," referred to by a school administrator. Justice is served by administering a fair, but constructive punishment, so the student will not make the same mistake twice. For example, if a student shows disrespect to a teacher, especially an International Teacher, he or she, in addition to making a formal apology to that teacher, will write a 3-5 page paper, comparing and contrasting the education system of the United States with the nation the international teacher is from. In addition, JROTC Cadets from Camp Bennettsville, who have been on both sides of the law, are utilized in a mentorship project in order to teach the students from their own mistakes.

- **Pineview Elementary School, West Columbia, SC**

- **Summer Reading Caravan**

- Pineview Elementary School's Summer Reading Caravan Program is a unique program that provides books to students, siblings, and preschool children in the attendance area. The goal of this program is to promote reading beyond the school year with the entire school community. Books are separated by age and grade levels, although students are encouraged to select challenging books. Funds to purchase these books are provided through their afterschool program. Administration provides a Summer Caravan Schedule to the faculty and students to share throughout the community. The caravan makes the same route three times throughout the summer. Approximately 20 Pineview faculty and staff members volunteer each year to meet at the designated areas throughout the summer. The Summer Reading Caravan Program promotes a great relationship between the school and community. Students look forward to seeing their teachers from the past and enjoy meeting their new teachers for the coming school year, as books are shared throughout the Pineview community. The hugs for students, the excitement in the pre-

school age children's eyes, and the "thank you" the Caravan workers hear from the parents makes the program worthwhile. The Reading Caravan Program sets out to make reading fun and is a part of Pineview's way of effectively promoting positive character development.

State School of Character Award / National School of Character Award

The State School of Character and National School of Character Awards identify, honor, and showcase exemplars in character education and facilitate their leadership in mentoring others. The goal of the national program is to provide a variety of models of comprehensive, quality character education, representing America's diverse educational system. The deadline for applications is the first week of December. Contact Gerry Weaver at gmweaver@ed.sc.gov. or go to www.ed.sc.gov/ or www.character.org/programs for further information.

2010 SSOC Winners:

- B.D. Lee Elementary, Gaffney, SC
- Berkeley Elementary, Moncks Corner, SC
- Brockman Elementary, Columbia, SC
- Indian Land Middle School, Indian Land, SC
- Lake Carolina Elementary, Blythewood, SC
- Taylors Elementary, Taylors, SC

2010 NSOC Finalist:

- Lake Carolina Elementary, Blythewood, SC

2010 NSOC – Profiles in Character Award Recipients:

- Berkeley Elementary, Moncks Corner, SC
- Brockman Elementary, Columbia, SC

2009 SSOC Winners:

- Berkeley Elementary School, Moncks Corner, SC
- Blythewood Middle School, Blythewood, SC
- Pineview Elementary School, West Columbia, SC

Teen LEAD

Teen LEAD (Leaders, Evolving and Developing) is a school-based program designed to better prepare students for productive lives as citizens, employees, parents, and leaders while helping to increase the high school graduation rates for students in South Carolina. Student-led *character cadres* work with professional school-based faculty to develop and initiate character building, service learning projects designed to enhance their local schools and communities. These projects have included peer mentoring and mediation groups, school and community beautification activities, and character education activities with younger students in the district. Community outreach activities have included in-school voter registration and blood drives and working with local community agencies to provide holiday gifts for the needy. In addition to providing a valuable community service, these activities build on the character skills of each student involved in the process. Ongoing leadership training and character development is provided for participating students through a two-week summer leadership training experience and periodic conferences. In

addition to focusing on developing students' life and work skills and exposing them to educational options beyond high school, Teen LEAD conferences provide an opportunity for students to develop stronger communication skills through participation in student-led breakout sessions designed to share cadre experiences with peers from other schools. Although initially targeted for rising tenth grade students, the Teen LEAD model can be easily adapted for lower grades.

Red Carpet

The Red Carpet Schools program was started eight years ago by former State Superintendent of Education Inez Tenenbaum to reinforce the need for schools to be family-friendly and customer-focused. She also saw it as a way to highlight schools that do an outstanding job in this area. South Carolina's current State Superintendent, Dr. Jim Rex has continued the Red Carpet Schools program.

Becoming a Red Carpet School begins each fall with submission of a written application. Applications are evaluated and judged by a panel of readers, and those above a certain score are subject to telephone calls and/or site visits. The telephone calls are made by anonymous callers who note how well the telephone call is answered and then ask questions about the schools. Those that pass this part of the process then receive unannounced site visits to evaluate their programs. Judges making these visits follow all school rules and procedures for visitors but do not indicate that they are part of the Red Carpet evaluation process.

It is obvious that schools across the state share an interest in this program as evidenced by the fact that the Department of Education has awarded some 553 red carpets. The department receives around 300 applications each year - nearly one in every four schools have applied. Once a school becomes a Red Carpet School, it keeps its status for three years.

The National School Public Relations Association selected the program as one of two Distinguished Single Projects in 2003. Other states and even other countries have inquired about our efforts and the Red Carpet Schools program. Most recently there have been inquiries from California, Florida, Kentucky, and Washington, DC.

Heart Award (Higher Education Awareness Readiness Transition)

The HEART Award seeks to recognize excellence in school counseling by identifying South Carolina school counselors with proven records of accomplishment in promoting higher education awareness. This award is federally funded through the US Department of Education and the College Access Challenge Grant and is open to all school counselors working in South Carolina's schools. Applicants should demonstrate strong professional expertise and success in preparing students for postsecondary opportunities. Successful applicants should emphasize creating a college-going culture from elementary through high school to include career exploration, appropriate course selection and planning, college application process (financial aid, state scholarships, grants, etc.).

Additionally, applicants must meet all of the following:

- Currently be employed as a full-time, fully certified school counselor
- Have a minimum of three consecutive years of counseling service at the level of nomination
- Hold at least a master's degree in school counseling

HEART Awards will be given to elementary, middle, and high school counselors who exemplify excellence in school counseling and the promotion of college awareness and access. Winners will receive a cash award of \$3,500 for Elementary School HEART Counselor, Middle School HEART Counselor, and High School HEART Counselor. An Incentive Grant of \$1,500 will also be given to each winner for their current school's counseling department; grants will be used at the discretion of the winners, in ways to promote HEART.

To nominate a colleague for the HEART Award or to apply for the award yourself go to www.sccango.org/resources-for-teachers-and-counselors/293-heart-award-content.html.

For questions regarding the SC HEART Award, please contact Mr. Derrah Q. Cassidy, SC Commission on Higher Education, at 803-737-9758 or dcassidy@che.sc.gov.

State Board of Education Volunteer Awards

The State Board of Education (SBE) Volunteer Awards is a state-sponsored program that promotes volunteerism in schools. School districts across the state submit nominations. The SBE Volunteer Awards Nominating Committee, comprised of a representative from each Judicial Circuit, reviews the nominations and selects winners in four categories: individual, businesses, school improvement councils, and civic organizations. An awards ceremony is held annually to recognize the winners. Contact Peggy Hogan, 803-734-4798 or phogan@ed.sc.gov, for additional information.

SECTION 6: Teacher Resources



Publishers and Catalogs

ABC Feelings

www.abcfeelings.com

Active Parenting Publishers

www.activeparenting.com

Advance Publishing

www.advancepublishing.com

American Book Company

www.americanbookco.com

Beat the Clock (Time Management Plans)

<http://thechalkboard.com>

<http://www.dayrunner.com>

Character Development Group

<http://www.charactereducation.com>

Conflict Resolution Activities for K-12

<http://teachervision.com/lesson-plans/lesson-3038.html>

Didax—Character Education

www.didax.com

Educational Media

<http://www.educationalmedia.com>

Hands On Books

www.kaplanco.com/HandsOnBooks

Heart of a Champion

www.heartofachampion.org

Human Relations Media

www.hrmvideo.com

JIST Life Character Education

www.jist.com

Kaplan

www.kaplanco.com

Marsh Media Character Education

www.marshmedia.com

National Center for Youth Issues

www.ncyi.org

New View Publications

www.newviewpublications.com

Pacific Northwest Publishing

www.pacificnwpublish.com/

Parent Institute

www.parent-institute.com

Parent Notebook

www.sedl.org/pubs/catalog/items/family120.html

Pro-Ed Publishing

www.proedinc.com

Respectful Communication—Civility

www.colorado.edu/conflict/peace/treatment/civilcom

www.colorado.edu/conflict/civility

Take Charge Curriculum

www.newviewpublications.com

The Big Dummy's Guide to Service Learning

www.fiu.edu/~time4chg/Library/bigdummy.html

The Ethics Connection at the Markkula Center for Applied Ethics
www.scu.edu/ethics/practicing/focusareas/education/

Tiger Tales
www.tigertalesbooks.com

Weed and Seed
<http://www.ojp.usdoj.gov/ccdo/ws/welcome.html>

Wise Skills Character Building Resources
www.wiseskills.com

Young People's Press
www.youngpeoplespress.com

Youthlight, Inc.
www.youthlight.com

Professional Literature

Richland School District One and Berkeley School District have written their own summaries of Character Education. The Richland and Berkeley documents highlight the alignment of character education to curricular standards. The documents demonstrate successful integration of character education across curricula and grade levels.

The Richland and Berkeley documents are included at the end of this document. Click on the links below to go directly to them:

[Richland One Character Education Guide Grades K-2](#)
[Richland One Character Education Guide Grades 3-5](#)
[Richland One Character Education Guide Grades 6-8](#)
[Richland One Character Education Guide Grades 9-12](#)
[Richland One Character Education Evaluation](#)
[Berkeley's Health Standards for Character Education](#)

SCDE Resource Room Books

A Call to Character, by Greer and Kohl
A Call to Heroism, by Peter H. Gibbon
As You Like It, by Shakespeare
Building Character Schoolwide, by Bernardo, Frye, Smith & Foy
Building Characters in Schools: Resource Guide, by Bohlin, Farmer & Ryan
Character and Coaching, by Yeager, Buxton, Baltzell, Bzdell
Character and Cops, by Edwin Delattre
Good Education: The Virtues of Learning, by Ivor Pritchard
Hamlet, by Shakespeare
Human Nature and Conduct, by John Dewey
Implementing Character Education, by Brooks & Freedman

Interactive Youth Work Practice, by Mark A. Krueger
Lessons from the Rocking Chair, by Deb Austin Brown
Man's Search for Meaning, by Viktor E. Frankl
No Place But Here: A Teacher's Vocation in a Rural Community, by Garret Keizer
Number the Stars, by Lois Lowry
Parents, Kids and Character, by Helen R. LeGette
Plato: Republic, by Grube & Reeve
Post Ethnic America, by David A. Hollinger
Right vs. Wrong: Solutions to the American Nightmare, by Harry and Betty Dent
Smart & Good High Schools Report, by Thomas Likona
Teaching for Diversity and Social Justice, by Adams, Bell & Griffin
Teaching Jack & Jill (Right vs. Wrong) in the Homes & Schools, by Harry S. Dent
The Enigma of Anger, by Garret Keizer
The Moral Intelligence of Children, by Robert Coles
The Nicomachean Ethics, by Aristotle
The Tempest, by Shakespeare
The Triumph of Wounded Souls, by Bernice Lerner
What Kids Need to Succeed, by Benson, Galbraith & Espeland
Whatever Happened to Randolph Scott? by Frank McLane
When Character Was King, by Peggy Noonan

Model Character Education Lesson Plans



Elementary School

Example 1: “Back To School” Teaching “Responsibility” to 6-9 Year Olds

Source: Character Education Lesson Plan Bank (<http://charactercounts.org/lesson-plans/>)

Students will discover the vocabulary of the Six Pillars of Character and how it relates to their classroom. They will incorporate the vocabulary into their goals for the coming academic year and discuss strategies to help reach them.

Objectives:

- Students will familiarize themselves with the Six Pillars of Character: trustworthiness, respect, responsibility, fairness, caring, and citizenship.
- Students will explore vocabulary associated with the Six Pillars and its relation to the school environment.
- Students will apply their knowledge to create goals for the school year.
- By creating a goal wall, students will recognize the importance of teamwork in accomplishing their goals in line with the Six Pillars.

Materials:

- “Search for Character: Scavenger Hunt” handout
- Six Pillar Vocabulary, hidden in the room
- Construction paper, precut into 6” by 4” rectangles
- Marker pens to write their goals on the rectangles
- Tape and a space to post the goals
- Handouts: BackToSchool-Elem-Scavenger-Hunt (http://charactercounts.org/pdf/lesson-plan-bank_handouts/BackToSchool-Elem-Scavenger-Hunt.pdf)

Procedures:

1. Introduce the Six Pillars of Character to the class and tell them that the words (trustworthiness, respect, responsibility, fairness, caring, and citizenship) will inform their work throughout the school year.
2. As you introduce each word, brainstorm ideas on how it applies to the classroom environment. Write the suggestions on the board.
3. Tell the class they will begin a scavenger hunt to find more ideas and ways that the words can help them throughout the year and why the words are important to the class environment and their own progress.
4. Distribute the Search for Character: Scavenger Hunt handouts. Specify a time limit. Tell the students they should try to find as many of the words as possible.
5. When time is up, have students share the words they found. Did they relate to any of the ideas they suggested at the beginning of the class?
6. Tell the students to think about how the Six Pillars will help them through the year. They can choose personal goals or shared goals for the class.
7. Distribute the precut rectangles and markers. Tell the students to write their goals on the paper that will then be taped to the Goal Wall.

8. When all of the students have taped their goals to the wall, tell them this will be a personal reminder for them to try their best and to work in accordance with the values of the Six Pillars throughout the year.
9. Re-visit the Goal Wall throughout the year and remind the students at appropriate times of the goals they wanted to attain.

Example 2: “Cultures of our Nation”: Teaching Self-Esteem & Citizenship (Grade 4)

Source: <http://www.col-ed.org/cur/sst/sst63.txt>

AUTHOR: Lorena Marie Romero, 4th grade teacher, Ann Parish Elementary, Los Lunas, NM

Overview:

Many students are not aware of their rich, diverse cultures. They do not realize how their cultures have contributed to the great “Melting Pot” of America. It seems that this is the case in our community. As a result of this observation, I wanted to focus on these students and help them become aware of their cultures.

Purpose:

The purpose of this activity is to build self-esteem and allow students to become more aware of their rich cultures. It also allows for students to realize how their cultures have contributed to making America what it is today.

Objectives:

As a result of these activities, students will:

- become aware of their culture (heritage)
- become confident and proud of their culture/traditions
- become aware of the many cultures that have richly contributed to the wealth of our nation

Resources and Materials:

- Books with emphasis on cultures of the world
- Posters on classroom walls depicting our rich, diverse cultures
- Records/tapes for learning dances/songs—easily obtained in school supply stores
- Items from students who are willing to share (culture)—set up classroom displays throughout the year.



Activities and Procedures:

1. At the beginning of the school year, during student introductions, teacher may emphasize his/her culture, talk about his/her roots, and let students know that he/she is proud of his/her culture through modeling. Please discuss rationale of this ongoing lesson to parents beforehand.
2. Allow students to introduce themselves, ask for 2-3 positive statements describing themselves. Let students become comfortable with each other. This activity can take approximately 10 minutes of sharing everyday for at least the first month of school.
3. Usually by the end of the month, most students have identified their cultures/roots. Brainstorm the different cultures in the classroom and decide as a class what we would like to do to learn more about these cultures. (Throughout the school year)
4. Activities range from:
 - Dancing
 - Songs—students learn songs from different countries (according to cultures)

- Foods—parents assist students in preparing their favorite cultural dish. Teacher/class prepares food in school kitchen.
- Story-telling—throughout the school year, we ask people to come in and share stories relating to their cultures.

Example 3: Addressing Community Problems: Teaching Citizenship to Grades 4-5

Source: <http://charactercounts.org/lesson-plans/>

Objective:

Youngsters offer examples of problems faced by their community. They discuss how these problems are caused, how they affect members of the community, and how concerned citizens can work toward solving them.



Materials:

One photocopy of the “Addressing Community Problems” worksheet for each group. The number of groups will be determined by the number of community problems suggested by the youngsters. Handouts: Addressing Community Problems

Procedures:

1. Ask the students to think of major problems in their neighborhoods. List them on the board.
2. The list might include such things as homelessness and hunger, drug abuse, gang violence, vandalism and graffiti, litter and other forms of pollution, theft, domestic violence, or child abuse.
3. Tell students: All of these together are too much to study. Let’s divide into small groups so each group can focus on one topic.
4. Divide the youngsters into groups of equal number and assign one topic to each group.
5. Pass out one photocopy of the “Addressing Community Problems” worksheet to each group and tell them to discuss the questions as they relate to their topic.
6. Tell them to have one member of the group list their responses on the worksheet.
7. When all the groups are finished, have them share their responses with the class.

Middle School

Example 1: “Waves of Life”: Teaching Self Awareness, Self Esteem, Acceptance and Honesty to Students in Grades 7 to 9.

Source: <http://www.character.org/lessonplans>

<http://www.character.org/lessonplan-pinellascountyschools>

This lesson plan was designed by Pamela Mozdy-Allen, 8th Grade Physical Science teacher at Seminole Middle, Pinellas County Schools, a 2007 National District of Character.

Overview:

Students will examine the “highs” and “lows” in their lives by comparing these to the parts of a wave. In the process, students will gain self-awareness and a greater understanding of the parts of a wave.

Objectives:

Students will discuss the parts of waves, their frequency and wavelength using emotions to better understand the concepts.



Materials Needed:

Students only need a pencil and paper for this lesson. A large sheet of blank, unlined paper will work best.

Procedures:

1. Ask students, “What do you think of when I say we are going to study waves?” Listen to their responses.
2. Make a wave with the students standing and sitting from one side of the class to the other. Then from one side of the class to the other and back again.
3. Tell students we are going to draw that wave.

Teacher draws on the overhead or board and students draw on their papers.

4. Have students label the crest, trough, and wavelength.
5. Talk about the highest point of the wave (crest). Relate it to some high points in our lives where we were very happy, very proud, very satisfied with ourselves.
6. Tell the students that we are going to make a kind of wave timeline.
7. Ask students to try to remember the first high point in their life. Tell them to turn their paper over with the holes on the top so they have lots of room for the wave timeline. They should begin by drawing a crest at the far left of the paper and labeling it with the first high point in their life. Tell them to include either the date or their age at that time.
8. Now discuss how the lowest point of the wave (trough) correlates to the low points in our lives when we were quite unhappy, discouraged, and scared.
9. When students have thought of their first low point in their life, have them think of how long it was after the first high point. If it was a short period of time in between, they should draw the trough close to the crest; if there was a lot of time in between, they should draw the trough away from the crest. They will then label the trough as to what it represents including date and/or age.

10. They should continue with crest/high point, then trough/low point across the page.
11. Emphasize that this is very personal and does not have to be shared with anyone.

Assessment:

Students should complete their wave timelines and may be given credit for doing so but due to the personal nature of the assignment, the teacher may decide not to collect them.

Example 2: “ Walking Around in Another’s Shoes”: Teaching Empathy, Respectfulness, Team Spirit (Grades 6-8)

Source: <http://www.mcrel.org/compendium/activityDetail.asp?activityID=56>



Purposes: As a result of this activity, students will be able to

- Understand and explore what it is like to be a member of another social group
- Understand what stereotypes are and analyze the accuracy with which they are used to represent groups of people.

Related Standards & Benchmarks: Behavioral Studies

- Understands various meanings of social group, general implications of group membership, and different ways that groups function
- Understands that people sometimes react to all members of a group as though they were the same and perceive in their behavior only those qualities that fit preconceptions of the group (i.e., stereotyping), which leads to uncritical judgments (e.g., showing blind respect for members of some groups and equally blind disrespect for members of other groups)

Student Product: Creation of a list and class discussion

Activity:

1. Discuss with the class some examples of how various social groups (e.g., formed by gender, ethnicity, race, age, ability) are stereotyped. Ask the class the following questions:
 - a) Why does stereotyping occur?
 - b) How do generalizations about one person or one quality of a person grow into cultural stereotypes?
 - c) What are some of the different ways in which stereotypes affect people (e.g., emotionally, socially, and economically)?
 - d) Have students brainstorm examples of stereotypes about age, ethnicity, gender, and so on. List these on the chalkboard.
2. Have students create a list of what their daily life is like as a member of their age, gender, and ethnic group. This list will help them compare their real life to the imagined life of a

different group. If possible, the teacher should have lists from other groups of people (perhaps other teachers of different ethnic or gender groups could create lists of their experiences to give to the instructor).

3. After discussing stereotyping, ask the class to imagine that they are a member of a different social group. Assign some students the task of imagining that they are young women instead of men or young men instead of women. Others might imagine that they have a disability of some kind; perhaps they might be vision or hearing-impaired or do not have the use of a limb. Still others should imagine that they are a member of a different ethnicity or have moved to the region from another country or another part of the United States.
4. When all the students have been assigned a "new identity," ask students to go through a day thinking about all of the ways in which their lives would be different if they were a member of this different group. Tell them to write a list of all of the things that would be different throughout the course of this day. This list should focus on every detail of their day, from getting up in the morning and preparing for school to going home and going to bed at night. How would they behave differently under these conditions? Would they behave differently at all?
5. A few days later, once all of the lists have been completed, have a discussion in class about what the lists may reveal about the behaviors and social perceptions of different groups of people. If the climate of the classroom allows for personal sharing, have the students compare their real-life experiences (or the lists provided by the teacher) to the perceived experiences of their peers:
 - a) What do these differences (or lack of differences) reveal about different social groups?
 - b) What do these explorations reveal about the falsity of stereotyping groups of people?

High School

Example 1: Reflections About Diversity: Grade 9-12

Source: <http://www.mcrel.org/compendium/activityDetail.asp?activityID=43>



Purpose

- Students will know examples of both contemporary and historical conflicts stemming from diversity;
- Students will be able to discern some of the factors that have contributed to their resolutions.

Related Standard & Benchmarks:

Civics

- Understands the role of diversity in American life and the importance of shared values, political beliefs, and civic beliefs in an increasingly diverse American society
- Knows examples of conflicts stemming from diversity, and understands how some conflicts have been managed and why some of them have not yet been successfully resolved

Language Arts

- Uses the general skills and strategies of the writing process
- Writes persuasive compositions that address problems/solutions or causes/effects (e.g., articulates a position through a thesis statement; anticipates and addresses counter arguments; backs up assertions using specific rhetorical devices [appeals to logic, appeals to emotion, uses personal anecdotes]; develops arguments using a variety of methods such as examples and details, commonly accepted beliefs, expert opinion, cause-and-effect reasoning, comparison-contrast reasoning)
- Uses listening and speaking strategies for different purposes
- Asks questions as a way to broaden and enrich classroom discussions

Student Product: Newspaper editorial

Material & Resources: No special resources required for this activity.

Teacher's Note: Students should have had some prior instruction about diversity issues and historical and contemporary conflicts related to diversity issues.

Activity:

1. Ask students to think about conflicts that arise from problems with diversity issues and to hypothesize about the elements that are needed in order to bring about successful resolutions to these kinds of problems. Write some of these elements on the board.
2. Working in small groups, students should make a list of both contemporary and historical conflicts that have arisen as a result of diversity issues. These conflicts may be small or large; they may involve individuals, groups, or nations (e.g., student conflicts in school, civil rights conflicts in the 1960s, conflicts in the Middle East, current conflicts in the United States concerning women's issues or sexual orientation).
3. After giving students several minutes to brainstorm, discuss with students some of these conflicts and list them on the board.
4. Again having students work in their groups, ask them to analyze 2-3 conflicts and to try to determine:
 - a) What factors have contributed to the successful resolution of these conflicts?
 - b) What factors have prevented these conflicts from being successfully resolved?
5. After about 10-15 minutes of small-group discussion, broaden the discussion to include the class as a whole.
6. To conclude the discussion, assign students the task of writing a newspaper editorial about how, in their opinions, diversity conflicts can be successfully managed. (You may need to explain to students that an editorial is an article in a publication that expresses an opinion. It may be helpful to students to read an example from the local newspaper.) Students should use contemporary and historical examples in their editorials in order to support their opinions.

Example 2: President's Day: Citizenship Education and Conflict-Resolution

Source: <http://charactercounts.org/lesson-plans/character-education-lesson.php?id=83>



Overview:

Students will study the different elements of foreign policy in the government and understand the difficulties involved in negotiating mutually acceptable policies in past and current events through role play.

Objectives:

- Students will study the foreign policy arm of government.
- Students will learn how to test different approaches to conflict resolution.
- Students will use reflection activities to apply successful conflict-resolution methods to their own lives.

Materials:

Foreign Policy Pre-Reading Worksheet

Handout: http://charactercounts.org/pdf/lesson-plan-bank_handouts/Presidents-Day_Second.pdf

Procedures:

1. The run-up to this lesson should include pre-reading tasks using your textbook. Students should become informed about the different branches of government and be able to complete Part A of the worksheet before beginning the role play.
2. The teacher can tailor this activity to the current subject in the class.
3. Assign students into groups representing the roles in foreign policy decision-making. Students should understand the limitations and powers of the group they're assigned to.
4. Design foreign policy scenarios relating to the current topic of study.
5. Have the students read the scenarios and determine their group's plan of action. Remind them of their powers and limitations as well as what other groups they need to confer with to arrive at their action plan.

6. The press group should report on the events at the end of the session. This can be a project that extends over several days so students fully grasp the implications of conflict resolution and obstacles that occur in foreign policymaking.
7. As a review, students can write an essay on the challenges of conflict resolution.

Extension:

Students could create a political cartoon on a current foreign policy issue.

Additional Resources

- AdvancePublishing.com:
<http://www.advancepublishing.com/CharacterLessons/LessonPlans.htm>
- Boston University – Center for Advancement of Ethics and Character
<http://www.bu.edu/sed/caec/files/teacherresources.htm>
- California State, Fresno Bonner Center for Character Education
<http://education.csufresno.edu/bonnercenter/index.html>
- Center for the Advancement of Ethics and Character
<http://www.bu.edu/sed/caec/>
- Character Education Resource for Teachers and Online Guide (CETAC)
<http://www.cetac.org/teacherresource/>
- Character Based Literacy at Santa Clara University
<http://www.scu.edu/character/>
- CharacterCounts! Lesson Plan Bank
<http://charactercounts.org/lesson-plans/index.html>
- Character Development and Leadership
<http://www.characterandleadership.com/>
- Character Education and Civic Engagement
<http://www.cetac.org/>
- Character Education at the Markkula Center for Applied Ethics
<http://www.scu.edu/ethics/practicing/focusareas/education/>
- Character Education Partnership
<http://www.character.org/lessonplans>
- The Council for Global Education
<http://www.globaleducation.org/1.htm>
- Good Character. Org
<http://www.goodcharacter.com/>
- Green Teacher: Education for Planet Earth
<http://www.greenteacher.com/>

- HotChalk: Lesson Plans Page
<http://www.lessonplanspage.com/index.html>
- Kennesaw State University Character Education Resources
<http://webtech.kennesaw.edu/jcheek3/chared.htm>
- Learning to Give
<http://www.learningtogive.org/lessons/search/#browse>
- Learning for Life
<http://www.learning-for-life.org/lfl/index.html>
- Learning to Serve with Character
<http://web.gc.cuny.edu/dept/case/lsc/>
- Legacy Educational Resources
http://www.character-education.info/resources/lesson_plans_curriculum.htm
- Multicultural Pavilion
<http://www.edchange.org/multicultural/index.html>
- Peaceful Solution Character Education Incorporated
http://www.peacefulsolution.org/curriculum/products/sample_lessons.html
- School for Ethical Education
www.ethicsed.org/resources/activities.html
- Sing, Dance, Laugh and Build Character, Too! (Barbara Gruner)
www.fisd12.net/ww/ww.html
- Teaching Values.com
<http://www.teachingvalues.com/>
- The Strawberry Point School Service Learning Primer
<http://www.goodcharacter.com/SERVICE/primer-1.html>
- UEN Education Network
http://www.uen.org/utahlink/activities/view_activity.cgi?activity_id=5399
- Wise Skills
<http://www.wiseskills.com/>

- Youth Frontiers: Building Positive School Community
<http://www.youthfrontiers.org/>

Character-Based Programs

A World of Difference Institute of the Anti-Defamation League
http://www.adl.org/education/edu_awod/default.asp

Act 1 Presentations, Inc.
<http://www.act1presentations.com/>
<http://www.act1presentations.com/works.asp#Films>

AGC United Learning
<http://www.agcunited.com/>
<http://www.character-education.info/>

All People's Day - Multicultural Diversity Program
<http://www.allpeoplesday.com/>

Al's Pals
http://www.wingspanworks.com/educational_programs/about_als_pals.php

Association of Fundraising Professionals (AFP)
<http://www.afpnet.org/>
<http://www.afpnet.org/Ethics/?navItemNumber=503>

A Student Service Learning Program
www.montgomeryschoolsmd.org/departments/ssl/

Behavioral Healthcare
<http://www.behavioral.net/ME2/Default.asp>

Building Esteem in Students Today Program (BEST)
<http://www.bestprogram.org/>

Call Me MISTER
<http://www.clemson.edu/hehd/departments/education/research-service/callmemister/>

CAM Consulting Services
<http://www.cam4consulting.com/index.html>
<http://www.cam4consulting.com/pubarticles.html>

Camp Fire of New Jersey
<http://www.campfirenj.org/>

Caring School Community
<http://devstu.org/page/caring-school-community>

Center for the 4th and 5th Rs

<http://www.cortland.edu/character/>

Center for the Advancement of Ethics and Character (CAEC)

<http://www.bu.edu/sed/caec/>

Center for Implementing Character Education:

<http://www.ethicsusa.com/article.cfm?ID=893>

<http://www.ethics.org/resource/character-education-helpful-links>

Center for Research on Aggression

<http://www.rcgd.isr.umich.edu/aggr/>

Center for Youth Policy and Programs

<http://www.youthpolicyactioncenter.org/>

Character Building Company

<http://www.characterbuildingstore.com/cbc/cbc.htm>

Character Counts!

<http://josephsoninstitute.org/index.html>

Character Counts! Sports Pursuing Victory

<http://josephsoninstitute.org/sports/>

Character Development Group

<http://www.charactereducation.com/Home/tabid/36/Default.aspx>

CharacterPlus Cooperating School Districts

<http://www.characterplus.org/default.asp>

Chick-Fil-A Character Program

www.coreessentials.org

Children's Institute, Inc.

<http://www.childrensinstitute.org/>

Collaborative to Advance Social and Emotional Learning (CASEL)

<http://www.casel.org/>

Committee for Children

<http://www.cfchildren.org/>

Community Boards

<http://www.communityboards.org/>

Community for Education Foundation

<http://www.commedfoundation.org/about.php>

Community of Caring
<http://www.communityofcaring.org/>

Contact Community Services, Inc.
<http://www.contactsyracuse.org/>

D&D Industrial Consultants, Inc.
<http://www.consultdd.com/about.php>

Developmental Studies Center
<http://devstu.org/page/home>

Devereux Glenholme School
<http://www.theglenholmeschool.org/home.htm>

Do Something
<http://www.dosomething.org/>

Edge Learning Institute
<http://www.edgelearning.com/>

EDUCARE
<http://www.educarecenters.org/>

Educational Development Center, Inc. (EDC)
<http://www.edc.org/>

Educators for Social Responsibility (ESR)
<http://esrnational.org/>

Eduscapes Consulting Services
<http://www.eduscapeassociates.com/>

Ethics Resource Center (ERC)
<http://www.ethics.org/>

Facing History and Ourselves
<http://www.facinghistory.org/>

Future Leaders Program
<http://www.futureleadersprogram.net/>

Global Learning, Inc.
<http://www.globallearningnj.org/>

Heartwood Institute
<http://www.heartwoodinstitute.com/>

Heroes & Cool Kids

<http://www.heroesandcoolkids.org/>

Home and School Institute/MEGA Skills Education Center

<http://www.megaskillshsi.org/aboutHSI.html>

I Can Problem Solve

<http://www.researchpress.com/product/item/4628/>

Innerchoice Publishing

<http://goliath.ecnext.com/coms2/product-compint-0000737715-page.html>

Innovative Leadership of the Delaware Valley

<http://www.innovativeleadershipdv.com/>

Institute for Global Ethics

<http://www.globalethics.org/>

Institute for the Development of Character and Community

<http://www.charactercenter.com/>

International Center for Leadership in Education, Inc.

<http://www.leadered.com/>

Jalmar Press

<http://www.personhoodpress.com/jalmarpress.html>

John Templeton Foundation

<http://www.templeton.org/>

Kellogg/Keener Consulting

<http://www.kkconsult.com/>

Kids Care Clubs

www.kidscare.org

Learning for Life

<http://www.learningforlife.org/>

Learn and Serve

www.learnandserve.org/

Learning to Give (k-12)

<http://learningtogive.org/>

Learning Peace

<http://www.peacelearningcenter.org/default.asp>

Life Skills: Building Blocks for Success

<http://www.lifeskills.com/>

Lifeskills Training

<http://www.lifeskillstraining.com/>

Making Diversity Count

<http://www.adl.org/education/mdc/>

MB Flippen & Associates: Leadership Solutions

<http://www.flippengroup.com/>

Moral Dilemmas – Right vs. Right

www.globalethics.org/dilemmas/

National BETA Club

<http://www.betacub.org/>

National Center for Youth Issues

<http://www.ncyi.org/www>

National Character Education Center

<http://www.ethicsusa.com/>

National Youth Leadership Council

<http://www.nylc.org/>

Newspaper in Education – The Record

<http://www.timesrecordnews.com/nie/>

New Jersey Center for Civic and Law-Related Education

<http://civiced.rutgers.edu/>

New Jersey Child Assault Prevention

<http://www.njcap.org/>

New Jersey Commission on Holocaust Education

<http://www.state.nj.us/education/holocaust/>

New Jersey Department of State

<http://www.state.nj.us/state/>

New Jersey Peer Helping Association

<http://archive.constantcontact.com/fs086/1101623288838/archive/1102679736591.html>

Northeast Foundation for Children

<http://www.responsiveclassroom.org/>

Open Circle

<http://www.open-circle.org/>

Optimal Performance Associates, LLC

<http://www.opawinningteams.com/>

Social Competency Program

<https://casat.unr.edu/bestpractices/view.php?program=111>

Passkey's Foundation & The Jefferson Center for Character Education

<http://www.jeffersoncenter.org/>

PATHS Training, LLC

<http://www.communityworks.info/pathcf.htm>

Pathways to Character

<http://www.epicforchildren.org/character.cfm?id=5124>

PAXUnited

<http://www.paxunited.org/>

Positive Action, Inc.

<http://www.positiveaction.net/>

Education Solutions, A Franklin Covey Company

<http://www.franklincovey.com/tc/solutions/education-solutions>

Princeton Center for Leadership Training

<http://www.princetonleadership.org/>

Project Hope

<http://www.projecthope.org/>

Project Urban Suburban Environments (USE)

<http://www.projectuse.org/index.php>

<http://www.projectuse.org/character.php?link2=character%20Ephp&text2=character+development>

Proud to Be Polite

<http://www.aces.nmsu.edu/4h/documents/proud-to-be-polite-3.pdf>

http://www.etiquetteladies.com/samples/PP_Instructor.pdf

Quest International, Inc.

<http://www.childquest.org/>

The Random Acts of Kindness Foundation

www.actsofkindness.org

RISk (Relationship Improvement Skills) Seminars, Inc

<http://www.risk-it.org/>

<http://www.risk-it.org/Teacher%20overview.htm>

Respect

<http://www.goodcharacter.com/ISOC/Respect.html>

SANKOFA

<http://www.cab-asc.com/Sankofa/activities.htm>

School Counts!

<http://www.learnandearn.org/1de/SchoolCounts.asp>

School for Ethical Education (SEE)

<http://www.ethicsed.org/>

<http://www.ethicsed.org/programs/yes/index.htm>



Social Decision Making/Problem Solving Program (SDM/PS)

http://www.sharingsuccess.org/code/eptw/pdf_profiles/socialdecisionmaking.pdf

Statewide Kindness Awareness Campaign

http://www.buenavistatownship.org/Media_Links_2001/KindnessKickedOff.htm

Start Something

www.tigerwoodsfoundation.org/startsomething

Street Law, Inc.

<http://www.streetlaw.org/en/index.aspx>

<http://www.streetlaw.org/en/Audience.4.aspx>

Study of Heroes at the Raoul Wallenberg Committee of the US

<http://www.raoulwallenberg.org/>

http://www.raoulwallenberg.org/studyofheroes_howtoteach.htm

Supporting Kids' Social and Emotional Growth

<http://www.wingsforkids.org/experience/hot-wings?gclid=CPb3jf2B4J0CFQS7sgodx35CNQ>

Susan Kovalik & Associates

<http://www.thecenter4learning.com/>

Teaching Tolerance

www.tolerance.org/teach/

The Bridge

<http://www.thebridge-atlanta.org/services.html>

The Center for Implementing Character Education

<http://www.ethicsusa.com/article.cfm?ID=893>

The Center for Learning

<http://www.centerforlearning.org/>

<http://www.centerforlearning.org/c-1-english-and-language-arts.aspx>

The Giraffe Project

<http://www.giraffeproject.org/>

<http://www.giraffe.org/the-giraffe-heroes-program/training-tomorrows-heroes/>

The Great Books Foundation

<http://www.greatbooks.org/>

<http://www.greatbooks.org/programs-for-all-ages/junior/jgbseries.html>

The Laws of Life Essay Contest

www.lawsoflife.org

The Lesson One Foundation, Inc.

<http://www.lessonone.org/>

<http://www.lessonone.org/html/Hints.htm>

The Scare Program, LLC

<http://www.promisingpractices.net/program.asp?programid=242>

The Teelinstitute

<http://www.teelinstitute.org/>

<http://www.teelinstitute.org/programsProducts.html>

The What If Organization

<http://www.thewhatif.org/>

http://www.thewhatif.org/what_if/programs.html

Tough Issues, Good Decisions

<http://www.youthlightbooks.com/products/1629.html>

Tregoe Education Forum, Inc.

<http://www.tregoe.org/>

<http://www.tregoe.org/teachers/index.php>

University of Medicine and Dentistry of New Jersey

<http://www.umdny.edu/>

<http://www.umdny.edu/home2web/education/index.htm>

Vivid Learning Systems, Inc.

<http://www.learnatvivid.com/index.html>

http://www.learnatvivid.com/success_res_center/success_res_center.html

Voices of Love and Freedom (VLF)

http://www.usmayors.org/bestpractices/bp98/09_1998_Preventing_School_Violence30.htm

Voyager Expanded Learning

<http://www.voyagerlearning.com/>

<http://www.voyagerlearning.com/passport/curriculum.jsp>

Winning Team/Winning Lifestyles

<http://www.winning-teams.com/>

WiseSkills Resources

<http://www.wiseskills.com/>

World Youth Network International

http://www.unodc.org/youthnet/youthnet_links.html

http://www.unodc.org/youthnet/en/youthnet_action.html

Young People's Press

<http://youngpeoplespress.com/?xid=f192c42fba18233f54ed9fd5b962cbb1>

http://www.youngpeoplespress.com/skin1/images/customer_images/WWC_lessons_in_character_042506.pdf

Youth Empowerment Strategies, Inc. (YES)

<http://www.michaelfowlin.com/qopening.htm>

Related Websites

Academic Assistance Guide for Parents

www.rock-hill.k12.sc.us/parents.aspx

Active Parenting Publishers

www.activeparenting.com/

AEGIS K-6 Character Education Curriculum Sampler

www.aegis-character.com/

BADD—Black Achievers Determined to be Different

www.badd4life.org/

Campaign for the Civic Mission of Schools

www.civicmissionofschools.org

Center for Character Development

www.charactercenter.com

Center for Learning

www.centerforlearning.org/

Center for the 4th and 5th Rs and the Institute for Excellence & Ethics
www.cortland.edu/character/

Center for the Advancement of Ethics and Character
www.bu.edu/education/caec

Character Builders Education Group, Inc.
www.characterbuilders.net

Character Counts
www.charactercounts.org

Character Development Foundation
www.charactered.org

Character Ed Prep
www.characteredprep.org

Character Education
www.joyinlearning.com

Character Education Center
www.ethicsusa.com

Character Education Resources
www.cyi-stars.org

CHARACTERplus
www.characterplus.org

Child Development Media -- An Extensive Collection of Video Tapes and Training Materials
www.childdevelopmentmedia.com

Connect with Kids
www.connectwithkids.com

CyberSmart!
www.cybersmart.org

ESR National (Educators for Social Responsibility)
www.esrnational.org

Ethical Literacy
www.globalethics.org

Exceptional Children/Character
www.characterpays.com

Foundations Magazine
www.foundationsmag.com

Giraffe Heroes Project
www.giraffe.org

GoodCharacter
www.goodcharacter.com

Growing Up Drug-Free: A Parent's Guide to Prevention
www.ed.gov/osdfs

Heartwood Institute
www.heartwoodethics.org

iKeepSafe
www.ikeepsafe.org

Institute for Affective Skill Development
www.iasd.com

Institute for Character Development
<http://volunteer.united-e-way.org/uwoci/org/8147297.html>

Institute for Emotionally Intelligent Learning
www.teacheq.com

Josephson Institute Center for Youth Ethics
http://charactercounts.org/forms/free_e_newsletters.php

Kidder and Company
www.kidderco.com

Learning for Life
www.learningforlife.org

Living Values
www.livingvalues.net

Marsh Media
www.marshmedia.com

Maryland Center for Character Education
www.mdctrcharater.org

National Center for Youth Issues
www.ncyi.org

Ohio Community Collaboration Model for School Improvement
www.osu.edu

Operation Respect
www.dontlaugh.org

Parent Power
www.rock-hill.k12.sc.us/parents.aspx

Practical Information on Crisis Planning: A Guide for Schools and Communities
www.ed.gov/emergencyplan

Project Love Remember the Children Foundation
www.projectlove.org

Project Wisdom
www.ProjectWisdom.com

Pursuing Victory with Honor
www.charactercounts.org/sports

Quick Tips—The Parent Institute
www.parent-institute.com

Rachel's Challenge
www.rachelschallenge.org

SC African American History
www.scafricanamerican.com

SC African American History Calendar
<http://optin.swiftpress.net/scafam/>

SELmedia
www.selmediainc.com

Sprint Recycling
www.sprintbuyback.com

Studies in Moral Development and Education
www.uic.edu/~lnucci/MoralEd/

Teaching Children Responsibility for their Learning & Behavior (The Parent Institute)
www.parent-institute.com

Teaching Values
www.teachingvalues.com

Teaching Virtues

www.teachingvirtues.net

The Academy for Character Education

www.aceclassicaled.org

The Alliance for Women (Columbia College)

www.allianceforwomen.net

The Building Community Institute

<http://www.cliftontaulbert.com/>

The Center for Leadership & Ethics

www.leadershipandethics.com

The Center for Social & Emotional Education

www.schoolclimate.org

The Center for the 4th and 5th Rs

www.cortland.edu/character/

The Character Council of Florida

www.characterfla.org

The Character Development Group

www.charactereducation.org

The Character Education Network

<http://charactered.net/>

The Character Education Partnership

www.character.org

The Classical Academy

www.tcad20.org

The Eunice Kennedy Shriver National Center for Community of Caring

www.communityofcaring.org

The Foundation for Character Development

www.ffcd.us

The Golden Rule Foundation

www.dountoothers.net

The Heart of Education

www.heartofeducation.net

The Hearts to Hands Annual Campaign (Character Education Partnership)
www.character.org

The Ohio State University Mental Health Education Integration Grant
<http://cle.osu.edu/projects/ohio-department-of-mental-health-projects/>

The Peace Rug
www.peacerug.com

The Peaceful Solution Character Education Program
www.peacefulsolution.org

The School for Ethical Education
www.ethicsed.org

The Siegel Institute for Leadership, Ethics & Character
www.kennesaw.edu/siegelinstitute

The Virtues Project
www.virtuesproject.com

The Youth Leadership Foundation
www.helpingkids.org

Title I Parental Involvement Notebook
www.sedl.org/pubs/catalog/items/family120.html

Tribes Learning Community
www.tribes.com

Watering Can: Growing Kids with Character
www.wateringcanpress.com

What You Need to Know About Drug Testing in Schools
www.whitehousedrugpolicy.gov

WhyTry Organization
www.whytry.org

WI Character Education Partnership
www.wicharacter.org

Yes Pa, Lessons in Character
www.YesPa.org

Young People Press
www.youngpeoplepress.com

You're it. Get fit! C.H.E.E.R.! (The Original Harlem Globetrotters)
www.presidentschallenge.org

Electronic Newsletters

Josephson Institute—Michael Josephson
www.commentary@jiethics.org

Global Ethics—Rushworth Kidder
<http://www.globalethics.org/newsline/>

Ethics in Excellence—Thomas Lickona
<http://www.excellenceandethics.com/resources.php>

National Service Learning Clearinghouse Newsletter
www.servicelearning.org/what_is_service-learning/lists_news/index.php

Quotes

Character Above All Quotes
<http://www.pbs.org/newshour/character/quotes/>

Ethics Quotes
http://www.wisdomquotes.com/cat_ethics.html

Josephson Institute of Ethics
<http://josephsoninstitute.org/quotes/>

Quotations Page—Character
<http://www.quotationspage.com/subjects/character/>

Children's Literature by Character Trait

Citizenship

Grades K – 2

- *Helping*, by Jane Buerger
- *Old Henry*, by Joan W. Blos
- *Dinosaurs to the Rescue*, by Laurie Brown
- *Gas Station Gus*, by Dorothy Kunhardt
- *Mother Earth*, by Nancy Luenn
- *Gnats of Knotty Pine*, by Bill Peet
- *Let's Find out About Community*, by Valerie Pitt
- *Turk and Runt*, by Lisa Wheeler

Grades K – 3

- *Helping Hands Handbook*, by Patricia Adams
- *My Wish for Tomorrow: Words and Pictures from Children Around the World*, by Jim Henson Productions
- *Miss Rumphius*, by Barbara Cooney
- *Recycle*, by Gail Gibbons
- *Island Baby*, by Holly Keller
- *Earth Day*, by Linda Lowery
- *Where Does The Garbage Go*, by Paul Showers
- *Endangered Animals*, by Lynn Stone

Grades K - 6

- *The Lorax*, by Dr. Seuss
- *50 Simple Things Kids Can Do to Save the Earth*, by Earthworks Group
- *Going Green*, by John Elkington
- *Our National Anthem*, by Nicholas Georgiady
- *Wisewords—Wisdom for Making Good Choices*, by Looseleaf Notebook
- *Take Your Hat Off When the Flag Goes By*, by Scott Perry
- *Peace Begins with You*, by Katherine Scholes
- *Just a Dream*, by Chris Van Allsburg
- *Fun Time Activities—Community Projects*, by Cameron Yerian
- *My First Green Book*, by Angela Wilkes

Grades 1 – 3

- *Five-Dog Night*, by Eileen Christelow
- *The Bill of Rights*, by Warren Colman
- *My Grandpa & The Sea*, by Katherine Orr
- *Gittel's Hand*, by Erica Silverman

Grades 1 – 4

- *Story of Ruby Bridges*, by Robert Coles
- *Voting & Elections*, by Dennis Fradin
- *Mother Teresa*, by Betsy Lee
- *L is for Liberty*, by Bonnie Stewart
- *Great Kapok Tree*, by Lynne Cherry

Grades 3 – 4

- *Recycling*, by Joan Kalbacken
- *Shh! We're Writing the Constitution*, by Jean Fritz
- *The Story of the Peace Corps*, by Zachery Kent

Grades 4 – 6

- *Reducing by Reusing and Recycling*, by Bobbie Kalman
- *Rights and Responsibilities*, by Fred Bratman
- *Story of Susan B. Anthony*, by Susan Clinton
- *Freedom*, by Wilma Hays

- *The Constitution*, by Richard Morris
- *Coming to America*, by Linda Perrin
- *Coming to America*, by Albert Robbins
- *Story of Child Labor Laws*, by R. Conrad Stein
- *Story of the Nineteenth Amendment*, by R. Conrad Stein
- *Journey to Topaz*, by Yoshiko Uchida

Grades 5 – 6

- *Becoming a Citizen*, by Fred Bratman
- *Lebanese in America*, by Elsa Harik
- *Kid's Guide to Social Action*, by Barbara Lewis
- *Helping*, by Jane Buerger

Fairness

- *Case of the Double-Cross*, by C. Bonsall
- *Nice New Neighbors*, by F. Brandenburg
- *Everett Anderson's Friend*, by L. Clifton
- *Arthur's Penpal*, by L. Hoban
- *Arthur's Thanksgiving*, by Mark Brown
- *Best Friends for Frances*, by R. Hoban
- *Ton and Pon: Two Good Friends*, by K. Iwamura
- *That's Not Fair*, by J. Sarnoff
- *'Twas the Night Before Thanksgiving*, by Dav Pilkey

Positive Behavior and Ethics

- *Community Character K.I.D.S.* (comic book)
- *Jump Start* (primer) by Barbara R. Clark

Responsibility

- *Berenstain Bear's Trouble at School*, by S. Berenstain
- *Katy and the Big Show*, by V. Burton
- *Little Toot*, by H. Gramatky
- *Church Mice Adrift*, by G. Oakley
- *Salt Boy*, by M. Perrine
- *Biggest Bear*, by L. Ward

Trustworthiness

- *Berenstain Bears and the Truth*, by S. Berenstain
- *Pelle's New Suit*, by E. Beskow
- *Mike Mulligan and His Steam Shovel*, by V. Burton
- *Climb*, by C. Carrick
- *Country Bunny & the Little Gold Shoes*, by D. Heyward
- *Emmet Otter's Jug-Band Christmas*, by R. Hoban
- *Swimmy*, by L. Lionni
- *Drinking Gourd*, by F. Monjo
- *Sam, Bangs & Moonshine*, by E. Ness

- *Cowardly Clyde*, by B. Peet
- *Little Engine That Could*, by W. Piper
- *Big Fat Enormous Lie*, by M. Sharmat
- *Honest Andrew*, by G. Skurzynski
- *Adventures of Obadiah*, by B. Turkle
- *Crow Boy*, by T. Yashima
- *I'm Gonna Like Me*, by Jamie Lee Curtis
- *Charlie the Caterpillar*, by Dom DeLuise
- *Chrysanthemum*, by Kevin Henker
- *Potter Pig in Control*, by Diane S. Kooser
- *Stand Tall Molly Lou Mellon*, by Patsy Lovell
- *Stephanie's Ponytail*, by Robert Munsch
- *Andrew's Angry Words*, by D. Lachner; illustrated by The Tjong-King
- *Stop Picking on Me*, by Pat Thomas
- *Yoko*, by Rosemary Wells

Children's Books by Theme

(List compiled by the Col. John Robinson School, Westford, Massachusetts)

http://westfordrs.learningnetworks.com/pages/WestfordRS_Guidance/biblio

Anti-Bullying

- *Stand Tall, Molly Lou Melon*, by Patty Lovell
- *The Ant Bully*, by John Nickle
- *Oliver Button Is a Sissy*, by Tomie dePaola

Ages 4 to 8

- *A Book About Being Bullied*, by Joy Berry
- *Benny Gets a Bully Ache*, by Jane Bomberge
- *Bye-Bye, Bully!: A Kid's Guide For Dealing with Bullies*, by J.S. Jackson; illustrated by R.W. Alley
- *Dealing with Bullies*, by Pam Scheunemann
- *Dealing with Bullying*, by Marianne Johnston Hazelden
- *Long Walk to School: A Story About Bullying*, by Cindy Leaney; illustrated by Peter Wilks
- *Lucy and the Bully*, by Claire Alexander
- *Nobody Knew What to Do: A Story About Bullying*, by Becky McCain
- *Rat and the Tiger*, by Keiko Kasza
- *Stop Picking on Me*, by Pat Thomas
- *The Berenstain Bears and the Bully*, by S. and J. Berenstain

Ages 6 to 10

- *Arthur's April Fool*, by Marc Brown
- *Blue Cheese Breath and Stinky Feet: How to Deal with Bullies*, by Catherine DePino and Bonnie Matthews
- *Bullying*, by Bruce Sanders
- *Bullying: How To Deal With Taunting, Teasing, And Tormenting*, by Kathleen Winkler
- *Dealing with Bullying*, by Pete Sanders

- *Don't Feed the Monster on Tuesday*, by Adolph Moser
- *Don't Sit on My Lunch!* by Abby Klein and John McKinley
- *Talking About Bullying*, by Jullian Powell
- *Trouble for Trudy*, by Teddy Slater
- *Why Do People Bully?* by Adam Hibbert

Ages 9 to 12

- *Blubber*, by Judy Blume
- *Bullies Are a Pain in the Brain*, by Trevor Romain
- *Do Not Call Me Ishmael*, by Michael Bauer
- *Freak the Mighty*, by Rodman Pilbrick
- *How to Handle Bullies, Teasers and Other Meanies: A Book That Takes the Nuisance out of Name Calling and Other Nonsense*, by Kate Cohen-Posey
- *Simon's Hook: A Story About Teases and Put-Downs*, by Karen Burnett
- *Stick Up For Yourself*, by Gershen Kaufman and Lev Raphael
- *The Araboolies of Liberty Street*, by Sam Swope
- *The Boy Who Was Swallowed by the Drug Monster* (video), by Sue Pettit
- *When Kids Drive Kids Crazy: How to Get Along with Your Friends and Enemies*, by Eda LeShan
- *Why Is Everybody Always Picking On Me? A Guide to Understanding Bullies for Young People*, by Terrence Webster-Doyle; illustrated by Rod Cameron

Young Adult

- *Bullies to Buddies: How to Turn Your Enemies into Friends*, by Izzy Kalman
- *The Chocolate War*, by Robert Cormier
- *Ironman*, by Chris Crutcher
- *Working out Conflicts: How to Keep Cool, Stay Safe, and Get Along*, by Naomi Drew

Feelings:

- *When I'm Angry*, by Jane Aaron
- *Feelings*, by Alike
- *When Sophie Gets Angry—Really, Really Angry*, by Molly Bang
- *The Chocolate Covered Cookie Tantrum*, by Deborah Blumenthal
- *Franklin's Bad Day*, by Paulette Bourgeois
- *I Feel Shy*, by Karen Bryant-Mole and Mike Gordon
- *The Grouchy Ladybug*, by Eric Carle
- *The Night of the Paper Bag Monster*, by Helen Craig
- *I'm Mad & I'm Furious, etc. (Dealing with Feelings Series)*, by Elizabeth Crary
- *Today I Feel Silly: And Other Moods That Make My Day*, by Jamie Lee Curtis & Laura Cornell
- *My Many Colored Days*, by Dr. Seuss
- *The Blue Day Book for Kids: A Lesson in Cheering Yourself Up*, by Bradley Trevor Greive
- *Wemberly Worried*, by Kevin Henkes
- *Dealing with Anger*, by Marianne Johnston
- *Andrew's Angry Words*, by Dorothea Lachner
- *Proud of Our Feelings*, by Lindsay Leghorn

- *The Kissing Hand*, Audrey Penn
- *The Very Angry Day That Amy Didn't Have*, by Lawrence E. Shapiro
- *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by Judith Viorst

Friendship Books:

- *Hands Are Not for Hitting*, by Martine Agassi
- *We Are Best Friends*, by Alike
- *Berenstain Bears Series*, by Stan & Jan Berenstain
- *The Franklin Series: Franklin Plays the Game, Franklin Is Bossy, Franklin's Secret Club* and more, by Paulette Bourgeois
- *How to Be a Friend: A Guide to Making Friends & Keeping Them*, by Laurie & Marc Brown
- *I Did It, I'm Sorry*, by Caralyn Buehner
- *Do You Want to be My Friend?* by Eric Carle
- *How to Lose All Your Friends*, by Nancy Carlson
- *It's Not My Fault*, by Nancy Carlson
- *A Circle of Friends*, by Gloria Carmi
- *Big Al*, by Andrew Clements
- *Amigo Means Friend*, by Louise Everett & Sandy Rabinowitz
- *That's What Friends Are For*, by P. K. Hallinan
- *Winners Never Quit*, by Mia Hamm
- *Chester's Way*, by Kevin Henkes
- *Best Friends for Frances*, by Russell Hoban
- *George and Martha*, James Marshall
- *Making Friends*, by Kate Petty & Charlotte Firmin
- *Playing the Game*, by Kate Petty & Charlotte Firmin
- *Words Are Not for Hurting*, by Elizabeth Verdick & Marieka Heilen
- *Rosie and Michael*, by Judith Voirst & Lorna Tomei

Self-Esteem/Confidence:

- *I'm Gonna Like Me*, by Jamie Lee Curtis
- *I Knew You Could! A Book for All the Stops in Your Life*, by Craig Dorfman & Christina Ong
- *Leo the Lightning Bug*, by Eric Drachman
- *Chrysanthemum*, by Kevin Henkes
- *Amazing Grace*, by Mary Hoffman
- *Leo the Late Bloomer*, by Robert Kraus
- *Stand Tall, Molly Lou Melon*, by Patty Lovell
- *The Little Engine That Could*, by Watty Piper & Loren Long
- *A Bad Case of Stripes*, by David Shannon
- *Nobody's Perfect, Not Even My Mother*, by Norma Simon
- *Odd Velvet*, by Mary E. Whitcomb

Shyness Books:

- *Franklin Goes to Day Camp*, by Paulette Bourgeois
- *Lucy on the Loose*, by Ilene Cooper
- *I Don't Know Why...I Guess I'm Shy: A Story About Taming Imaginary Fears*, by Barbara Cain & J.J. Smith-More

- *Nobody Likes Me*, by Raoul Krischanitz
- *Sometimes I Don't Like to Talk*, by Jessica Lamb-Shapiro
- *Emma's Magic Winter (I Can Read Series)*, by Jean Little
- *So Shy*, by Vicki Morrison
- *Shy Charles*, by Rosemary Wells

Problem Solving and Conflict Resolution:

- *I Did It, I'm Sorry*, by Caralyn Buehner & Mark Buehner
- *Clancy's Coat*, by Eve Bunting
- *Franklin is Bossy*, by Paulette Bourgeois
- *Matthew and Tilly*, by Rebecca Jones
- *It's Mine*, by Leo Lionni
- *Swimmy*, by Leo Lionni
- *Feeling Left Out and Playing the Game*, by Kate Petty & Charlotte Firmin
- *Little Red Riding Hood/The Wolf's Tale*, by Della Rowland
- *The Very Angry Day That Amy Didn't Have*, by Lawrence E. Shapiro
- *I'm Not Oscar's Friend Anymore*, by Marjorie Sharmat
- *Simon's Hook: A Story About Teases and Put-Downs*, by Karen Gedig Burnett
- *The True Story of the 3 Little Pigs!* by Jon Scieszka
- *The Zax (included in the book The Sneetches)*, by Dr. Seuss
- *The Butter Battle*, by Dr. Seuss
- *The Quarreling Book*, by Charlotte Zolotow

Social Cruelty/Teasing/Bullying Books:

- *The Berenstain Bears Get In A Fight*, by Stan & Jan Berenstain
- *Franklin is Bossy*, by Paulette Bourgeois
- *Simon's Hook: A Story About Teasing and Put-Downs*, by Karen Gedig Burnett
- *Best Day of the Week*, by Nancy Carlsson-Paige
- *The Meanest Thing to Say*, by Bill Cosby
- *Rosie's Story*, by Martine Gogoll
- *Chrysanthemum*, by Kevin Henkes
- *Just Kidding*, by Trudy Ludwig
- *My Secret Bully*, by Trudy Ludwig
- *Sorry!* by Trudy Ludwig
- *Nobody Knew What to Do*, by Becky Ray McCain
- *Say Something*, by Peggy Moss
- *Enemy Pie*, by Derek Munson
- *King of the Playground*, by Phyllis Reynolds Naylor
- *The Recess Queen*, by Alexis O'Neill
- *Little Red Riding Hood: The Wolf's Tale*, by Della Rowland
- *The True Story of the 3 Little Pigs!* by Jon Scieszka
- *Stop Picking on Me*, by Pat Thomas

Stress/Relaxation Books:

- *Don't Pop Your Cork on Mondays!* by Adolph Moser
- *Relax*, by Catherine O'Neill
- *Every Time I Blow My Top I Lose My Head!* by Laura Slap-Shelton & Lawrence E. Shapiro

Self-Control:

- *Sit Still*, by Nancy Carlson
- *My Mouth Is a Volcano*, by Julia Cook
- *It's Hard to Be Five*, by Jamie Lee Curtis & Laura Cornell
- *My Sister Hugged an Ape*, by Bill Grossman & Kevin Hawkes
- *Personal Space Camp*, by Julia Cook
- *Don't Squeal Unless It's a Big Deal*, by Jeanie Franz Ransom
- *Telling Isn't Tattling*, by Kathryn M. Hammerseng

Character Song List

From Songs for Teaching: www.songsforteaching.com/charactereducationsongs.htm

Positive Character Traits

- “Attitude of Gratitude” – David Woodward's Virtuous Tunes
- “Character” – Karen Rupprecht & Pam Minor
- “Determination” – David Woodward's Virtuous Tunes
- “Don't Tease” – Street Smarts
- “Endurance (Persistence)” – Jan Nigro
- “The Gimmes” – Caroline & Danny: Kids' Value Pack
- “The Golden Rule (Do Unto Others)” – Jim Rule
- “Gotta Try (Persistence)” – Street Smarts
- “Gratitude is an Attitude” – Jim Rule
- “Hero (Courage)” – Street Smarts
- “I Didn't Give Up (Effort & Persistence)” – Rock Solid Kids
- “I Tell the Truth” – Rock Solid Kids
- “If Not Me, Then Who?” – Carol Johnson
- “Let Deeds, Not Words” – Joe Crone
- “Little Things” – Street Smarts
- “Open the Fear Door (Courage)” – Rock Solid Kids
- “Person of Peace” – Caroline and Danny
- “Respect” – David Woodward's Virtuous Tunes
- “Responsibility” – David Woodward's Virtuous Tunes
- “The Responsibility Song” – Sam Jones
- “I'm Responsible” – Rock Solid Kids
- “Self-Discipline” – David Woodward's Virtuous Tunes
- “That's the Truth” – Jan Nigro
- “Who's In Charge of Me?—I Am!” – Rock Solid Kids

Songs for Building Positive and Cooperative Communities

- “A Smile and a Kind Word” – Prudence Pennypack & Pamela Pigella
- “Be the Kind of Person” – Jim Rule
- “Because I Said So!” – Jim Rule
- www.songsforteaching.com/missprudencepennypack/character.htm “Chill!” – Caroline and Danny
- www.songsforteaching.com/missprudencepennypack/character.htm “Community Contributor” – Jennifer Fixman
- “Consider the Consequence (of Your Behavior)” – Jennifer Fixman
- “Cool Cooperation” – James Oglesby
- “Count to Ten!” – Jim Rule
- “Dealing With Feelings Rap” – Paulette Meier
- “The Greedies” – Prudence Pennypack and Pamela Pigella
- “Helper Train” – Caroline and Danny
- “Helpin' Out” – Andy Glockenspiel
- “I Make Mistakes” – Andrew C. Germain's Life-Skills
- “I'm Sorry” – Jim Rule
- “I Can Talk It Out” – Todd Werner
- “Karma” – Andrew C. Germain's Life-Skills
- “Mistakes” – Caroline and Danny
- “Rules” – Jan Nigro
- “The School Council Song (We Represent You)” – Songs for Positive Schools
- “Secondhand Information” – Jan Nigro
- “So Many Ways I Can Help” – Todd Werner
- “Some Rights in this World” – Jan Nigro
- “Stand Up for Your Beliefs” – Jennifer Fixman
- “Stuff Is Not Enough” – Prudence Pennypack and Pamela Pigella
- “Talk It Out” – Peace Pals
- “Talking 'bout a Put-Down” – Jan Nigro
- “That's How You Play the Game” – Jan Nigro
- “Think for Yourself” – Jan Nigro
- “T.I.M.E. at the Peace Table” – Paulette Meier
- “Ways to Say ‘No’” – Todd Werner
- “We Lap Up Learning” – Songs for Positive Schools
- “We Like to Join School Clubs” – Songs for Positive Schools
- “We Make New Arrivals Welcome Here” – Songs for Positive Schools
- “What Does Peace Mean?” – Paulette Meier
- “When One Succeeds, We All Succeed” – Ben and Elizabeth Stiefel
- “When You Speak of Others” – Jennifer Fixman
- “Walk It Out” – Peace Pals
- “Work It Out” – Peace Pals

SECTION 7: Calendar of Events



Family Literacy Coordinator's Meetings (twice a year)

<http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/Family-Literacy/Index.html>

Family Literacy Online Information System Training (FLOIS)

www.ed.sc.gov

Family Literacy Summit

www.ed.sc.gov

Homeless Education Conference

<http://www.ed.sc.gov/apps/regs/homeless/>

McKinney-Vento Luncheon/Workshop

<http://www.ed.sc.gov/agency/Innovation-and-Support/Youth-Services/McKinney-Homeless/mckinneyindex.html>

McKinney-Vento 101 Statewide Training

<http://www.ed.sc.gov/agency/Innovation-and-Support/Youth-Services/McKinney-Homeless/mckinneyindex.html>

National Forum on Character Education

www.character.org

Parents as Teachers Birth to Three Trainings (twice a year)

<http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/Family-Literacy/Index.html>

Parent Education Profile (PEP) Training

<http://www.ed.sc.gov/agency/Standards-and-Learning/Academic-Standards/Family-Literacy/Index.html>

South Carolina Association for the Education of Young Children Annual Conference (SCAAYC)

www.scaeyc.org

South Carolina Counseling Association Spring Conference (SCCA)

www.sccounselor.org

South Carolina School Counselors Association Annual Fall Conference (SCSCA)

www.scschoolcounselor.org/

South Carolina Schools of Character Award

www.ed.sc.gov

Youth Advisory Board Quarterly Meetings, Jennifer Greene, Coordinator

jvgreene@ed.sc.gov

Acknowledgments

Composition

Joan Dickinson, Gerry Weaver, Jennifer Greene
Office of Youth Services
South Carolina Department of Education

Conceptual Format

Teresea Mathis

Editing and Publication

Xiaohui Wu
Cynthia Flynn
Rechelle Paranal
Gabe Madden
Jennifer Webb

The Center for Child and Family Studies, College of Social Work, University of South Carolina

Richland One Character Education Guide

Grades K-2

Integrating Character Education into the Curriculum: K-2

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I. Introduction

History of Character Education in Richland One

Character Education has long been an area of focus for Richland County School District One and has been addressed through various methods of programs in the district's schools for years. More formal discussions began in the mid 1990s, with a Character Education Task Force being formed in 1996 to review the needs of the district.

The revision of the district's strategic plan in 2000 created a renewed interest in Character Education, as Strategy Number Six focused on how to integrate Character Education into the district's curriculum. The strategy is: *We will integrate Character Education throughout the system in partnership with families and community, so that staff and students consistently demonstrate citizenship and appreciate our diversity.*

The development of Action Plans for Strategy Six began in March of 2000, with Dr. Carlos Smith serving as chair of a twenty-member committee. The committee worked for two months and focused on behaviors that should be introduced, reinforced, modeled and praised, without regard to race, religion, gender, or socio-economic status. Further, committee members agreed that Character Education should not be perceived as an add-on program, but infused throughout the curriculum.

The task for the committee in the 2001-02 school year was to identify essential traits to guide Character Education in the district and craft a policy to present to the School Board of Commissioners for review/adoption. The process for identifying ten essential traits is described below:

- Numerous publications by professionals in the Character Education were reviewed.
- A survey, listing twenty-three traits, with definitions, was developed.
- Four community meetings were conducted in the district to provide citizens an opportunity to have input in identifying essential traits.
- All teachers and school-based administrators completed the survey.
- Community leaders completed the survey at a Greater Columbia Chamber of Commerce meeting.
- Students in grades five, eight, and twelve, and their parents, completed the survey.
- The ten traits that received the highest number of endorsements were crafted into a draft policy for Board review. The policy was adopted in the spring of 2002.
- The ten traits are:

Respect	Cooperation	Responsibility	Caring
Fairness	Honesty	Good Citizenship	Self-discipline
Kindness	Dependability		

Committee to develop guidelines for integrating Character Education throughout the curriculum

The following people serve on the Service Integration Team that assisted with developing the guidelines for integrating Character Education into the curriculum: Kerry Able, Sharon Bodie, Demetria Clemons, Delores Gilliard, June Todd, Tom Teuber, Peggy Perry, Linda Jones, Adrian Sampson, and Dr. Sandra Calliham as Project Manager.

Consultant assistance with the project

Mrs. Teresea Mathis, an adjunct professor at Columbia College, served as the external consultant for this project. Mrs. Mathis has extensive experience in developing programs for Character Education and is the co-author of *Getting Equipped to Stop Bullying: A Kid's Survival Kit for Understanding and Coping with Violence in Schools*; *Getting Face to Face with Your Fears*; *Getting Your Second Wind*; and *Getting Your Life on Track*. Public education experience includes over twenty years in various school and district-level positions.

II. Purpose of Character Education

When you enter a school where Character Education is promoted, you see evidence. You find an atmosphere of mutual caring and respect, where students value learning and care about their teachers, classmates, community, and themselves.

What is Character Education?

Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal traits that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their students important core ethical traits such as caring, honesty, fairness, responsibility, and respect for self and others. Character Education is not a “quick fix”. It provides long-term solutions that address moral, ethical, and academic issues that are of growing concern about our society and the safety of our schools.

- Character Education not only cultivates minds, it nurtures hearts.
- Character Education gets to the heart of the matter – literally.

Why do we need Character Education?

As Dr. Thomas Lickona, author of *Educating for Character*, stated, “Moral education is not a new idea. It is, in fact, as old as education itself. Down through history, in countries all over the world, education has had two great goals: to help young people become smart and to help them become good.” Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning, and practice – it is developed through Character Education. The intentional teaching of good character is particularly important in today's society since our youth face many opportunities and dangers unknown to earlier generations. They are bombarded with many more negative influences through the media and other external sources prevalent in today's culture. And at the same time, there are many more day-to-day pressures impinging on the time that parents and children have together. Studies show that children spend only 38.5 minutes a week (33.4 hours a year) in meaningful conversation with his or her parents, while they spend 1,500 hours watching television (American Family Research Council, 1990 and *Harper's*, November, 1999). Since children spend about 900 hours a year in school, it is essential that schools resume a proactive role in assisting families, and, in order to create our schools as the caring and respectful communities we know they can be, we must look deeper. We must be intentional, proactive, and comprehensive in our work to encourage the development of good character in young people.

How does Character Education work?

To be effective, Character Education must include the entire school community and must be infused throughout the entire school curriculum and culture. Character Education promotes core traits in all phases of school life and includes proactive strategies and practices that help children not only to understand core, ethical traits, but also to care about and act upon them.

Schools: According to Dr. Lickona, when a comprehensive approach to Character Education is used, schools create a **positive moral culture** in the school, developing a total school environment that supports the traits taught in the classroom. This is accomplished through the leadership of the principal, school-wide discipline, a sense of community, democratic student government, a moral community among adults, and opportunities to address moral concerns. They recruit parents and the community as partners and foster caring beyond the classroom by using inspiring role models and opportunities for community service to help students learn to care by giving care.

Teachers: Teachers act as a **caregiver, model and mentor**, treating students with love and respect, setting a good example and supporting pro-social behavior, and correcting hurtful actions. The teacher creates a **moral community**, helping students respect and care about each other and feel valued within the group, and a **democratic classroom environment**, where students are involved in decision-making. They practice **moral discipline**, using the creation and application of rules as opportunities to foster moral reasoning, self-control, and a respect for others, and to teach traits through the curriculum by using academic subjects as a vehicle for examining ethical traits. They use **cooperative learning** to teach children to work together and they help develop their students' **academic responsibility** and regard for the value of learning and work. They encourage **moral reflection** through reading, writing, discussion, decision-making exercises, and debate, and they teach conflict resolution to help students learn to resolve conflicts in fair, non-violent ways.

What are the goals of Character Education?

- to develop students socially, ethically, and academically by infusing character development into every aspect of the school culture and curriculum
- to help students develop good character, which includes knowing, caring about, and acting upon core ethical traits such as respect, responsibility, honesty, fairness, and compassion

What is a school of character like?

There is no one particular look or formula, but schools of character have one thing in common: a socially wide commitment to nurture the “whole” child. They develop students socially, ethically, and academically by infusing character development into every part of their curriculum and culture. Specifically, a school committed to Character Education explicitly names and publicly stands for specific core traits and promulgates them to all members of the school community. They define the traits and terms of behaviors that can be observed in the life of the school, and they model, study, and discuss them, and use them as the basis for all human relations in the school. They uphold the traits by manifestation in the school and community. Character Education works in nearly every school environment, from small to large, and from urban to suburban to rural.

Is Character Education as important as academics?

Absolutely! The social, ethical, and emotional development of young people is just as important as the academic development. As Theodore Roosevelt stated: “To educate a man in mind and not in morals is to educate a menace to society.” After all, we know that good workers, citizens, parents, and neighbors all have their roots in good character. Therefore, it is critical to create schools that simultaneously foster character development and promote learning. In fact, Character Education promotes academic excellence because it lays a foundation for all learning that takes place in school. While research is young, it is clear that Character Education builds classrooms where students are ready to learn and where teachers are freer to teach.

Isn't Character Education just another “add-on” that adds to teachers' workloads?

Character Education is not an “add-on”, but is instead, a different way of teaching. It is a comprehensive approach that promotes core traits in all phases of school life and permeates the entire school culture. It is not an imposition on already overburdened schools; rather, it helps educators fulfill their fundamental responsibility to prepare young children for their future by laying a foundation for learning by creating caring, respectful school environments. Teachers are reporting that their jobs become easier with the implementation of Character Education because there are less discipline and behavioral problems that detract from teaching time.

How much time each day/week is needed for Character Education?

Character Education should take place throughout the entire school day as administrators, teachers, and other staff are presented with opportunities to model and teach positive character traits. Character Education should not be relegated to a “Character Education class” that is conducted periodically, but should be infused throughout the structures and processes of the entire school curriculum and cultures.

Can Character Education work at all grade levels?

Yes. Varying “age appropriate” strategies and practices are being successfully applied to all grade levels from teaching social and emotional skills in the earliest grades, to service learning and prejudice reduction in secondary schools. It is important to set a strong foundation during the earlier grades and to reinforce and build upon that foundation during the later grades. However, Character Education can be initiated at any grade level.

Isn't Character Education just a new fad or buzzword?

No. Character Education has always been an essential part of our school's mission. In fact, since the founding of our nation's public schools, it was always intended that Character Education be an integral part of schooling along with academics. Today's Character Education movement is a re-emergence of that important mission.

Why is Character Education re-emerging now?

Although Character Education has always been of vital importance, schools strayed from proactive efforts to incorporate character development into their teaching in past decades. Ironically, this negligence came at a time when the need became greater due to increased challenges in raising ethical children. The number of factors, such as a weakening in guidance by some families and communities, brought on widespread reflection and introspection toward the end of the 20th century. The tragedy at Columbine and other fatal shootings at a number of schools punctuated these concerns across the country.

Now, Character Education is becoming a priority in our nation's education reform as we are increasingly realizing that character development must be an intentional part of education rather than just a pro that happens naturally.

Shouldn't parents be the primary character educators?

Developing good character is first and foremost a parental responsibility, but the task must also be shared with schools and the broader community. As today's society provides more and tougher challenges to raising ethical, responsible children, increasingly, parents and communities are looking to schools for assistance. And sadly, school may be the only place where some children are taught virtuous behavior because they live in homes where their families are not serving as positive role models and are not providing adequate character development.

Who decides what Character Education traits are emphasized?

It is very important that each school community reach consensus on what traits should be taught in school in order to create the sense of ownership that is needed to obtain "buy-in" for the program. To be effective, school-based Character Education programs need broad support from all stakeholders in the community – educators, parents, community leaders, youth service groups, businesses, and faith/charitable groups. Early in the planning process, schools should collaborate with parents and the communities to craft a shared vision and objectives. Collectively, they should identify the core traits to be taught in their school, as well as the particular approaches to teaching them. Effective Character Education schools across the country have shown that, despite deep differences, schools and communities can join together around a commitment to our common ethical inheritance. We know there are some things that we all value – for ourselves and for our children. We want our children to be honest. We want them to respect those different from themselves. We want them to make responsible decisions in their lives. We want them to care about their families, communities, and themselves. These things do not happen on their own. It takes all of us, with the support of our schools, to get us there.

Who teaches Character Education in a school?

Inherently, each and every adult in a school is a character educator by virtue of exposure to students. Regardless of whether a school has formalized Character Education, all adults serve as role models. Students constantly watch as all adults in the school – teachers, administrators, counselors, coaches, secretaries, cafeteria aides, bus drivers – serve as models for character – whether good or bad. Beyond modeling, no matter what the academic subject or extra-curricular activity, educators are afforded the opportunity to develop good

character in their students on a daily basis by intentionally selecting character-based lessons and activities and by the way they educate their students.

Are schools qualified to teach Character Education?

Many teachers across the country are being trained in Character Education through staff development and in-services. Meanwhile, it appears that the nation's schools of education are doing very little to prepare for the Advancement of Ethics and Character at Boston University. The study found that while Character Education is very strongly supported by the deans of education at the colleges and universities that are training new teachers, very few of the schools are addressing Character Education during teacher preparation. In order to implement effective initiatives, schools require access to resources and guidance in establishing, maintaining, and assessing their programs.

Is the public supportive?

As Americans examine the moral standards of our society and the quality of our nation's education system, they are increasingly looking to schools and communities to help develop good character in young people. Poll after poll shows that Americans place issues such as ethics and morality high on our list of concerns. For instance:

- Various studies show that more than 90 percent of the population believes schools should teach character traits to students.
- A 1998 Gallup poll found that Americans consider crime and violence; decline in ethics, morals, and family values; and drug usage the issues of most concern in our society today.
- A 1998 poll (The Tarrance Group and Lake Snell Perry & Associates) of 1,000 likely voters showed that Americans want Congress to restore moral traits and improve education more than any other issue.

Does the business community support Character Education?

Since the American workforce ultimately comes from our schools, businesses have a vested interest in seeing that our youth develop into responsible, ethical people. The very qualities that today's workforce needs are character traits and skills that form the building blocks of Character Education. In 1991 the U.S. Department of Labor issued a report – "What Work Requires of Schools," also known as the SC report – which cautioned that students must develop a new set of foundation skills and competencies such as interpersonal skills, individual responsibility, self-esteem, sociability, self-management, and integrity.

More states are stressing Character Education.

Many state boards and departments of education encourage Character Education. Today, 17 states address Character Education through legislation. Nearly half a dozen others are currently pursuing legislation regarding Character Education.

- Ten (10) states mandate Character Education through legislation:
Alabama, Arkansas, California, Florida, Georgia, Indiana, Nebraska,
Tennessee, Utah and Virginia.

- Seven (7) states encourage Character Education through legislation: Maryland, Mississippi, North Carolina, Oklahoma, Oregon, Washington and West Virginia.

Results of Character Education initiatives

Schools that are infusing Character Education into their curricula and cultures, such as CEP's National Schools of Character, are finding improved academic achievement, behavior, school culture, peer interaction, and parental involvement. They are seeing dramatic transformations: pro-social behaviors such as cooperation, respect, and compassion are replacing negative behaviors such as violence, disrespect, apathy, and underachievement. When you walk into a Character Education school – you know it. You find an atmosphere of mutual caring and respect, where students value learning and care about their teachers, classmates, communities, and themselves. Some specific examples of research conducted on character-based programs include:

- A 2000 evaluation of South Carolina's four-year Character Education initiative, which is a pilot program funded by the U.S. Department of Education, reports dramatic improvements among both students and adults. In surveys of South Carolina administrators, the study found that 93 percent reported improvement in student attitudes, 89 percent reported improvement in student behavior, 100 percent reported improvement in academic performance, and more than 65 percent reported improvement in teacher and staff attitudes, since implementing Character Education. This independent study was conducted by the University of South Carolina's Center for Child Family Studies.
- In three separate studies spanning almost 20 years, the Developmental Studies Center in Oakland, CA, has documented numerous positive outcomes for students who have attended elementary schools that implemented its **Child Development Project**. This research has consistently shown that students in CD-ROMP schools engage in more pro-social behavior (e.g., are helpful and cooperative), are more skilled at resolving interpersonal conflicts, are more concerned about others, and are more committed to democratic traits. Findings from the most recent study of CD-ROMP also showed significant reductions in use of alcohol and marijuana, and in delinquent behaviors (outcome variables which were not examined in earlier studies). Preliminary finding from a follow-up study of students in middle school indicate that, relative to comparison students to former CD-ROMP students, former CD-ROMP students are more "connected" to school, work harder and are more engaged in the middle school classes, and have higher course grades and achievement test scores. In addition, they engage in less misconduct at school and are more involved in positive youth activities (e.g., organized sports, community groups), and report that more of their friends are similarly positively involved in school and their communities than comparison students.
- Students trained in **Second Step**, a violence prevention program, used less physical aggression and hostile, aggressive comments and engaged in more pro-social interactions than peers who were not exposed to the curriculum.
- An independent evaluation of the **Resolving Conflict Creatively Program**, found that of those participating in the program, 64 percent of teachers reported less physical

violence and 75 percent reported an increase in student cooperation. Additionally, 92 percent of students felt better about themselves, and more than 90 percent of parents reported an increase in their own communication and problem-solving skills.

- In a study of four schools, using **Positive Action**, the average number of behavioral incidents (including violence and substance abuse) requiring discipline referral dropped by 74 percent after the program was implemented for one year and by an average of 80 percent during the next six years. Additionally, absenteeism decreased between 30 to 60 percent, and achievement scores improved from an average of the 43rd to an average of the 71st percentile range after the first year of implementation to an average of the 88th percentile after two to nine years.
- Longitudinal studies from the **Responsive Classroom** program, which emphasizes social skills and good character, have shown increased academic performance across several grade levels. Iowa Test of Basic Skills scores rose 22 percent for the **Responsive Classroom** students and only 3 percent for the control group. The **Responsive Classroom** has also resulted in above average academic growth between grades four and eight, decreases in discipline referrals, and increased pro-social behaviors.

Through evaluation studies, the impact of Character Education can be seen through changes in school climate, and student attitudes and behavior. For example, many Character Education schools are reporting reduced violence, discipline referrals, and vandalism, and improved attendance and academic performance. While it is challenging for a district or school to assess its programs, educators and administrators agree it is worth the effort. More assessment tools are needed, but some existing tools include school surveys, behavioral observations and statistics, and self-assessment questionnaires. CEP's assessment database provides the most comprehensive information available on assessment and instruments.

Does Character Education create safe schools?

Yes. While Character Education is not a panacea to ridding schools of violence, it is a long-term solution to creating environments where negative and anti-social behaviors are less likely to flourish or go unnoticed and unreported. Character Education creates schools where children feel safe because they are in an atmosphere that values respect, responsibility, and compassion – not because a guard or metal detector is posted at the door.

There is no single script for effective Character Education, but there are some important basic principles. The following eleven principles provided guidance to this committee.

1. *Promotes core ethical traits;*
2. *Teaches students to understand, care about, and act upon these ethical traits;*
3. *Encompasses all aspects of the school culture;*
4. *Fosters a caring school community;*
5. *Offers opportunities for moral action;*

6. *Supports academic achievement;*
7. *Develops intrinsic motivation;*
8. *Includes whole-staff involvement;.*
9. *Requires positive leadership of staff and students;*
10. *Involves parents and community members; and*
11. *Assesses results and strives to improve.*

The committee believes that Character Education should not be seen as an “add-on” or an “extra”, but already in place in our curriculum and in the standards for each subject.

III. Ten Essential Traits Identified by Richland One Students, Teachers, Parents, and other Community Citizens

Below is the list of the ten essential Character Education traits, with definitions, that will guide the district’s Character Education initiative.

Respect: to show high regard for authority, other people, self, and country

Honesty: to always be fair and straightforward in conduct

Cooperation: to play together or work well with others to accomplish a common goal

Good Citizenship: to be actively engaged in demonstrating pride and responsibility in self, school, community, and country

Responsibility: to be held accountable for your own actions

Self-discipline: to demonstrate the ability to control yourself in all situations

Caring: to demonstrate concern through kindness and acceptance while meeting the needs of self and others

Kindness: to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs

Fairness: to play by the rules, to be open-minded to the viewpoints of others

Dependability: to be counted on or trusted

IV. Guide for Integrating Character Education Throughout the Curriculum

School-wide activities

Below are samples of programs and activities currently being implemented in elementary schools in the district. Contact the guidance counselor for more information about a specific program.

Programs

- “STAR” (Students Taking Action Responsibly) – Bradley Elementary
- “Wise Skills” – Burton Pack Elementary
- “Character and Career” – Carver-Lyon Elementary
- “Peaceworks” – Rosewood Elementary
- “Sealed With” – Horrell Hill Elementary
- “Responsible Thinking” – Mill Creek
- “Building Blocks”
- “Character Counts” – Rosewood Elementary
- “Caught Being Good” – Gadsden Elementary
- “Building Better Mustangs” – Meadowfield Elementary
- “Developing Kids With Character” – Forest Heights Elementary
- “CHAMPS” – South Kilbourne Elementary
- “City Year Character Education Program” –Bradley Elementary (13 weeks w/ 4th graders)
- “Life Skills”
- “I Care Program”

Activities

- Word of the month
- Student of the month
- Morning news that emphasizes traits
- Recognition programs - i.e., “Catch you Being Responsible”; “Golden Cubs” “Eagle Point System”; Eagle Bills”; Caught Sharing”
- Guidance lessons focusing on Character Education traits
- Use of school newsletter to promote Character Education
- Governor’s Citizenship Awards Program
- Peer mediation
- Career Day – guest speakers talk about character traits essential to their career
- Essays/poster contest
- After school programs
- Community service projects
- Traits are listed in student and teacher agenda book
- Journal writing
- Music related to Character Education
- Art related to Character Education
- “Good Heart” journal

ACADEMIC and CHARACTER EDUCATION AT BROCKMAN ELEMENTARY SCHOOL

Character Education Programs in use at Brockman include:

- Peaceworks Program (I Care Cat/Fighting Fair/Peer Mediation)
- “Life Skills” (Susan Kovalicks, Integrated Thematic Teaching)
- Peacemaker’s A.B.C’s for Young Children, (Janke & Peterson)
- Peer Facilitating (Bowman)
- Kelso: A Conflict Resolution Program

Activities related to character development used at Brockman include the following:

- Specific monthly life skills are focused on school-wide and integrated into the classroom curriculum (respect, kindness, courage, responsibility, friendship, compassion, problem solving, sense of humor, curiosity, etc.)
- Weekly community classroom team meeting for all classes to develop a sense of community among all the students and staff using team building and life skill activities
- Daily morning announcements of “Vitamins” (positive statements) focusing on that month’s life skill
- A monthly “Tea” for each monthly life skill through out the year, for students from all the classes, where manners, grace, and courtesy are taught, experienced and focused on, as well as a story being read and discussed regarding that month’s life skill
- Life skill posters displayed in school foyer and cafeteria monthly
- Monthly life skills listed on our school’s curriculum map under Guidance with various web sites, books and activities listed for each month
- Classroom guidance lessons focusing on the developmental guidance program components of self-awareness, interpersonal skills, career development, and health and safety development
- Small guidance groups focusing on the developmental guidance program components of self-awareness, interpersonal skills, career development, and health and safety development
- Red Ribbon Week celebrations focusing on the developmental guidance program components of self-awareness, interpersonal skills, career development, and health and safety development
- Developing and implementing school-wide traditions and celebrations on various Character Education traits and skills
- Becoming a school that is a “Peace Site”, implementing the “Peace Table” and “Peace Pole” activities and celebration of “Peace Day”
- Training all lower and upper elementary students to be peacekeepers, and training specific students to be peer mediators
- Training and implementing 4th graders in the school wide peer facilitator “Friendly Helper” program

Materials used for Character Education program:

- Roots & Wings: Affirming Culture in Early Childhood Programs
- Character Education: Ideas & Activities for the Classroom
- Building Character & Community in the Classroom
- Peacemaker’s A.B.C’s for Young Children (Janke & Peterson)
- Life in a Crowded Place (Peterson)
- Peacemaking Skills for Little Kids, Fighting Fair, Peer Mediation (Peaceworks)
- Celebrations of Life (Meyer & Seldin)
- Friendly Helpers: A Peer Facilitator Program (Bob Bowman)
- Nurturing the Spirit and Peaceful Classroom, Peaceful World (Aline Wolf)
- Anti-bias Curriculum (Derman-Sparks, NAEYC)
- I Care Rules and Fighting Fair rules adopted and posted throughout the school as the rules to follow
- I Care Puppets in each classroom

CHARACTER EDUCATION AT SACHEL FORD ELEMENTARY:

We have 38 “building block” words, one for each week. The list is given to each teacher, custodian, bus driver, cafeteria worker, and office person at the beginning of the year. The building block word of the week is announced each Monday on our TV news show. At that time those students chosen by their teachers who exemplified the previous week’s Character Education word are called. Those “Students of the Week” report to the cafeteria after the announcements on Monday to receive their certificate signed by the principal or assistant principal and a pencil. On Monday, the Students of the Week from K-3rd grade sit at a special lunch table and have lunch with either the principal, assistant principal, CRT, or counselor. The fourth and fifth-grade Students of the Week receive an M & M ice cream sandwich.

Guidelines for Integrating Character Education in Richland One

Structure

The committee recognized that schools have a variety of activities that support character development; and the committee certainly did not suggest that those activities cease. However, in order to ensure that all Ten Essential Character Traits are taught, the committee recommends that all schools adopt the following structure.

- Each school assign the integration of Character Education to a committee.
- At least two people will be trained in how to integrate Character Education throughout the curriculum.
- Those people will train all teachers at the school and will introduce all staff members to the Character Education initiative, so that there will be a school-wide approach.
- A Trait, per month will be emphasized. This approach will ensure focus and ensure that all traits identified by students, parents, teachers, and community citizens have been stressed.
- In addition, this approach will position the district to connect to other organizations that are involved in conducting Character Education development activities.

Schedule:

<u>Trait</u>	<u>Month trait is stressed</u>
Respect	August
Honesty	September
Cooperation	October
Good Citizenship	November
Responsibility	December
Self-discipline	January
Caring	February
Kindness	March
Fairness	April
Dependability	May

Guide for grades K-2

The committee approached the task from the standpoint that Character Education should not be viewed as an “add-on.” Instead, the Ten Essential Character Education Traits should be embedded in the curriculum and daily classroom instruction. The succeeding pages present information to illustrate how Character Education can be integrated throughout the curriculum throughout content areas. Where feasible, the Ten Essential Character Education Traits were correlated to objectives and activities in existing curriculum guides. Otherwise, suggested activities are provided.

RESPECT

Grade: K

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - make responsible decisions and choices - identify examples of consequences and behavior - recognize families, schools, and communities rules and responsibilities 	<ul style="list-style-type: none"> – Communication – Citizenship 	<ul style="list-style-type: none"> – <i>Breakthrough To Literacy</i> – “Let’s explore Feelings” – “Lets Work and Create Together” – “Choices, Choices!!!” – “We Are Special” – “Celebrate Me” – “I Know Who Takes Care of Me”
S.S.	<ul style="list-style-type: none"> - describe the similarities and differences among others -explain and exhibit appropriate types of communication -identify and model skills for conflict resolution 	<ul style="list-style-type: none"> – Social Studies – Strands: <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Peacemaker ABC’s for Young Children</i> – <i>Growing Communities for Peace</i> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Our Words Can Help or Hurt – We Decide!</i>
Math	<ul style="list-style-type: none"> - See S.S. 	<ul style="list-style-type: none"> – Mathematics – Process Standards <ul style="list-style-type: none"> ○ Connections ○ Communication 	<ul style="list-style-type: none"> – See S.S. – <i>Our Words Can Help or Hurt – We Decide!</i>

Science	<ul style="list-style-type: none"> – brainstorm ways to treat the earth and its environment with more respect. – create a list of recommendations, and place them in school newspaper or on a poster. 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com
Health	<ul style="list-style-type: none"> – recognize individual differences – demonstrate ways to communicate care, consideration, respect for self, for parents and family, and for the diversity of others 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Health & Safety Education, Gr. K: <ul style="list-style-type: none"> ○ Mental Health, p. 7-8 <p>Connections: S. S., ELA</p> 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Health & Safety Education, Gr. K, p. 7-8 <ul style="list-style-type: none"> ○ Second Step, Unit 1 LS 2-3, 5, 10, 12; Unit 3 LS 1-6
Related Arts	<ul style="list-style-type: none"> – make a class contract in which the kids lay out a set of rules for having a respectful classroom. What will be the penalties for violating the rules? 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com
Guidance	<ul style="list-style-type: none"> - See S.S. - identify different types of feelings - identify jobs in the classroom and share in the responsibility of completing the task assigned - develop social skills for getting involved in making good choices at home and school - list ways personal hygiene can help prevent illness and keep their bodies special - create a banner highlighting important personal information 	<ul style="list-style-type: none"> – The students acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. – The student makes decisions, sets goals, and takes necessary action to achieve goals – The student understands safety 	<ul style="list-style-type: none"> – See S.S. – Orange County Public Schools, Orlando, FL www.ocps.k12.fl.us – <i>Our Words Can Help or Hurt – We Decide!</i> – <i>Let's Explore Feelings</i> – <i>Lets Work and Create Together</i> – <i>Choices, Choices!!!</i> – <i>We Are Special</i> – <i>Celebrate Me</i>

HONESTY

Grade: K

Trait: **HONESTY** – *to always be fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - identify examples of honest behavior by characters in selected stories - describe how a story would have ended differently if a character had not exhibited honesty 	<ul style="list-style-type: none"> – Reading – Writing – Communication 	<ul style="list-style-type: none"> – <i>Breakthrough To Literacy</i> *Stories: <ul style="list-style-type: none"> – “The Little Red Hen” – “Seeds to Cake” – *Story Description, Library Link, Home Connection Activity, and Technology
S.S.	<ul style="list-style-type: none"> – share feelings about children that take things that do not belong to them – state why it is important to tell the truth 	<ul style="list-style-type: none"> – Social Studies – Strands: <ul style="list-style-type: none"> ○ People, Places, and Environments 	
Math	<ul style="list-style-type: none"> – practice sequencing skills by correctly ordering events in selected stories 	<ul style="list-style-type: none"> – Mathematics – Process Standards <ul style="list-style-type: none"> ○ Connections ○ Communication 	<ul style="list-style-type: none"> – <i>Breakthrough To Literacy</i> Stories: <ul style="list-style-type: none"> – “The Little Red Hen”
Science	<ul style="list-style-type: none"> - identify examples of honest behavior by characters in selected stories 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Building Character Schoolwide</i>, by Rudy Bernardo, Linda Frye, Deborah Smith and Genieve Foy – <i>Harriet & the Garden</i>, Nancy Carlson

Health	– See Guidance	– Health – Learning Standards - Students will demonstrate the ability to advocate for personal, family and community health.	
Related Arts	– draw a picture depicting characters that made honest decisions	– Students will understand and appreciate self. – Students will understand and respect others.	– www.guidancechannel.com
Guidance	– share their feelings about how it feels to blame others for something they did wrong – identify reasons why honesty is always the best policy	– Students will understand and appreciate self. – Students will understand and respect others.	– www.guidancechannel.com

COOPERATION

Grade: K

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

Focus points:

- *Explain why cooperation is important in your workplace, the school environment.
- *Why is cooperation important in appreciating cultural diversity?
- *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - sequence picture cards and write a descriptive sentence for each picture - collect data by counting, measuring, or surveying - formulate questions based on data - organize, record, and communicate data. - read and interpret information from tables and graphs to make comparisons and answer questions 	<ul style="list-style-type: none"> – Reading – Writing – Communication 	<ul style="list-style-type: none"> – <i>Breakthrough To Literacy</i> *Stories: <ul style="list-style-type: none"> – “Seed to Cake” – “If Our Class Went to See the Prince” – “Wiggle Worms” – “How Do You Like Your Eggs?” – “Sharing With Friends” – “One, One is the Sun” – Breakthrough Connection – *Story Description, Library Link, Home Connection Activity, and Technology
S.S.	<ul style="list-style-type: none"> - identify and model skills for conflict resolution 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments ○ Power, Authority, and Governance 	<ul style="list-style-type: none"> – <i>The Knight and the Dragon</i>, by Tomie de Paola – <i>Problem Solving Stepping Stones</i> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of

			Safe Schools & Youth Services, Guidance – Services (CD-ROM)
Math	<ul style="list-style-type: none"> – contribute to group discussion to answer: What makes working in groups fun? What can make it <u>not</u> fun? - define the word "cooperate" 	<ul style="list-style-type: none"> – Mathematics - Process Standards <ul style="list-style-type: none"> ○ Problem Solving ○ Communication 	– www.goodcharacter.com
Science	<ul style="list-style-type: none"> – practice cooperative teamwork skills on selected projects – use teamwork skills to make oral presentation to classmates 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Classify ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com – Suggested Activity: Break into small teams (five children per team is a good number). Invent a new animal: name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it.
Health	- See S.S.	<ul style="list-style-type: none"> – Health – Learning Standards <ul style="list-style-type: none"> ○ Students will demonstrate the ability to advocate for personal, family, and community health 	<ul style="list-style-type: none"> – See S.S. - <i>Problem Solving Stepping Stones</i>
Related Arts	– practice cooperative teamwork skills in selected music and/or art activities	– Students will develop a sense of community.	<ul style="list-style-type: none"> – www.goodcharacter.com – Suggested Activity: Divide students into four groups and to make music. One group claps, one group whistles, one group taps on their seats, one group makes shushing sounds with their mouths (like cymbals). Each

			group plays their sound when you point to them. Point to the groups one at a time, letting each group get their act together. When the concert is over, ask the kids what made this activity fun and why it required cooperation to make it work. What would have made it work better? If it didn't work, why not?
Guidance	- See S.S.	– Students will make decisions, set goals and take action.	<ul style="list-style-type: none"> – See S.S. – <i>Problem Solving Stepping Stones</i>

GOOD CITIZENSHIP

Grade: K

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - identify actions of characters who demonstrate good citizenship in selected stories and poems 	<ul style="list-style-type: none"> – Reading – Writing – Communication 	<ul style="list-style-type: none"> – <i>Breakthrough To Literacy</i> *Stories: <ul style="list-style-type: none"> – “I Know Who I Am” – “I Know How to Get Along With Others” – *Story Description, Library Link, Home Connection Activity, and Technology
S.S.	<ul style="list-style-type: none"> – participate in large group discussion - identify traits of a viable neighborhood or community - identify positive actions which will contribute to their neighborhood or community - compare and contrast traits of a good citizen and a bad citizen 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ Power, Authority, and Governance 	<ul style="list-style-type: none"> – www.goodcharacter.com <ul style="list-style-type: none"> - What makes your neighborhood or community a nice place to live. What could you do to make your neighborhood or community a better place? - What is a good citizen? In what ways are you a good citizen? What is a bad citizen?
Math	<ul style="list-style-type: none"> – define “punctuality” - contribute to discussion of importance of punctuality in school: How does coming 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Connections 	<ul style="list-style-type: none"> – <i>The Boy Who Was Always Late</i>, by John Patrick Norman McHennessy

	<p>to class late or leaving early upset the school day?</p> <ul style="list-style-type: none"> - identify habits they can develop that encourage punctuality 	<ul style="list-style-type: none"> ○ Representation 	<ul style="list-style-type: none"> – <i>The Easter Bunny That Overslept</i>, by Priscilla & Otto Friedrich – <i>It's About Time</i>, by Nancy White Carlstrom
Science	<ul style="list-style-type: none"> – list needs in the school or community – participate in discussion to plan a class service project to meet those needs. 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - For help in planning a service project, visit www.goodcharacter.com and click on "service learning."
Health	<ul style="list-style-type: none"> – identify and develop safety strategies to avoid violence and injury to self and others 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Health & Safety Education, Gr. K: <ul style="list-style-type: none"> ○ Preventing Injuries, p. 8-9 – See Guidance Connections: Physical Education 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Health & Safety Education, Gr. K. p. 8-10 – See Guidance – <i>I Like To...</i> – <i>Let's Work and Create Together</i> – <i>Let's Tour the School</i>
Related Arts	<ul style="list-style-type: none"> – draw a picture about a problem in the community that needs to be fixed 	<ul style="list-style-type: none"> – Students will develop a sense of community. 	
Guidance	<ul style="list-style-type: none"> - identify activities they like and do not like to do - identify jobs in the classroom and share in the responsibility of completing the task assigned - demonstrate knowledge of the physical layout of the school 	<ul style="list-style-type: none"> – Students acquire attitudes, knowledge and skills that contribute to effective learning in school and across the life span – Students complete school with the academic preparation essential to choose from a wide range of occupations 	<ul style="list-style-type: none"> – Orange County Public Schools, Orlando, FL www.ocps.k12.fl.us – <i>I Like To...</i> – <i>Let's Work and Create Together</i> – <i>Let's Tour the School</i>

RESPONSIBILITY

Grade: K

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?
- *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – define the term “responsibility” – identify examples of responsible actions in selected literary works and activities 	<ul style="list-style-type: none"> – Reading – Writing – Communication 	<ul style="list-style-type: none"> – <i>Breakthrough To Literacy</i> – “Problems and Their Solutions in stories and Everyday Life” – Safety Activities – “The Swimming Pool” – Breakthrough Connection – “Underwater” – Breakthrough Connection
S.S.	<ul style="list-style-type: none"> - identify and recognize family roles and responsibilities - identify appropriate skills for positive family relationships 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ Power, Authority, and Governance ○ People, Places and Environments 	<ul style="list-style-type: none"> – <i>Peacemaker ABC’s for Young Children</i> – <i>Growing Communities for Peace</i> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>My Family and Home Are Special To Me!</i>
Math	<ul style="list-style-type: none"> - See S.S. 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Connections 	<ul style="list-style-type: none"> – See S.S. – <i>My Family and Home Are Special To Me!</i>

Science	<ul style="list-style-type: none"> – list ways they are responsible for the earth 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	
Health	<ul style="list-style-type: none"> – demonstrate appropriate ways to express emotion – demonstrate strategies for reducing or avoiding unsafe situations – practice safe behaviors when finding unknown substances objects 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Health & Safety Education, Gr. K: <ul style="list-style-type: none"> ○ Mental Health, p. 8 ○ Preventing Injuries, p. 9 ○ ATOD, p. 10 <p>Connections: S. S., ELA</p>	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Health & Safety Education, Gr. K, p. 7-8 <ul style="list-style-type: none"> ○ Second Step, Unit 2 LS 6-10
Related Arts	<ul style="list-style-type: none"> – draw a picture of a responsible act they have done 	<ul style="list-style-type: none"> – Students will understand and respect others. 	
Guidance	<ul style="list-style-type: none"> - See S.S. 	<ul style="list-style-type: none"> – Students will understand and appreciate home and family. 	<ul style="list-style-type: none"> – See S.S. – <i>My Family and Home Are Special To Me!</i>

SELF-DISCIPLINE

Grade: K

Trait: **SELF-DISCIPLINE** – to demonstrate the ability to control yourself in all situations

Focus points:

*If you were asked to be on a student committee, working on school safety issues, what would be your advice?

*Describe how you organize your school and home responsibilities.

*Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – follow the class and school rules – participate in class activities – make “good” or responsible choices 	<ul style="list-style-type: none"> – Reading – Writing – Communication 	
S.S.	<ul style="list-style-type: none"> – demonstrate the ability to locate community resources and services that contribute to a safe and healthy environment 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ Power, Authority, and Governance 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. K, p. 7-8</i> <ul style="list-style-type: none"> ○ Second Step, Unit 2 LS 6-10
Math	<ul style="list-style-type: none"> - See Health 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Connections 	<ul style="list-style-type: none"> – See Health – <i>Finding Beauty</i>
Science	<ul style="list-style-type: none"> – practice organizational and teamwork skills in maintenance of classroom – complete assigned “housekeeping” tasks in classroom – exhibit correct manners and behaviors in cafeteria – identify examples of safe behavior in selected stories – identify examples of healthy lifestyle choices in selected stories 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Character Education – An Elem. School Resource Guide, State Dept. of Ed.</i> – Golden Tray and Golden Trash Can Awards <ul style="list-style-type: none"> ○ The Golden Tray is given weekly to a class that exhibits good manners in the cafeteria. Two Golden Trash Cans are given weekly to

			<p>classes that have clean rooms</p> <ul style="list-style-type: none"> – <i>Stop Stop</i>, by Edith Thacher Hurd – <i>Tidy Titch</i>, by Pat Hutchins
Health	<ul style="list-style-type: none"> – identify and describe feelings and actions - explain the importance of a positive self-image - exhibit self-control & individual responsibility – identify strategies for managing stress and emotions – demonstrate use of positive self-management skills – demonstrate positive strategies to reduce stress and anger in relation to identified stressors 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Health & Safety Education, Gr. K: <ul style="list-style-type: none"> ○ Mental Health, p. 8 ○ Preventing Injuries, p. 9 ○ ATOD, p. 10 <p>Connections: Fine Arts: Dance, Drama, Music, Visual Arts,</p>	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. K, p. 7-8 - <i>Second Step</i>, Unit 2 LS 6-10 - <i>Finding Beauty</i>
Related Arts	<ul style="list-style-type: none"> – contribute to class discussion of the following: <ul style="list-style-type: none"> ○ Who decides where our hands and feet go? ○ Who controls what we say? ○ How do we develop self-control? 	<ul style="list-style-type: none"> – Students will develop safety and survival skills. 	<ul style="list-style-type: none"> – <i>Building Character Schoolwide</i> by Rudy Bernardo, Linda Frye, Deborah Smith, and Genieve Foy
Guidance	<ul style="list-style-type: none"> - See Health 	<ul style="list-style-type: none"> – Students will understand and appreciate self. 	<ul style="list-style-type: none"> – See Health – <i>Finding Beauty</i>

CARING

Grade: K

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Focus points:

- *Have you ever felt like one of the characters in the story? Explain.
- *If you had written the story, what changes might you have made?
- *Do any of the characters remind you of anyone you know? Explain.
- *Identify behaviors of a caring person.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – make a card for someone he/she cares about – listen to <i>Kids’ Random Acts of Kindness</i>, by Dawna Markova - share ideas about how you can be kind at school and at home - maintain a kindness journal 	<ul style="list-style-type: none"> – Writing 	<ul style="list-style-type: none"> – <i>Building Character Schoolwide</i>, by Rudy Bernardo, Linda Frye, Deborah Smith and Genieve Foy
S.S.	<ul style="list-style-type: none"> – read <i>My Friend at School</i>, by Patricia Tefft Cousin, Claudette C. Mitchell, and Gracie Porter – discuss what you can do to make a new student in your class feel welcome 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Breathrough to Literacy</i>
Math	<ul style="list-style-type: none"> - brainstorm acts of caring from Recess - count the number of students who witnessed each act on the playground 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation 	<ul style="list-style-type: none"> – “Caught You Caring”

Science	<ul style="list-style-type: none"> – identify examples of kind acts – maintain visual record of acts of kindness done and/or observed 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – http://www.actsofkindness.org/file_uploads/pdf/104_pdf.pdf – <i>Plant a Seed of Kindness</i> – Each student cuts out a seed shape and writes their act of kindness, and the person's name who received this gift. They plant it below the grass line on the bulletin board. When someone gives them a gift of kindness, they add a stem, leaves and flower parts. Students may plant a seed of kindness for every act of kindness they do.
Health	<ul style="list-style-type: none"> – list ways to take care of our bodies and prevent the spread of disease at school and at home 	<ul style="list-style-type: none"> – Health - Learning Standards <ul style="list-style-type: none"> ○ Students will comprehend health promotion and disease prevention 	<ul style="list-style-type: none"> – <i>I Like Me</i>, by Patricia Tefft Cousin, Claudette Mitchell, & Gracie Horton – <i>Breakthrough to Literacy</i>
Related Arts	<ul style="list-style-type: none"> – make a card for someone he/she cares about 	<ul style="list-style-type: none"> – Writing 	
Guidance	<ul style="list-style-type: none"> – compose a thank-you note to a classroom partner 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – <i>Giant</i>, by Karen Gerald Wheaton – <i>Breakthrough to Literacy</i> – Assign pairs and have each student write a friendly note to his/her partner noting something special about him/her.

KINDNESS

Grade: K

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – identify acts of kindness performed by characters in selected stories - create alternate endings for selected stories based on characters performing, or not performing, acts of kindness 	<ul style="list-style-type: none"> – Reading – Writing – Communication 	<ul style="list-style-type: none"> – <i>Breakthrough To Literacy</i> – “My Friends at School” – <i>Breakthrough Connection</i> – Story: “Getting Together” – *Story Description, Library Link, Home Connection Activity, and Technology
S.S.	<ul style="list-style-type: none"> – see Related Arts 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	
Math	<ul style="list-style-type: none"> - brainstorm acts of kindness from Recess - count the number of students who witnessed each act on the school grounds 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation 	<ul style="list-style-type: none"> – “Caught You Being Kind”
Science	<ul style="list-style-type: none"> – identify examples of kind acts - maintain visual record of acts of kindness done and/or observed 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – http://www.actsofkindness.org/file_uploads/pdf/104_pdf.pdf – <i>Plant a Seed of Kindness Activity:</i> <ul style="list-style-type: none"> – Each student cuts out a seed shape and writes their act of kindness, and the person’s name who received this gift. They plant it below the grass line on the bulletin board. When

			someone gives them a gift of kindness, they add a stem, leaves and flower parts. Students may plant a seed of kindness for every act of kindness they do.
Health	<ul style="list-style-type: none"> – tell how to demonstrate kindness and encourage others to do the same 	<ul style="list-style-type: none"> – Health - Learning Standards -- Students will demonstrated the ability to use interpersonal communication skills to enhance health 	
Related Arts	<ul style="list-style-type: none"> – complete a service project activity from teacher provided choices 	<ul style="list-style-type: none"> – Students will develop a sense of community 	<ul style="list-style-type: none"> – www.goodcharacter.com – Research community service activities in your town that are open to kids their age. Consider having them volunteer to be "reading buddies" or "playground buddies" to younger children. A popular activity for younger children is to visit senior citizens. For some helpful project ideas, visit the front page of this website and click on "Service Learning" or on "Opportunities for Action."
Guidance	<ul style="list-style-type: none"> – participate in discussion to answer questions: <ul style="list-style-type: none"> ○ What things could you do (or, have you done) that would help somebody who needs it? ○ How do you feel when people show that they really care about you? ○ Do you consider yourself a caring person? In what ways are you a caring person? 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com

FAIRNESS

Grade: K

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - review classroom and school rules - discuss how rules help us get along at school and at home. 	<ul style="list-style-type: none"> – Reading – Writing – Communication 	<p>*Stories:</p> <ul style="list-style-type: none"> – “I Like Me” – Breakthrough Connection – “Mouse” – Breakthrough Connection <p>*Story Description, Library Link, Home Connection Activity, and Technology</p>
S.S.	<ul style="list-style-type: none"> – discuss how it feels to be included in a group: How can we make someone feel included? What does it feel like when you want to be included in a group, but are not? 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Too Tall</i>, by Karen Gerald Wheaton – <i>Breakthrough to Literacy</i>
Math	<ul style="list-style-type: none"> – practice measuring and recording heights – compare and contrast objects of different heights – work cooperatively to complete a task 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation ○ Reasoning and Proof 	<ul style="list-style-type: none"> – <i>Too Tall</i>, by Karen Gerald Wheaton – <i>Breakthrough to Literacy</i> <p>Suggested Activities:</p> <ul style="list-style-type: none"> – Work in pairs using butcher paper to trace around each other. As a class, measure and record the height for each tracing. – Find two objects that are taller than they are, and two

			objects they are taller than. Share with the class.
Science	<ul style="list-style-type: none"> – discuss what makes people grow – identify behaviors that promote healthy bones 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Classify ○ Communicate 	<ul style="list-style-type: none"> – <i>Too Tall</i>, by Karen Gerald Wheaton – <i>Breakthrough to Literacy</i>
Health	<ul style="list-style-type: none"> – discuss what makes people grow, including what they need for healthy bones – talk about safety rules for skateboards, trampolines, and bicycles 	<ul style="list-style-type: none"> – Health - Learning Standards --Students will demonstrate the ability to practice behaviors that enhance health and reduce risks. 	<ul style="list-style-type: none"> – <i>Too Tall</i>, by Karen Gerald Wheaton – <i>Breakthrough to Literacy</i>
Related Arts	<ul style="list-style-type: none"> – create a short play about the first day of school, and include ideas and lessons that might be useful for friends in the school – sing selected songs related to <i>friendship</i> 	<ul style="list-style-type: none"> – Students will understand and appreciate self. – Students will understand and respect others. 	<ul style="list-style-type: none"> – <i>Giant</i>, by Karen Gerald Wheaton – <i>Breakthrough to Literacy</i> – “The More We Get Together” or “Make New Friends” in Warming Up to Big Books, by Cynthia Holley, or on tape in <i>Wee Sing: Sing Alongs</i>.
Guidance	<ul style="list-style-type: none"> – pantomime the story, <i>Giant</i> – demonstrate the Giant’s difficulties on the first day of school and how his day improved on the second day 	<ul style="list-style-type: none"> – Students will understand and appreciate self. – Students will understand and respect others. 	<ul style="list-style-type: none"> – <i>Giant</i>, by Karen Gerald Wheaton – <i>Breakthrough to Literacy</i>

DEPENDABILITY

Grade: K

Trait: **DEPENDABILITY** – *to be counted on or trusted*

Focus points:

- *Describe a positive work ethic. Is dependability a desired characteristic of a good work ethic? Why?
- *How do you honor commitments?
- *If one of the characters were sitting next to you, what would they likely tell you about the importance of dependability?
- *Did you learn how a character solved a problem in the story. Could you use this situation to solve similar problems you might have?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - sequence picture cards related to selected story and write a descriptive sentence for each picture using visual, bodily-kinesthetic, auditory, and musical learning styles - listen to teacher read selected story aloud and answer questions throughout the reading <ul style="list-style-type: none"> – observe teacher use finger puppets to act out each character in the story – answer critical thinking questions posed by teacher at end of story - tell and record time on a digital clock and analog clock to the hour and half hour. – draw conclusions and make predictions based upon text/selection and supporting evidence – complete Cooperative Learning Activities as assigned by teacher 	<ul style="list-style-type: none"> – Reading – Writing – Communication 	<ul style="list-style-type: none"> – <i>Breakthrough To Literacy</i> <p>Suggested stories & poems:</p> <ul style="list-style-type: none"> - “Seed Cake” - “The Little Red Hen” - “My Time Book” - “Little Boy Blue” <p>*Story Description, Library Link, Home Connection Activity, and Technology</p>

S.S.	<ul style="list-style-type: none"> – create a class list of places and ways in which mirrors are used. – list ways people rely on the use of mirrors for their jobs – such as barbers and drivers. 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – <i>In the Mirror</i>, by Joy Cowley – <i>Breakthrough to Literacy</i>
Math	<ul style="list-style-type: none"> – make a sleep graph together. – work as a team to form large floor clock – move clock hands to varied times representing bedtimes and wake-up times 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation ○ Reasoning and Proof 	<ul style="list-style-type: none"> – <i>Dinosaurs and Good Night</i>, by Barbara Smith – <i>Breakthrough to Literacy</i> <p>Suggested activities:</p> <ul style="list-style-type: none"> – Use beans or counters to count the hours between each child’s bedtime and wake-up time. Record the answers on a graph. How many hours does each child sleep? What is typical? – Form a large floor clock using two brooms as the hands, and construction paper numbers. Ask the children to move the hands to different times representing bedtimes and wake-up times.
Science	<ul style="list-style-type: none"> – explain how each person is unique – work as a team member to create unique animals and pattern 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Classify ○ Communicate 	<ul style="list-style-type: none"> – <i>In the Mirror</i>, by Joy Cowley – <i>Breakthrough to Literacy</i> <p>Suggested activity:</p> <ul style="list-style-type: none"> – Using a washable inepad for each group, have students create animals, patterns, and faces using their fingerprints. Decorate them with features like ears, tails, etc.

Health	<ul style="list-style-type: none"> – demonstrate the ability to locate community resources and services that contribute to a safe and healthy environment 	<ul style="list-style-type: none"> – Health - Learning Standards <ul style="list-style-type: none"> ○ Students will demonstrate the ability to access valid health information, products and services 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. K, p. 9</i>
Related Arts	<ul style="list-style-type: none"> – pantomime the activities they complete to go to bed in the order they do them, e.g. put on pajamas, brush teeth, read a story and get into bed. 	<ul style="list-style-type: none"> – Students will understand and appreciate home and family. 	<ul style="list-style-type: none"> – <i>Dinosaurs and Good Night</i>, by Barbara Smith – <i>Breakthrough to Literacy</i>
Guidance	<ul style="list-style-type: none"> – prepare an ‘I Like Me’ bag to share with the class. – complete a premade template with “I like _____.” 	<ul style="list-style-type: none"> – Students will understand and appreciate self. 	<ul style="list-style-type: none"> – <i>I Like Me</i>, by Patricia Tefft Cousin, Claudette Mitchell, & Gracie Horton – <i>Breakthrough to Literacy</i> – “I Like Me Bag:” Place four or five items in the bag that have special meaning. Take out the items one at a time. Say “Look at my _____” and tell the class why it is special to you. – “I Like _____” book: Each child will fill in one page and illustrate. The teacher will bind the pages for a class book.

RESPECT

Grade: 1

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – See Guidance – describe the similarities and differences among others – explain and exhibit appropriate types of communication – identify and model skills for conflict resolution 	<ul style="list-style-type: none"> – Reading – Communication 	<ul style="list-style-type: none"> – <i>Peacemaker ABC's for Young Children</i> – <i>Growing Communities for Peace</i> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Getting Along</i>, by Parker Page, PhD, Kendall Haven, Rita Abrams, and Mitchell Rose Children's Television – <i>Peaceworks</i> – <i>I Care Rules</i> – <i>Alike/Different</i> – <i>Our Words Can Help or Hurt – We Decide!</i> Stories (See Guidance): – “Friend” – “Goals are Soaring High” – “Zippy the Gator” – “School and Community

			<p>Leaders”</p> <ul style="list-style-type: none"> – “Kelso It’s Your Choice”
S.S.	<ul style="list-style-type: none"> – See ELA – demonstrate an understanding of the role of human systems on the Earth – define culture and realize that different places have different cultures 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 1: Power, Authority, and Government, p 20</i> 	<ul style="list-style-type: none"> – See ELA – <i>Richland One Curriculum Guide, Social Studies, Gr. 1, p 20</i> - Text: HB - <i>A Child’s Place</i> Unit 2 p. 66-71, 74-79; Unit 3 p. 80-85; Unit 6 p. 204-205, 208-211, 232-237 - <i>Our Words Can Help or Hurt – We Decide!</i>
Math	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – See ELA – <i>Our Words Can Help or Hurt – We Decide!</i>
Science	<ul style="list-style-type: none"> – participate in a group discussion about how to treat the earth with respect 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	
Health	<ul style="list-style-type: none"> – demonstrate the ability to use positive communication skills with parents, family members, and peers 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 1:</i> <ul style="list-style-type: none"> ○ Family Living, p. 16 <p>Connections: ELA, Fine Arts: Visual Arts, Dance, Music, S..S.</p>	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 1, p. 16</i> - Text: Unit LS 7, p. 38-39; LS 5, p. 28-32; LS 6, p. 35; T.G. p. 45-46
Related Arts	<ul style="list-style-type: none"> – identify real-life examples of respectful and disrespectful behavior – analyze elements of respectful and disrespectful behavior 	<ul style="list-style-type: none"> – Students will develop a sense of community. 	<ul style="list-style-type: none"> – www.goodcharacter.com – Bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Talk about who is acting respectfully, and who is acting disrespectfully in these situations

Guidance	<ul style="list-style-type: none"> - See ELA - practice effective friendship skills - identify a goal to be accomplished - organize a plan to accomplish chosen goal - brainstorm effective ways to deal with aggressive students - participate in a discussion about school and community resource people - complete a mapping exercise which supports the discussion and acts as a visual reinforcer - list ways he/she is alike and different from peers 	<ul style="list-style-type: none"> – The student acquires the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. – The student makes decisions, sets goals, and takes necessary action to achieve goals 	<ul style="list-style-type: none"> – <i>Peacemaker ABC's for Young Children</i> – <i>Growing Communities for Peace</i> – Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – Orange County Public Schools, Orlando, FL www.ocps.k12.fl.us – <u>Getting Along</u>, by Parker Page, PhD, Kendall Haven, Rita Abrams, and Mitchell Rose Children's Television – <i>Our Words Can Help or Hurt – We Decide!</i> – <i>Friend</i> – <i>Goals Are Soaring High</i> – <i>Zippy the Gator</i> – <i>School and Community Leaders</i> – <i>Alike/Different</i>
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HONESTY

Grade: 1

Trait: **HONESTY** – *to always be fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – identify examples of honest behavior by characters in selected stories – compare and contrast examples of honest and dishonest behavior 	<ul style="list-style-type: none"> – Reading – Writing – Communication <p>Connections: Health</p>	<ul style="list-style-type: none"> – Handwriting Books – Student Journals – Class Rules – “I Care Rules” – “Kelso It’s Your Choice” – “Don’t They Like Him?”
S.S.	<ul style="list-style-type: none"> – conduct a survey in your school or community regarding perceptions of honest and dishonest behavior – compile survey results into a scrapbook or other graphic record 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Possible survey questions:</p> <ul style="list-style-type: none"> – Do you think people are honest enough? What are some examples of dishonesty you really dislike? What are some examples of honesty that you especially appreciate?
Math	<ul style="list-style-type: none"> – complete sequencing activities related to plot events in selected stories 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Reasoning and Proof 	<ul style="list-style-type: none"> – <i>Breakthrough To Literacy Stories:</i> – “The Little Red Hen”
Science	<ul style="list-style-type: none"> – conduct a survey in your school or community regarding perceptions of honest and dishonest behavior – compile survey results into a scrapbook or other graphic record 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com – See S.S. for survey questions

Health	<ul style="list-style-type: none"> – write an essay about a situation in which you were dishonest (lied, cheated, or stole). 	<ul style="list-style-type: none"> – Health - Learning Standards -- Students will demonstrate the ability to use interpersonal communication skills to enhance health 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Prewriting questions:</p> <p>Why did it happen? How did you justify it? How did you feel about it at the time? Did it affect any of your relationships? Did it cause any problems for you? How do you feel about it now? What did you learn from it?</p>
Related Arts	<ul style="list-style-type: none"> – role-play or use puppets to act out various situations where one or more students are under pressure to be dishonest – videotape presentation and share with other classes 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com – <u>Role-play example</u>: lying to cover up for a friend. Put it on videotape and share it with other classes
Guidance	<ul style="list-style-type: none"> – keep an "Honesty-Dishonesty" journal for one week. – write a summary of journal entries – share findings in oral presentation to classmates 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Journal activity:</p> <ul style="list-style-type: none"> – In this journal, document examples of honesty and dishonesty in everyday life. Keep track of all the times you hear or tell "white lies." Pay particular attention to television. Note how often dishonesty is basic to the plot of TV sitcoms and dramas. At the end of a week, write your conclusions and share them with the class. What did you learn about your own behavior from doing this project?

COOPERATION

Grade: 1

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

Focus points:

*Explain why cooperation is important in your workplace, the school environment.

*Why is cooperation important in appreciating cultural diversity?

*Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – explain why cooperation is important in the school and classroom – practice working as a team member in teacher selected activities 	<ul style="list-style-type: none"> – Reading – Communication <p>Connections: Health, Physical Educations</p>	<ul style="list-style-type: none"> – P.E: certificates (gold, silver, bronze medals) – Music: Happy Note for great teamwork – “TEAM” – “Team Twister” – “Parachute Activity” – <i>Work Together for Class Rules</i>
S.S.	<ul style="list-style-type: none"> - identify and model skills for conflict resolution - describe the similarities and differences among individuals - describe the process of making and keeping a friend - explain and exhibit appropriate types of communication – demonstrate steps to solve problems and conflicts peacefully in his/her everyday life. – identify reasons people need to communicate with others. The students will list ways to communicate.. – discuss how families and communities cooperate to get what they need. – discuss how members of a family work together 	<ul style="list-style-type: none"> – <i>Richland One CurriculumGuide, Social Studies, Gr. 1:</i> <ul style="list-style-type: none"> ○ Power, Authority, and Government, p 12, ○ People, Places, and Environment, p. 22 ○ Economics, p. 28, 36 	<ul style="list-style-type: none"> – <i>The Knight and the Dragon</i>, by Tomie de Paola – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Richland One Curriculum Guide, Social Studies, Gr. 1</i>, p 12, 22, 28, 36 <ul style="list-style-type: none"> - Text: HB – <i>A Child’s Place</i> Unit 1, p. 26-29; Unit 5 p. 178-179; Unit 6, p. 226-229 - Text: HB – <i>A Child’s Place</i> Unit 3, p. 90-91, 106-109; Unit 3 Review, p. 112-117; Unit 6, p. 222-225

			<p>- Text: HB – <i>A Child's Place</i> Unit 2, p. 72-73, 46-47, 74-79; Unit 3, p. 80-89, 112-117</p> <p>Text: HB – <i>A Child's Place</i> – Unit 2, p. 40-47, 72-79</p> <p>– <i>Problem Solving Stepping Stones</i></p> <p>– <i>Friendship Flowers</i></p>
Math	<ul style="list-style-type: none"> - list examples of cooperative behaviors - with teacher assistance, rate self on level of cooperation with others. (Use survey provided.) 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Reasoning and Proof 	<ul style="list-style-type: none"> – www.goodcharacter.com – Are you a cooperative person? For each of the cooperative behaviors listed below, rate yourself on a scale of one to five (1=awful, and 5=terrific). For each of these behaviors give an example of how you are either good at it or not so good at it, and what you could do to improve. <ul style="list-style-type: none"> • LISTEN carefully to others and be sure you understand what they are saying. • SHARE when you have something that others would like to have. • TAKE TURNS when there is something that nobody wants to do, or when more than one person wants to do the same thing. • COMPROMISE when you have a serious conflict. • DO YOUR PART the very best that you possibly can. This will inspire others to do the same.

			<ul style="list-style-type: none"> • SHOW APPRECIATION to people for what they contribute. • ENCOURAGE PEOPLE to do their best. • MAKE PEOPLE FEEL NEEDED. Working together is a lot more fun that way. • DON'T ISOLATE OR EXCLUDE ANYONE. Everybody has something valuable to offer, and nobody likes being left out.
Science	<ul style="list-style-type: none"> – practice cooperative teamwork skills on selected projects – use teamwork skills to make oral presentation to classmates 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Classify ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested activity:</p> <ul style="list-style-type: none"> – Break into small teams (five children per team is a good number). Invent a new animal: name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it.
Health	<ul style="list-style-type: none"> – demonstrate non-violent strategies to resolve conflicts – See S.S. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 1:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 14 Connections: Fine Arts: Drama, S.S., ELA 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 1, p. 14</i> - Text: Unit 2 LS 7, p. 38-41; T.G. p. 45-51; Second Step, Unit 2 LS 1-5 – See S.S. – <i>Problem Solving Stepping Stones</i> – <i>Friendship Flowers</i> –

Related Arts	<ul style="list-style-type: none"> – design a "How to Cooperate" poster that illustrates the cooperative behaviors listed at the top of this column. – display posters on a wall. 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com
Guidance	<ul style="list-style-type: none"> - See S.S. 	<ul style="list-style-type: none"> – Students will understand and respect others. – The student makes decisions, sets goals, and takes necessary action to achieve goals. 	<ul style="list-style-type: none"> – See S.S. – <i>Problem Solving Stepping Stones</i> – <i>Friendship Flowers</i>

GOOD CITIZENSHIP

Grade: 1

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<ul style="list-style-type: none"> – obtain pen pals directly affected from 9/11 and correspond through letters, pictures and gifts 	<ul style="list-style-type: none"> – Writing 	
S.S.	<ul style="list-style-type: none"> – discuss ways to be a good citizen in the classroom, in school, the home, and in the community 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies</i>, Gr. 1, Power, Authority, and Government, p 11 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide</i>, Social Studies, Gr. 1, p. 11 - Text: HB – <i>A Child's Place</i>: Unit 1, p 32-33; Unit 2, p 72-73; Unit 3, p 110-111; Unit 5, p 178-179, 190-19; Unit 6, p 230-231
Math	<ul style="list-style-type: none"> – brainstorm types of volunteer work young students can do – use analytical skills to choose a particular volunteer activity he/she could do 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Problem Solving 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested activity:</p> <ul style="list-style-type: none"> – Think of some kind of volunteer work you might like to do, liking helping younger students with their math homework. Describe it and tell why you think you would like

			it. Who would it help, and in what way?
Science	<ul style="list-style-type: none"> – identify things students can do together to take more responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.). – make a plan and implement it. 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com
Health	<ul style="list-style-type: none"> – identify a problem in community that needs to be fixed. 	<ul style="list-style-type: none"> – Health - Learning Standards <ul style="list-style-type: none"> ○ Students will demonstrate the ability to access valid health information, products and services 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested activity:</p> <ul style="list-style-type: none"> - What is the problem? - Why is it a problem (what bad things happen because of this problem)? - What needs to be done to fix the problem? - Whose responsibility is it to fix the problem? - What good will come of fixing the problem?
Related Arts	<ul style="list-style-type: none"> – identify examples of people demonstrating good citizenship from a newspaper, magazine, TV show, or movie. – write a letter of appreciation to this person, describing what s/he did and how you feel about it. 	<ul style="list-style-type: none"> – Students will develop a sense of community. 	<ul style="list-style-type: none"> – www.goodcharacter.com
Guidance	<ul style="list-style-type: none"> - identify careers in the community - distinguish which work activities in the school environment are done by specific people - describe what they do and why - listen to and discuss a literary work - illustrate and write about an important lesson learned from the selection - practice speaking, listening, and inquiry skills during “Show and Tell” sessions – explain reasons why mistakes are learning experiences 	<ul style="list-style-type: none"> – The student acquires the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Building a Community</i> – <i>Surrounded by Learning</i> – <i>Sharing Time</i> – <i>Mistakes Are Learning Opportunities</i>

	<ul style="list-style-type: none"> - list uses of math outside the classroom - verbalize examples of his/her niche within the family, school, and community after listening to and discussing selected stories 		<ul style="list-style-type: none"> - <i>Math is Everywhere</i> - <i>Belonging</i>
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RESPONSIBILITY

Grade: 1

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?
- *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – identify and recognize family roles and responsibilities – identify appropriate skills for positive family relationships 	<ul style="list-style-type: none"> – Communication 	<ul style="list-style-type: none"> – <i>Peacemaker ABC's for Young Children</i> – <i>Growing Communities for Peace</i> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>My Family and Home Are Special To Me!</i> – <i>Weekly Exit Slip & Think Sheet</i> – <i>Stop and Think</i> – “It’s Your Choice” Kelso’s Choices
S.S.	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – See ELA – <i>My Family and Home Are Special To Me!</i>
Math	<ul style="list-style-type: none"> – See ELA 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Connections 	<ul style="list-style-type: none"> – See ELA – <i>My Family and Home Are Special To Me!</i>

Science	<ul style="list-style-type: none"> – identify things students can do together to take more responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.). – make a plan and implement it. – share results in an oral report to class 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com
Health	<ul style="list-style-type: none"> – describe characteristics needed to be a responsible friend and family member – demonstrate positive strategies to reduce stress and anger in relation to identified stressors – tell how to make healthy (wise, responsible) decisions – tell when to ask a grown-up for help when making a decision – describe ways to get along with and show respect for your family and friends 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 1:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 14 Connections: Physical Education, Fine Arts: Dance, Drama, Visual Arts, Music 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 1, p. 14</i> <ul style="list-style-type: none"> - Text: Unit 2 LS 2, p. 10-13; T.G. p. 9-16; Unit 1 LS 4, p. 22-23, T.G. p. 25-27; Unit 1 LS 2; Unit 2 LS 7, p. 38-39, LS 5 p. 28-32, LS 6 p. 35, T.G. p. 45-46 - <i>Second Step</i>: Unit 2 LS 2-5, p. 12-13; Unit 1, LS 1-6
Related Arts	<ul style="list-style-type: none"> – design a "Being Responsible" poster illustrating the six responsible behaviors – display poster in classroom 	<ul style="list-style-type: none"> – Students will understand and respect others. – Students will understand and appreciate self. 	<ul style="list-style-type: none"> – www.goodcharacter.com – <u>Six Responsible Behaviors</u> When you agree to do something, do it. If you let people down, they'll stop believing you. When you follow through on your commitments, people take you seriously. Answer for your own actions. Don't make excuses or blame others for what you do. When you take responsibility for your actions you are saying "I am the one who's in charge of my life." Take care of your own matters. Don't rely on adults to remind you when you're supposed to be somewhere or what you're supposed to bring. <u>You</u> take the

			<p>responsibility.</p> <p>Be trustworthy. If somebody trusts you to borrow or take care of something, take care of it. If somebody tells you something in confidence, keep it to yourself. It's important for people to know they can count on you.</p> <p>Always use your head. Think things through and use good judgment. When you use your head, you make better choices. That shows your parents they can trust you.</p> <p>Don't put things off. When you have a job to do, do it. Doing things on time helps you take control of your life and shows that you can manage your own affairs.</p>
Guidance	- See ELA	– Students will understand and appreciate home and family.	<ul style="list-style-type: none"> – See ELA – <i>My Family and Home Are Special To Me!</i>

SELF-DISCIPLINE

Grade: 1

Trait: **SELF-DISCIPLINE** – to demonstrate the ability to control yourself in all situations

Focus points:

*If you were asked to be on a student committee, working on school safety issues, what would be your advice?

*Describe how you organize your school and home responsibilities.

*Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – follow the class and school rules – participate in class activities – define “healthy choices” 	<ul style="list-style-type: none"> – Communication 	<ul style="list-style-type: none"> – “Work It Out” Tools for everyday Peacemakers – “Stretch Out Those Kinks!” – “Mirror, Mirror” – “Giggle Gauntlet”
S.S.	<ul style="list-style-type: none"> – identify positive ways of handling anger – list these positive behaviors on a chart – post the chart in the classroom and refer to it when situations arise. 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ Power, Authority, and Governance 	<ul style="list-style-type: none"> – www.goodcharacter.com
Math	<ul style="list-style-type: none"> – See Health 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Connections 	<ul style="list-style-type: none"> – See Health – <i>Finding Beauty</i>
Science	<ul style="list-style-type: none"> - practice organizational skills in maintenance of classroom - complete assigned “housekeeping” tasks in classroom - exhibit correct manners and behaviors in cafeteria - identify examples of safe behavior in stories - identify examples of healthy lifestyle choices in selected stories 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Character Education – An Elem. School Resource Guide</i>, State Dept. of Ed. – Golden Tray and Golden Trash Can Awards <ul style="list-style-type: none"> *The Golden Tray is weekly to a class that exhibits good manners in the cafeteria. Two Golden Trash Cans are Given weekly to classes

			<p>that have clean rooms.</p> <ul style="list-style-type: none"> – <i>Stop Stop</i>, by Edith Thacher Hurd – <i>Tidy Titch</i>, by Pat Hutchins
Health	<ul style="list-style-type: none"> – demonstrate use of positive self-management skills – demonstrate strategies for reducing or avoiding unsafe situations – identify and describe feelings and actions – explain the importance of a positive self-image – exhibit self-control and individual responsibility 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Health & Safety Education, Gr. 1: <ul style="list-style-type: none"> ○ Mental Health, p. 14 ○ Preventing Injuries, p. 15 <p>Connections: ELA, S.S.</p>	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 1, p. 14 - Text: Unit 1 LS 2, p. 10-13, T.G. p. 9-16; Unit 10 LS 32, p. 184-186, LS 33 p. 190, T.G. 239-245 – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Finding Beauty</i>
Related Arts	<ul style="list-style-type: none"> - practice listening skill of following multi-step directions - share drawings with classmates - participate in discussion of importance of following directions carefully 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested art lesson:</p> <ul style="list-style-type: none"> – Give each student a piece of paper and pencil, crayons or markers. Have students draw as you give each instruction. Describe, step-by-step, how to draw a simple animal, building, or scene. Let students share their drawings.
Guidance	<ul style="list-style-type: none"> – See Health 	<ul style="list-style-type: none"> – Students will understand and appreciate self. 	<ul style="list-style-type: none"> – See Health – <i>Finding Beauty</i>

CARING

Grade: 1

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Focus points:

- *Have you ever felt like one of the characters in the story? Explain.
- *If you had written the story, what changes might you have made?
- *Do any of the characters remind you of anyone you know? Explain.
- *Identify behaviors of a caring person.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – maintain a journal to record acts of kindness observed, received, or given to other – list careers that involve caring – identify traits of “caring professions” 	<ul style="list-style-type: none"> – Writing <p>Connections: Science</p>	<ul style="list-style-type: none"> – <i>Kindness Journal</i> – <i>Botanist: caring for plants</i> – <i>Veterinarian: caring for animals</i>
S.S.	<ul style="list-style-type: none"> – describe similarities and differences among individuals – describe the process of making and keeping a friend – explain and exhibit appropriate types of communication 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Friendship Flowers</i>
Math	<ul style="list-style-type: none"> – list on board acts of caring observed at Recess – count and record number of students who witnessed each act on the playground 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation 	“Caught You Caring”
Science	<ul style="list-style-type: none"> – -identify examples of kind acts – maintain a visual classroom record of acts of kindness done or received 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – http://www.actsofkindness.org/file_uploads/pdf/104_pdf.pdf <p><i>Planting Seeds of Kindness:</i></p> <ul style="list-style-type: none"> – Each student cuts out a seed shape and writes their act of kindness, and the person’s name who received this gift. They plant it below the grass line on the bulletin board. When

			<p>someone gives them a gift of kindness, they add a stem, leaves and flower parts. Students may plant a seed of kindness for every act of kindness they do.</p>
Health	<ul style="list-style-type: none"> - See S.S. 	<ul style="list-style-type: none"> – Health – Learning Standards * Students will demonstrate the ability to use interpersonal communication skills to enhance health 	<ul style="list-style-type: none"> – See S.S. – <i>Friendship Flowers</i>
Related Arts	<ul style="list-style-type: none"> - participate in class discussion of importance of individual action in making the world a better place to live - brainstorm ideas of actions children can to make the world a better place - create posters illustrating selected actions - display posters in selected public places 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – http://www.actsofkindness.org/file_uploads/pdf/111_pdf.pdf – Kindness Posters <ol style="list-style-type: none"> 1. Discuss how it is up to us to make the world a better place. 2. On chart paper, write down the children’s ideas of what we can do... * at home * at school * in our town * in the world 3. Through this process, ask how we can let people know our ideas. (letters, signs, etc. will probably come up.) 4. Have the students make posters with their personal best illustration of how they can make a difference. 5. Deliver the posters to some community facility, such as the local library, post office or city hall. 6. If desired, contact the local newspaper for coverage. The kids love it! 7. Local frame shops often donate

			a few frames so a few posters can hang in the school!
Guidance	– See S.S.	– Students will understand and respect others.	<ul style="list-style-type: none"> – See S.S. – <i>Friendship Flowers</i>

KINDNESS

Grade: 1

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – identify acts of kindness performed by characters in selected stories – create alternate endings for selected stories based on characters performing, or not performing, acts of kindness 	<ul style="list-style-type: none"> – Reading – Communication 	<ul style="list-style-type: none"> – <i>Getting Along</i>, by Parker Page, PhD, Kendall Haven, Rita Abrams, and Mitchell Rose Children’s Television – <i>Kind words, word bank</i> <p>Stories:</p> <ul style="list-style-type: none"> – “Golden Rule” – “Getting Along”
S.S.	<ul style="list-style-type: none"> – describe similarities and differences among others – describe the process of making and keeping a friend – explain and exhibit appropriate types of communication – demonstrate an understanding of the role of human systems on the Earth. – define <i>culture</i> – be able to explain that different places have different cultures 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies</i>, Gr. 1: Power, Authority, and Government, p 20 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Richland One Curriculum Guide, Social Studies</i>, Gr. 1, p 20 - Text: HB - <i>A Child’s Place</i> – Unit 2 p. 66-71, 74-79; Unit 3 p. 80-85; Unit 6 p. 204-205, 208-211, 232-237 - <i>Friendship Flowers</i>
Math	<ul style="list-style-type: none"> – list acts of kindness from Recess – count and record the number of students who witnessed each act during recess 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation 	<p>“Caught You Being Kind”</p>

Science	<ul style="list-style-type: none"> – identify examples of kind acts – maintain a visual classroom record of acts of done or received 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – http://www.actsofkindness.org/file_uploads/pdf/104_pdf.pdf – <i>Planting Seeds of Kindness Activity:</i> <ul style="list-style-type: none"> – Each student cuts out a seed shape and writes their act of kindness, and the person’s name who received this gift. They plant it below the grass line on the bulletin board. When someone gives them a gift of kindness, they add a stem, leaves and flower parts. Students may plant a seed of kindness for every act of kindness they do.
Health	<ul style="list-style-type: none"> – demonstrate the ability to influence and support others in making positive mental health choices – See S.S. – <i>Live by the ‘golden rule’, treat others the way you want to be treated</i> 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 1:</i> – Mental Health, p. 14 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 1, p. 15</i> <ul style="list-style-type: none"> ○ Text: Unit 2 LS 6, p. 36, T.G. p. 39-42 – See S.S. – Parker Page, PhD, Kendall Haven, Rita Abrams, and Mitchell Rose Children’s Television – <i>Friendship Flowers</i> – <i>Getting Along</i> (A set of stories, songs and activities to help kids work and play together.)
Related Arts	<ul style="list-style-type: none"> – publish a class book on how to be a caring person. – draw pictures of caring behaviors – write a description of each caring behavior 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com

Guidance	<ul style="list-style-type: none"> – See S.S. – <i>Live by the ‘golden rule’, treat others the way you want to be treated</i> 	<ul style="list-style-type: none"> – Students will understand and respect others. – Students will understand and appreciate self. 	<ul style="list-style-type: none"> – See S.S. – Parker Page, PhD, Kendall Haven, Rita Abrams, and Mitchell Rose Children’s Television – <i>Friendship Flowers</i> – <i>Getting Along</i> (A set of stories, songs and activities to help kids work and play together.)
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FAIRNESS

Grade: 1

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – discuss how to be fair to others 	<ul style="list-style-type: none"> – English Language Arts – Strands – *The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. 	<ul style="list-style-type: none"> – <i>No Fair!</i> by Caren Holtzman – <i>It's Not Fair!</i> by Dominique Jolin
S.S.	<ul style="list-style-type: none"> – describe similarities and differences among others – describe the process of making and keeping a friend – explain and exhibit appropriate types of communication – discuss classroom rules, school rules, family rules, and laws, why rules and laws are necessary, and what the consequences are 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 1, Power, Authority, and Government, p 6</i> – People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Richland One Curriculum Guide, Social Studies, Gr. 1, p. 6</i> - Text: HB – <i>A Child's Place</i>: Unit 1 LS. 6, p 30-31; 34-39 Unit 5 Brainstorm, p 178-179, Unit 5 Review, p 192-197 - <i>Friendship Flowers</i>

Math	<ul style="list-style-type: none"> – brainstorm “do’s and don’ts” of fairness – post list of fairness behaviors in classroom 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation 	<ul style="list-style-type: none"> – www.goodcharacter.com – Brainstorming activity: <ul style="list-style-type: none"> – What does it mean to be a fair person? Have your class brainstorm a list of do's and don'ts for being fair. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder.
Science	<ul style="list-style-type: none"> – discuss the following: Fairness is not favoring one above another, being just, being honest and following the right rules 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Garden Partners</i> by Diane Palisciano
Health	<ul style="list-style-type: none"> – See S.S. 	<ul style="list-style-type: none"> – Health – Learning Standards <ul style="list-style-type: none"> *Students will demonstrate the ability to use interpersonal communication skills to enhance health 	<ul style="list-style-type: none"> – See S.S. – <i>Friendship Flowers</i>
Related Arts	<ul style="list-style-type: none"> – listen to various rhymes about being fair in different situations 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – <i>Playing Fair</i> by Shelly Nielson
Guidance	<ul style="list-style-type: none"> – See S.S. 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – See S.S. – <i>Friendship Flowers</i>

DEPENDABILITY

Grade: 1

Trait: **DEPENDABILITY** – *to be counted on or trusted*

Focus points:

- *Describe a positive work ethic. Is dependability a desired characteristic of a good work ethic? Why?
- *How do you honor commitments?
- *If one of the characters were sitting next to you, what would they likely tell you about the importance of dependability?
- *Did you learn how a character solved a problem in the story. Could you use this situation to solve similar problems you might have?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – define <i>dependability</i> – discuss dependability and why it is important 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. 	<ul style="list-style-type: none"> – <i>Mystery of the Lost Letter</i> by Olive Blake – <i>Mike Mulligan and His Steam Shovel</i> by Virginia Lee Burton
S.S.	<ul style="list-style-type: none"> – tell safety rules for wheeled equipment (bus, car, bike, scooter, skates, etc.) 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 1: <ul style="list-style-type: none"> ○ Preventing Injuries, p. 15 Connections: Physical Education, Math 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 1, p. 15 <ul style="list-style-type: none"> ○ Text: Unit 10 LS 31, p. 179, 182-183; T.G. p. 231-238
Math	<ul style="list-style-type: none"> – discuss the importance of being on time for school, work, dinner, etc – discuss the consequences of being late 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation ○ Reasoning and Proof 	<ul style="list-style-type: none"> – <i>The Berenstain Bears Catch the Bus</i> by Stan and Jan Berenstain – <i>It's About Time</i> by Nancy White Carlstrom

Science	<ul style="list-style-type: none"> - practice organizational skills in maintenance of classroom - complete assigned “housekeeping” tasks in classroom - exhibit correct manners and behaviors in cafeteria - identify examples of safe behavior in stories - identify examples of healthy lifestyle choices in selected stories 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Character Education – An Elem. School Resource Guide</i>, State Dept. of Ed. – Golden Tray and Golden Trash Can Awards <ul style="list-style-type: none"> *The Golden Tray is weekly to a class that exhibits good manners in the cafeteria. Two Golden Trash Cans are Given weekly to classes that have clean rooms. – <i>Stop Stop</i>, by Edith Thacher Hurd - <i>Tidy Titch</i>, by Pat Hutchins
Health	<ul style="list-style-type: none"> – see Related Arts 	<ul style="list-style-type: none"> – Health - Learning Standards <ul style="list-style-type: none"> ○ Students will demonstrate the ability to practice behaviors that enhance health and reduce risks 	
Related Arts	<ul style="list-style-type: none"> - complete role-playing activity re dependable behavior - participate in discussion of feelings reflected in role-playing situations 	<ul style="list-style-type: none"> – Students will understand and respect others. – Students will develop a sense of community. – Students will make decisions, set goals, and take actions. 	<ul style="list-style-type: none"> – www.goodcharacter.com Role-playing activity: – Divide the class into small groups. Give each group one of the following situations to role play. In each role play half the group wants to do the wrong thing and the other half wants to do the right thing. Each half tries to give strong reasons for their side. Discuss the results in class.

			<p>Suggested Situations:</p> <ul style="list-style-type: none"> *You pass an empty old house. In front of it there's a "No Trespassing" sign. But the front door is open. You really want to go in and see what's there. No one is around. What do you do? * A group of kids who you think are really cool are picking on another kid. They want you to join them, and they say you're a nerd if you don't. You don't want to be left out, but you think picking on the other kid is unfair. What do you do? * You're walking home from school, and you're really hungry because you forgot to bring your lunch that day. You pass by a fruit stand, and the fruit looks so good you can almost taste it. "They'll never miss just one apple," you think to yourself. And no one is looking. What do you do? *Your best friend asks you to help him cheat on a test. He's never done it before and he promises he'll never do it again. What do you do?
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Guidance	<ul style="list-style-type: none"> – be recognized as a VIP (Very Important Person) 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – <i>Character Education: An Elementary School Resource Guide</i>, State Department of Education, May 1997 <p>VIP (Very Important Person) Activity:</p> <ul style="list-style-type: none"> – Emphasizing a child's individual value: Every Friday a VIP is selected from each classroom. The student visits the principal where they receive verbal praise, a pencil and a ribbon. The student's name is written on a star and placed on a bulletin board for recognition.
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RESPECT

Grade: 2

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – describe similarities and differences among others – explain and exhibit appropriate types of communication – identify and model skills for conflict resolution <p>See Guidance for the following:</p> <ul style="list-style-type: none"> – <i>If You're Happy!</i> – <i>My Family</i> – <i>Ups and Downs</i> – <i>Choices</i> – <i>Target practice</i> 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ○ The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – <i>Peacemaker ABC's for Young Children</i> – <i>Growing Communities for Peace</i> – <i>Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM)</i> – Orange County Public Schools, Orlando, FL www.ocps.k12.fl.us – <i>Our Words Can Help or Hurt – We Decide!</i>
S.S.	<ul style="list-style-type: none"> - See ELA – Identify likenesses and differences in the population of different places 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 2, Population Characteristics: Geography, p. 24</i> 	<ul style="list-style-type: none"> – See ELA – <i>Richland One Curriculum Guide, Social Studies, Gr. 2, p. 24</i> - Text: HB – <i>Making A Difference</i> – p. 18-13, 24-27, 48-53, 92-97 - <i>Our Words Can Help or Hurt – We Decide!</i>

Math	<ul style="list-style-type: none"> – See ELA 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – See ELA – <i>Our Words Can Help or Hurt – We Decide!</i>
Science	<ul style="list-style-type: none"> - practice organizational skills in maintenance of classroom - complete assigned “housekeeping” tasks in classroom - exhibit correct manners and behaviors in cafeteria - identify examples of safe behavior in stories - identify examples of healthy lifestyle choices in selected stories 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Character Education – An Elem. School Resource Guide</i>, State Dept. of Ed. – Golden Tray and Golden Trash Can Awards <ul style="list-style-type: none"> *The Golden Tray is weekly to a class that exhibits good manners in the cafeteria. Two Golden Trash Cans are Given weekly to classes that have clean rooms – <i>Stop Stop</i>, by Edith Thacher Hurd – <i>Tidy Titch</i>, by Pat Hutchins
Health	<ul style="list-style-type: none"> – show how to address adults respectfully <p>See Guidance for the following:</p> <ul style="list-style-type: none"> – <i>If You’re Happy!</i> – <i>My Family</i> – <i>Ups and Downs</i> – <i>Choices</i> – <i>Target practice</i> 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 2: <ul style="list-style-type: none"> ○ Mental Health, p. 20 – See Guidance <p>Connections: ELA, Fine Arts - Drama</p>	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 2, p. 20 <ul style="list-style-type: none"> ○ Text, Unit 2, Lsn 36, pp 36-37; T.G. pp 35-42 – See Guidance
Related Arts	<ul style="list-style-type: none"> – make a class contract to lay out a set of rules for having a respectful classroom. What will be the penalties for violating the rules? – brainstorm ways to make your school environment more respectful. – create a list of recommendations; place them in your school newspaper or on a poster. 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com

<p>Guidance</p>	<ul style="list-style-type: none"> – See ELA <p><i>If You're Happy!</i></p> <ul style="list-style-type: none"> – be able to identify several familiar emotions, relate specific events to these emotions, and consider consequences of emotions <p><i>My Family</i></p> <ul style="list-style-type: none"> - be able to recognize family roles and identify the individual in their family who fulfills each role <p><i>Ups and Downs</i></p> <ul style="list-style-type: none"> – be able to identify a given prompt as a positive or negative statement and will be able to describe the feelings it creates <p><i>Choices</i></p> <ul style="list-style-type: none"> – be able to recognize and create alternatives for specific situations <p><i>Target practice</i></p> <ul style="list-style-type: none"> – identify a goal, relate it to a target shape, and discuss personal qualities which would help achieve the targeted goal 	<ul style="list-style-type: none"> – Students acquire the attitudes, knowledge, and interpersonal skills to help them understand self and others – Students make decisions, set goals, and take necessary action to achieve goals 	<ul style="list-style-type: none"> – See ELA – Orange County Public Schools, Orlando, FL www.ocps.k12.fl.us – <i>Our Words Can Help or Hurt – We Decide!</i> – <i>If You're Happy!</i> – <i>My Family</i> – <i>Ups and Downs</i> – <i>Choices</i> – <i>Target practice</i>
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HONESTY

Grade: 2

Trait: **HONESTY** – *to always be fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – identify examples of honesty displayed by characters in selected stories 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. 	Stories: <ul style="list-style-type: none"> – “The Emperor’s New Clothes” by Hans Christian Anderson - <i>Telling the Truth</i> by Shelly Nielson
S.S.	<ul style="list-style-type: none"> – conduct a survey in your school or community asking questions like the following: Do you think people are honest enough? What are some examples of dishonesty you really dislike? What are some examples of honesty that you especially appreciate? – compile the results into a scrapbook. 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com
Math	<ul style="list-style-type: none"> – correctly sequence plot events in selected stories 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Reasoning and Proof 	<ul style="list-style-type: none"> – <i>Breakthrough To Literacy</i> Stories: <ul style="list-style-type: none"> – “The Little Red Hen”
Science	<ul style="list-style-type: none"> – study the biographies of outstanding persons such as Benjamin Franklin, Alexander Graham Bell, the Wright brothers, Thomas Edison or others – identify examples of honest behavior in their lives 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	

Health	<ul style="list-style-type: none"> – talk about a time somebody broke a promise to you. How did that make you feel? Have you ever broken a promise to someone? How do you think it made that person feel? 	<ul style="list-style-type: none"> – Health – Learning Standards <ul style="list-style-type: none"> ○ Students will demonstrate the ability to advocate for personal, family, and community health 	– www.goodcharacter.com
Related Arts	<ul style="list-style-type: none"> – role-play or use puppets to act out various situations where one or more students are under pressure to be dishonest. Example: lying to cover up for a friend – videotape activity and share it with other classes. 	<ul style="list-style-type: none"> – Students will understand and respect others. 	– www.goodcharacter.com
Guidance	<ul style="list-style-type: none"> – keep a daily record of choices made that involve honesty for a week. – analyze choices at the end of the week: How do you feel about the choices you made? How could you do better? 	<ul style="list-style-type: none"> – Students will understand and respect others. – Students will understand and appreciate self. 	

COOPERATION

Grade: 2

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

Focus points:

*Explain why cooperation is important in your workplace, the school environment.

*Why is cooperation important in appreciating cultural diversity?

*Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – imagine that you get out of bed one morning in a rotten mood feel like being totally uncooperative for the whole day. Write about all the things you could do that would make your friends and teachers look at you and say, "Boy, are you being uncooperative today!" 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> – www.goodcharacter.com
S.S.	<p><i>Problem Solving Stepping Stones</i></p> <ul style="list-style-type: none"> - identify and model skills for conflict resolution <p><i>Friendship Flowers</i></p> <ul style="list-style-type: none"> - describe the similarities and differences among others - describe the process of making and keeping a friend - explain and exhibit appropriate types of communication – identify ways people in America work together as a nation – list major principles and ideals of American democracy. – recognize the importance of citizens working together for a common goal 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 2:</i> <ul style="list-style-type: none"> ○ Working Together in a Democracy in the United States, p. 10 ○ Working Together Accomplishes Group Goals, p. 15 	<ul style="list-style-type: none"> – <i>The Knight and the Dragon</i>, Tomie de Paola – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Richland One Curriculum Guide, Social Studies, Gr. 2</i>, p. 10, 15 <ul style="list-style-type: none"> ○ Text: HB – <i>Making A Difference</i> – Unit 1 p. 14-21, 32-33; Unit 5 p. 192-193, 210-211 ○ Text: HB – <i>Making A Difference</i> – Unit 5 p. 200-201, 204-207, 210-21; Unit

			6 p. 258-261 <i>Problem Solving Stepping Stones</i> <i>Friendship Flowers</i>
Math	<ul style="list-style-type: none"> – design a "How to Cooperate" poster that illustrates cooperative behaviors - display it on a wall. 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation 	<ul style="list-style-type: none"> – www.goodcharacter.com
Science	<ul style="list-style-type: none"> – practice cooperative teamwork skills on selected projects – use teamwork skills to make oral presentation to classmates 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Classify ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested activity: <ul style="list-style-type: none"> – Break into small teams (five children per team is a good number). Invent a new animal: name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it.
Health	<ul style="list-style-type: none"> – make a health plan to help with family chores – describe questions to ask when making decisions with friends – See S.S. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 2:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 20 ○ Preventing Injuries, p. 21 ○ Family Living, p. 21-22 ○ ATOD, p. 22 <p>Connections: ELA</p>	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 2. p. 20-22</i> <ul style="list-style-type: none"> ○ Text: Unit 2 LS 8, p. 50, LS 7 p. 46; T.G. 49-56, 43-48 ○ Second Step: Unit 1 LS 8,10; Unit 2 LS 9 – See S.S. – <i>Problem Solving Stepping Stones</i> – <i>Friendship Flowers</i>

Related Arts	<ul style="list-style-type: none"> – work cooperatively in teams to create music – identify elements of activity that were fun – list cooperative behaviors that were necessary to make the music 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Cooperative Music Activity:</p> <ul style="list-style-type: none"> – Break groups to make music. One group claps, one group whistles, one group taps on their seats, one group makes shushing sounds with their mouths (like cymbals). Each group plays their sound when you point to them. In order to accomplish this they have to listen to what each other is doing and adjust accordingly. Point to the groups one at a time, letting each group get their act together. Then, start adding the groups together allowing time for them to adjust what they're doing until they start to sound good. – When the concert is over, ask the kids what made this activity fun and why it required cooperation to make it work.
Guidance	<ul style="list-style-type: none"> - See S.S. 	<ul style="list-style-type: none"> – Students will develop a sense of community – Students will understand and respect others. 	<ul style="list-style-type: none"> – See S.S. – <i>Problem Solving Stepping Stones</i> – <i>Friendship Flowers</i>

GOOD CITIZENSHIP

Grade: 2

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	- See Guidance	<ul style="list-style-type: none"> – Reading – Communication 	See Guidance for: <ul style="list-style-type: none"> – <i>Big Green Ball</i> – <i>Teacher Says</i> – <i>Decisions!</i> – <i>I Can!</i> - <i>Work Out!</i>
S.S.	<ul style="list-style-type: none"> – define citizenship – identify ways to demonstrate good citizenship 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 2, Good Citizenship: Government, p. 14</i> 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 2, p 14</i> - Text: HB – <i>Making A Difference</i> – T.M, p. W-53-55, 19, 87, 146; Unit 6 p. 264-265, 128-129, 174-175, 182-187, 192-193, 210-211
Math	<ul style="list-style-type: none"> – brainstorm types of volunteer work young students can do – use analytical skills to choose a particular volunteer activity he/she could do 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Problem Solving 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested activity: <ul style="list-style-type: none"> – Think of some kind of volunteer work you might like to do, liking helping younger students with their math homework. Describe it and tell why

Science	<ul style="list-style-type: none"> – identify things students can do together to take more responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.). – make a plan and implement it. – share results in an oral report to class 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	– www.goodcharacter.com
Health	<ul style="list-style-type: none"> – recognize the influences of peers and family on behaviors related to ATOD use 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 2:</i> <ul style="list-style-type: none"> ○ ATOD, p. 22 – See Guidance 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 2. p. 22</i> - Text: Unit 6 LS 26 p. 149; T.G. p 179-186 See Guidance for following: <ul style="list-style-type: none"> – <i>Big Green Ball</i> – <i>Teacher Says</i> – <i>Decisions!</i> – <i>I Can!</i> – <i>Work Out!</i>
Related Arts	<ul style="list-style-type: none"> – identify needs in the school or community – plan a service project to meet those needs. 	<ul style="list-style-type: none"> – Students will develop a sense of community – Students will understand and respect others. 	For guidance in planning a service project, visit www.goodcharacter.com and click on "service learning."

<p>Guidance</p>	<ul style="list-style-type: none"> – <i>Building a Community</i> <ul style="list-style-type: none"> ○ identify Careers in the community ○ distinguish which work activities in the school environment are done by specific people ○ describe what they do and why – <i>Baking Up School Success</i> <ul style="list-style-type: none"> ○ describe why school is important ○ describe how they learn something ○ describe the tools needed to do school work ○ describe how they plan to do a school assignment – <i>Big Green Ball</i> <ul style="list-style-type: none"> ○ independently create a green ball of their own after listening to and discussing the Steven Kellogg story, <u>The Mystery of the Magic Green Ball</u> – <i>Teacher Says</i> <ul style="list-style-type: none"> ○ practice listening to and following one, two, and three step directions – <i>Decisions!</i> <ul style="list-style-type: none"> ○ evaluate choices made by characters in story and will apply some of these skills to personal situations – <i>I Can!</i> <ul style="list-style-type: none"> ○ realize some of the skills which they have mastered, and will also indicate a skill on which they can work during the year – <i>Work Out!</i> <ul style="list-style-type: none"> ○ be able to indicate at least one way in which schoolwork relates to a specific job 	<ul style="list-style-type: none"> – Students will develop a sense of community – Students will understand and respect others. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Building a Community</i> – <i>Baking Up School Success</i> – <i>Big Green Ball</i> – <i>Teacher Says</i> – <i>Decisions!</i> – <i>I Can!</i> – <i>Work Out!</i>
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RESPONSIBILITY

Grade: 2

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?
- *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - identify and recognize family roles and responsibilities - identify appropriate skills for positive family relationships 	<ul style="list-style-type: none"> - English Language Arts – Strands *The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. 	<ul style="list-style-type: none"> - <i>Peacemaker ABC's for Young Children</i> - <i>Growing Communities for Peace</i> - Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>My Family and Home Are Special To Me!</i>
S.S.	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> - Social Studies – Strands *People, Places, and Environments 	<ul style="list-style-type: none"> - See ELA - <i>My Family and Home Are Special To Me!</i>
Math	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> - Mathematics Process Standards o Communication 	<ul style="list-style-type: none"> - See ELA - <i>My Family and Home Are Special To Me!</i>

Science	<ul style="list-style-type: none"> - practice organizational skills in maintenance of classroom - complete assigned “housekeeping” tasks in classroom - exhibit correct manners and behaviors in cafeteria - identify examples of safe behavior in stories - identify examples of healthy lifestyle choices in selected stories 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - <i>Character Education – An Elem. School Resource Guide</i>, State Dept. of Ed. - Golden Tray and Golden Trash Can Awards <ul style="list-style-type: none"> *The Golden Tray is weekly to a class that exhibits good manners in the cafeteria. Two Golden Trash Cans are Given weekly to classes that have clean rooms. - <i>Stop Stop</i>, by Edith Thacher Hurd - <i>Tidy Titch</i>, by Pat Hutchins
Health	<ul style="list-style-type: none"> - describe characteristics needed to be a responsible friend and family member - show how to express joy, sadness, frustration, and fear in healthy ways - demonstrate strategies for reducing and avoiding unsafe situations - set a goal and develop a plan for personal responsibility within the family and track its progress 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 2: <ul style="list-style-type: none"> ○ Mental Health, p. 20 ○ Preventing Injuries, p. 21 ○ Family Living, p. 22 <p>Connections: Fine Arts – Dance, Visual Arts, Music, Drama, and S. S., ELA, Physical Education, Math</p>	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 2, p. 20-22 <ul style="list-style-type: none"> ○ Text, Unit 2, Lesson 7, pp 42-45; T.G. 43-48, 49-52, 55; Unit 2 Lesson 8, p 48 ○ Text, Unit 1, Lesson 4, pp 20-25; T.G. pp 19-26, Second Step, Unit 1 Lesson 8 & 9 ○ Text: Unit 10 LS 36-37; Unit 5 LS 22, p. 129; T. G. 255-268, 149-156

Related Arts	<ul style="list-style-type: none"> – contribute to a discussion about classroom responsibility: What are the kids' responsibilities, and what are the teacher's responsibilities? What are the consequences of being irresponsible? What are the rewards of being responsible? - make a chart of these responsibilities on the board 	<ul style="list-style-type: none"> – Students will make decisions, set goals, and take actions. – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com
Guidance	<ul style="list-style-type: none"> - identify and recognize family roles and responsibilities - identify appropriate skills for positive family relationships - describe why school is important - describe how he/she learns something - describe the tools needed to do schoolwork - describe how they plan to do a school assignment 	<ul style="list-style-type: none"> – Students will understand and appreciate home and family. – Students will employ strategies to achieve school success. 	<ul style="list-style-type: none"> – <i>Peacemaker ABC's for Young Children</i> – <i>Growing Communities for Peace</i> – Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>My Family and Home Are Special To Me!</i> – <i>Baking Up School Success</i>

SELF-DISCIPLINE

Grade: 2

Trait: **SELF-DISCIPLINE** – to demonstrate the ability to control yourself in all situations

Focus points:

*If you were asked to be on a student committee, working on school safety issues, what would be your advise?

*Describe how you organize your school and home responsibilities.

*Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – identify ways in which they handle their anger in positive ways – list these anger management techniques on a chart – post the chart in the classroom and refer to it when situations arise. – design a "Saying No" poster – display poster in classroom 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> – www.goodcharacter.com
S.S.	<ul style="list-style-type: none"> – understand and appreciate self 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>The M&M Experiment</i>
Math	<ul style="list-style-type: none"> – See Health 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – See Health – <i>Finding Beauty</i>
Science	<ul style="list-style-type: none"> - practice organizational skills in maintenance of classroom - complete assigned “housekeeping” tasks in classroom - exhibit correct manners and behaviors in cafeteria - identify examples of safe behavior in stories 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Character Education – An Elem. School Resource Guide</i>, State Dept. of Ed. – Golden Tray and Golden Trash Can Awards <ul style="list-style-type: none"> *The Golden Tray is weekly to a class that

	<ul style="list-style-type: none"> - identify examples of healthy lifestyle choices in selected stories 		<p>exhibits good manners in the cafeteria. Two Golden Trash Cans are Given weekly to classes that have clean rooms.</p> <ul style="list-style-type: none"> – <i>Stop Stop</i>, by Edith Thacher Hurd – <i>Tidy Titch</i>, by Pat Hutchins
Health	<ul style="list-style-type: none"> – <i>Finding Beauty</i> <ul style="list-style-type: none"> ○ identify and describe feelings and actions ○ explain the importance of a positive self-image ○ exhibit self-control and individual responsibility – <i>The M&M Experiment</i> <ul style="list-style-type: none"> ○ understand and appreciate self identify strategies for managing stress and emotions – tell what things cause stress, depression, and anger and explain how to cope – show how to sleep, good nutritional choices and exercise can reduce stress, depression and anger 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Health & Safety Education, Gr. 2: <ul style="list-style-type: none"> ○ Mental Health, p. 20 ○ ATOD, p. 22 <p>Connections: Physical Education, Fine Arts - Visual Arts, Music, Drama, Dance, Math, ELA,</p>	<ul style="list-style-type: none"> – Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – Richland One Curriculum Guide, Health & Safety Education, Gr. 2, p. 22 <ul style="list-style-type: none"> ○ Text, Unit 1, Lesson 5, pp 26-31; T.G. pp 27-34, Second Step, Unit III, LS. 8-10 Text, Unit 1, Lesson 5, pp 28-31; Unit 4, Lsn. 15, p 95; T.G. pp 27-34, 99-106
Related Arts	<ul style="list-style-type: none"> - identify and describe feelings and causes of anger - identify situational stressors that can trigger anger and other negative emotions - select examples of anger in real-life situations 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com – Anger in the News Activity: – find pictures from the newspaper or create pictures for the bulletin board showing situations where anger affects people.
Guidance	<ul style="list-style-type: none"> – See Health 	<ul style="list-style-type: none"> – Students will understand and appreciate self. 	<ul style="list-style-type: none"> – See Health – <i>Finding Beauty</i> – <i>The M&M Experiment</i>

CARING

Grade: 2

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Focus points:

- *Have you ever felt like one of the characters in the story? Explain.
- *If you had written the story, what changes might you have made?
- *Do any of the characters remind you of anyone you know? Explain.
- *Identify behaviors of a caring person.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – identify behaviors of a caring person – write a response to a print or non-print medium that analyzes the work and supports judgments with specific references to the text 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – www.goodcharacter.com – <i>Manners</i> by Shelley Nielson – Read a story, or watch a movie or TV show, and write about how the characters treated each other. In what ways were they caring or uncaring? What affect did their behavior have on each other? Give some specific examples.
S.S.	<ul style="list-style-type: none"> - describe the similarity and differences among others - describe the process of making and keeping a friend - explain and exhibit appropriate types of communication 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Friendship Flowers</i>
Math	<ul style="list-style-type: none"> – contribute to group discussion by practicing appropriate speaking and listening skills – brainstorm list of caring and altruistic behaviors 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> -www.goodcharacter.com Group discussion: Imagine that someone gives you

	<ul style="list-style-type: none"> – evaluate consequences and effects of various actions 	<ul style="list-style-type: none"> ○ Reasoning and Proof 	<p>\$20,000 but you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?</p>
Science	<ul style="list-style-type: none"> – identify things students can do together to take more responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.). – make a plan and implement it. - use appropriate speaking skills to share results in an oral report to the class 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com
Health	<ul style="list-style-type: none"> – show how to help a friend experiencing stress to feel better - See S.S. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 2:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 20 ○ Preventing Injuries, p. 21 ○ Family Living, p. 21-22 ○ ATOD, p. 22 <p>Connections: Physical Education, ELA, Fine Arts - Visual Arts, Drama</p>	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 2. p. 20-22</i> <ul style="list-style-type: none"> ○ Text p. 28-31; T.G. 27-34 – Friendship Flowers – See S.S.
Related Arts	<ul style="list-style-type: none"> – identify needs in the school or community – plan a service project to meet those needs. <p>(Consider having children volunteer to be “reading buddies” or “playground buddies” to younger children.)</p>	<ul style="list-style-type: none"> – Students will develop a sense of community. – Students will understand and respect others. 	<ul style="list-style-type: none"> – For guidance in planning a service project, visit www.goodcharacter.com and click on "service learning."
Guidance	<ul style="list-style-type: none"> – See S.S. 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – See S.S. – <i>Friendship Flowers</i>

KINDNESS

Grade: 2

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others' feelings and beliefs*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<ul style="list-style-type: none"> - write effectively for a specific purpose - generate variety of examples of acts of kindness - use non-print media to illustrate written ideas 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - http://www.actsofkindness.org/class/lesson_plans.php?type=ELEMENTARY ABC's of Kindness Activity: <ul style="list-style-type: none"> - 1. Have each child choose a letter of the alphabet for this activity. (Teacher can provide colorful die-cut letters for this activity.) - 2. Have each child write a sentence of a random act of kindness idea, using the letter they chose as a word in the sentence. Example: A - I will share a stuffed animal with my sister. B - I will help my mom bring in the groceries. C - I colored a picture for my grandma - 3. Next, have the child draw a picture that illustrates their RAK described in their letter sentence. - 4. Mount each child's picture and sentence on construction paper and bind it to make a book!

S.S.	<ul style="list-style-type: none"> - describe the similarity and differences among others - describe the process of making and keeping a friend - explain and exhibit appropriate types of communication - recognize that the U.S. is made up of a diverse population that reflects specific cultural beliefs - relate folktales to people from regions through the world - state examples of ways that a nation's heritage is formed by customs and beliefs of people from many cultures. 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies, Gr. 2, Time, Continuity, and Change: History, p. 7</i> 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM)</i> - <i>Richland One Curriculum Guide, Social Studies, Gr. 2, p. 7</i> <ul style="list-style-type: none"> o Text: HB – <i>Making A Difference</i> – Unit 4 p. 136-191; Unit 6 p. 218-271 - <i>Friendship Flowers</i>
Math	<ul style="list-style-type: none"> - contribute to group discussion by practicing appropriate speaking and listening skills - brainstorm list of caring and altruistic behaviors - evaluate consequences and effects of various actions 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication o Reasoning and Proof 	<ul style="list-style-type: none"> - www.goodcharacter.com - Group discussion: Imagine that someone gives you \$20,000 but you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?
Science	<ul style="list-style-type: none"> - generate examples of kind acts - maintain a visual classroom record of acts of kindness done or received 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<p>http://www.actsofkindness.org/class/lesson_plans.php?type=ELEMENTARY</p> <p>Plant a Seed of Kindness Activity:</p> <ul style="list-style-type: none"> - Each student cuts out a seed shape and writes their act of kindness, and the person's name who received this gift. They plant it below the grass line on the bulletin board. When someone gives them a gift of kindness, they add a stem, leaves and flower parts. Students may plant a seed of kindness for every act of kindness they do.

Health	<ul style="list-style-type: none"> – Explain why it is not nice to label people because of race, gender, or disability – See S.S. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 2:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 20 <p>Connections: Physical Education, S.S.</p>	<ul style="list-style-type: none"> – See S.S. – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 2</i> p. 20 <ul style="list-style-type: none"> ○ Text, Unit 1, Lesson 3, pp 16-17; T.G. p. 13-18, Second Step, Unit 2, Lesson 10 - <i>Friendship Flowers</i>
Related Arts	<ul style="list-style-type: none"> - develop a sense of community - verbalize connections between all class members - state cause and effect relationship between acts of kindness and sense of community 	<ul style="list-style-type: none"> – Students will understand and respect others. – Students will develop a sense of community. 	<p>http://www.actsofkindness.org/file_uploads/pdf/8_pdf.pdf</p> <ul style="list-style-type: none"> – Spider Web Activity: Have the children sit in a circle and explain that you're going to make a spider web. Give the first child the end of the string and the ball. He or she holds the end with one hand and with the other rolls the ball to another child. It continues in the same manner from child to child. Remind them to hang on. At the end, discuss that we are all connected and the importance of being kind to everybody in the class.
Guidance	<ul style="list-style-type: none"> – See S.S. 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – See S.S. – <i>Friendship Flowers</i>

FAIRNESS

Grade: 2

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - identify ways characters in selected stories acted in ways that were <i>fair</i> and <i>just</i> 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. 	<ul style="list-style-type: none"> – <i>The Cow of No Color</i> by Nina Jaffe, Steve Zenith, and Whitney Sherman
S.S.	<ul style="list-style-type: none"> – describe similarities and differences among others – describe the process of making and keeping a friend – explain and exhibit appropriate types of communication – recognize the reason rules and laws exist – examine consequences of breaking rules 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 2, Working Together in a Democracy in the United States, p. 8</i> 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Richland One Curriculum Guide, Social Studies, Gr. 2, p 8</i> - Text: HB – <i>Making A Difference</i> – T.M, p. W-5, W-7, Student Activity Book, T.M, p. T9 - <i>Friendship Flowers</i>

Math	<ul style="list-style-type: none"> – brainstorm “do’s and don’ts” of fairness – identify real-life examples of fairness – post list of fairness behaviors in classroom 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Reasoning and Proof ○ Representation 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Brainstorming Activity:</p> <ul style="list-style-type: none"> – What does it mean to be a fair person? Have your class brainstorm a list of do's and don'ts for being fair. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder.
Science	<ul style="list-style-type: none"> - classify classmates according to given categories - generate examples of fair and unfair behaviors - observe connections between concept of fairness and real-life situations 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Classify ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Sorting game activity:</p> <p>Have the kids group themselves according to one of these categories:</p> <p>**Hair color, Skin color, Eye color, Gender, Height (tallest and shortest according to a selected measurement), Month of Birthday, Birth places (all those born in the same state or city), Clothes (certain colors or styles), Likes or Dislikes (such as colors, foods, music, etc.).</p> <p>**With each category, describe a situation that demonstrates an unfair situation. For examples, "What if today I only let those who had brown hair go out for recess. Is that fair?" or</p>

			<p>"What if today, only the girls could have lunch. Is that fair?"</p> <p>**After the game, discuss how prejudice is not being fair to others.</p>
Health	<ul style="list-style-type: none"> – See S. S. – demonstrate how to respond to an angry classmate 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 2:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 20 <p>Connections: ELA, Fine Arts - Visual Arts, Drama</p>	<ul style="list-style-type: none"> – See S.S. – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 2. p. 20</i> <ul style="list-style-type: none"> ○ Text, Unit 1, Lesson 6, pp 38-41; T.G. pp 35-42; Second Step, Unit II, Lsn. 9 <p>- <i>Friendship Flowers</i></p>
Related Arts	<ul style="list-style-type: none"> – identify real-life examples of fair and unfair behavior – analyze elements of fairness and unfairness, of justice and injustice, in given situations – contribute to class discussion in appropriate ways 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>News activity: Bring in articles from newspapers and magazines reporting on events in which <i>fairness</i> and <i>justice</i> are at issue. Have a discussion about who is acting fairly and who is acting unfairly in these situations.</p>
Guidance	<ul style="list-style-type: none"> – See S.S. 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – See S.S. – <i>Friendship Flowers</i>

DEPENDABILITY

Grade: 2

Trait: **DEPENDABILITY** – *to be counted on or trusted*

Focus points:

*Describe a positive work ethic. Is dependability a desired characteristic of a good work ethic? Why?

*How do you honor commitments?

*If one of the characters were sitting next to you, what would they likely tell you about the importance of dependability?

*Did you learn how a character solved a problem in the story. Could you use this situation to solve similar problems you might have?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – read and discuss stories about <i>dependability</i> – identify examples of dependable actions by characters in selected stories – identify and explain connections between selected stories and real-life situations 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. 	<ul style="list-style-type: none"> – <i>What if Everybody Did That?</i> by Ellen Javernick – <i>Taking Care of Melvin</i> by Marjorie Weinman Sharmat
S.S.	<ul style="list-style-type: none"> – explain this statement: "To have good friends, you must be a good friend." – generate list of ways that good friends treat each other – discuss how each behavior on list contributes to friendship in positive way 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com
Math	<ul style="list-style-type: none"> – discuss the importance of being on time for school, work, dinner, etc – discuss the consequences of being late 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Reasoning and Proof ○ Connections 	<ul style="list-style-type: none"> – <i>In for Winter, Out for Spring</i>, by Arnold Adoff – <i>Waiting for Jennifer</i>, Kathryn Osebold Galbraith

Science	<ul style="list-style-type: none"> - practice organizational skills in maintenance of classroom - complete assigned “housekeeping” tasks in classroom - exhibit correct manners and behaviors in cafeteria - identify examples of safe behavior in stories - identify examples of healthy lifestyle choices in selected stories 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - <i>Character Education – An Elem. School Resource Guide</i>, State Dept. of Ed. - Golden Tray and Golden Trash Can Awards <ul style="list-style-type: none"> *The Golden Tray is weekly to a class that exhibits good manners in the cafeteria. Two Golden Trash Cans are Given weekly to classes that have clean rooms. - <i>Stop Stop</i>, by Edith Thacher Hurd - <i>Tidy Titch</i>, by Pat Hutchins
Health	<ul style="list-style-type: none"> - explain why keeping promises and commitments are important to friendships and families 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 2: <ul style="list-style-type: none"> o Mental Health, p. 20 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 2. p. 20 <ul style="list-style-type: none"> o Unit 2 LS 7, p. 42-45; Unit 2 LS 8 p. 48; T.G. p. 43-48 - See S.S.
Related Arts	<ul style="list-style-type: none"> - discuss issues related to classroom dependability - identify what are the students' responsibilities, and what are the teacher's responsibilities - make a chart of these responsibilities on the board - analyze cause and effect relationships: What are the consequences of being irresponsible? What are the rewards of being responsible? 	<ul style="list-style-type: none"> - Students will make decisions, set goals, and take actions. - Students will understand and respect others. 	<ul style="list-style-type: none"> - www.goodcharacter.com

Guidance	<ul style="list-style-type: none"> – evaluate own behavior in terms of <i>dependability</i> – identify connections between individual behavior and consequences for others – make connections between real-life situations and concepts of <i>dependability</i> and <i>responsibility</i> 	<ul style="list-style-type: none"> – Students will understand and appreciate self. – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Group discussion activity:</p> <ul style="list-style-type: none"> – Ask students to think of a time they did something really irresponsible and describe it in detail. Why did it happen? How did you feel about it at the time? Did it affect anybody else? Did it cause any problems for you? How do you feel about it now? What did you learn from it? Or, perhaps you would prefer to tell about something you did that was very responsible.
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V. Resources

Books

- Beady, J.P. (1997). *Positive learning Using Sports: Developing Youth sports programs That Teach Positive Values*. New Hampton, NH: Project Adventure, Inc.
- Beady, J.P. & Zero, T. (1999). *After School PLUS Manual*. New Hampshire, NH: Project Adventure Inc.
- Beady, Jeffrey, Zero, Tom, & Gough, Russell, (2000). *Effective Guidelines for Character Education through Sports*. Washington, DC: Character Education Partnership.
- Beedy, Jeffrey Pratt. (1997). *Sports Plus: Developing Youth Sports Program that Teach Positive Values*. Hamilton, MA: Project Adventure.
- Bennett, William J. (1993). *The Book of Virtues: A Treasury of Great Moral Stories*. New York: Simon & Schuster Trade.
- Boatwright, Becki H., Ph.D., Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Equipped to Stop Bullying*.
- Bredemeier, J.J., & Shields, D.L. (1995). *Character Development and Physical Activity*. Champaign, IL: Human Kinetics Press.
- Boyer, Ernest L.(1997). *The Basic School: A Community for Learning*. San Francisco, CA.: Jossey-Bass.
- Brooks, Dr. David, Ph.D. *Lessons in Character, K-12 Curriculum*. Young People's Press, 800-231-9774.
- Castillo, Sara, Ph.D., Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Face to Face with Your Fears*.
- Clifford, Craig & Feezell, Randolph M. (1997). *Coaching for Character – Reclaiming the Principles of Sportsmanship*. Champaign, IL: Human Kinetics.
- Covey, Sean (1998). *Seven Habits of Highly Effective Teens: The Ultimate Teenage Success Guide*.
- Craft, William & Craft, Ellen (1999). *Running a Thousand Miles for Freedom: The Escape of William and Ellen Craft*. Athens, GA: University of Georgia Press.
- Developmental Studies Center (1994). *At Home in Our Schools: A Guide to Schoolwide Activities that Build Community*. Oakland, CA: Developmental Studies Center.
- Developmental Studies Center (1996). *Ways We Want Our Class to Be: Class Meetings that Build Commitment to Kindness and Learning*. Oakland, CA: Developmental Studies Center.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting A Grip on ADD*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting A Life of Your Own*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting Over the Blues*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting With It: A Kid's Guide to Forming Good Relationships and "Fitting In"*.
- Gauld, Joseph W (1993). *Character First: The Hyde School Difference*. Bath, ME: Hyde School.
- Glasser, William A. (1998). *The Quality School: Managing Students Without Coercion*. New York: Harper Collins Publishers.
- Gough, R. (1997). *Character Is Everything: Promoting Ethical Excellence in Sports*. Forth Worth, TX: Harcourt Brace.
- Kreidler, William J. & Furlong, Lisa (1996). *Adventures in Peacemaking: A Conflict Resolution Guide for School-Age Children*. Cambridge, MA: Educators for Social Responsibility.
- Lumpkin, Angela; Stoll, Sharon Kay; and Beller, Jennifer, M. (1999). *Sport Ethics: Applications for Fair Play*. Second edition. Dubuque, IA; McGraw-Hill.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Ahead: Strategies to Motivate and Assist Students with Classroom Learning*.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Your Life on Track: A Female Teen's Guide to Saying No to Sex*.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Your Second Wind: Living a Smoke-Free Life, A Kid's Guide to Saying No to Smoking*.
- McNamee, M.J. & Parry, S.J., (eds.) (1998). *Ethics and Sport*. New York: Routledge.
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- Power, Clark F., Higgins, A. & Kohlberg, L. (1991). *Lawrence Kohlberg's Approach to Moral Education*. New York: Columbia University Press.
- Romain, Trevor and Verdick, Elizabeth (1997). *Bullies Are a Pain in the Brain*. Minneapolis, MN: Free Spirit Publishing.
- Ryan, Kevin and Bohlin, Karen. *Building Character in Schools*. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104, tel: 800-956-7739, fax: 800-605-2665.

- Shields, David Lyle Light, & Bredemeier, Brenda Jo Light (1995). *Character Development and Physical Activity*. Champaign, IL: Human Kinetics.
- Steele, Eden & Schilling, Dianne (1994). *Peace Patrol: Creating a New Generation of Problem Solvers and Peacemakers*. Carson, CA: Jalmar Press/Innerchoice Publishing.
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- Wolff, R. (1997). *Good Sports: The Concerned Parent's Guide to Competitive Youth Sports*. Champaign, IL: Sports Publishing, Inc.

Videos

- Beedy, J.P. (1996). Our children, Ourselves. *The Case for Character Education*. New Hampton: New Hampton School. (603-744-5401).
- Krutein, Werner & Pomeranz, David (1985, VHS, 5 min., \$10.00). *It's in Every One of Us*. Insight Metaphysical Books, 505 South First St., Champaign, IL 61820; Tel:(888) 326-5683 or (217) 352-5683.
- I Said I Would and I Will: Building Character* – Sunburst video (grades K-2)*

*Available at Student Support Services, Waverley Building, 1225 Oak St., Columbia, SC 29204

Resource Kits – Books & Videos

- Begun, Ruth W. *Ready-to-Use Social Skills Lesson* (4 levels: Pre K-K; 1-3; 4-6; 7-12) West Nyack, NY: Center for Applied Research, 1994. \$29.95 each
- Benson, Peter L., Galbraith, Judy, & Espeland, Pamela. *What Teens Need To Succeed*. Minneapolis, MN: Free Spirit Press, 1998. \$14.95
- Block, Martin, *A Teachers Guide to Including Students with Disabilities in General Physical Education Programs*. Brookes Publishing, 2000. \$44.95
- Bocchino, Rob. *Emotional Literacy: To Be a Different Kind of Smart*. Thousand Oaks. CA: Corwin Press, 1999. \$24.95
- Character Connections Monthly Newsletter*. Port Chester, NY: National Professional Resources (Publisher). \$99.00 yearly subscription
- Christesen, Mirka. *Character Kaleidoscope*. Port Chester, NY: National Professional Resources, 2000. \$29.95
- Cohen, Jonathan. *Educating Minds & Hearts*. New York, NY: Teacher's College Press, 1999. \$21.95
- Csikszentmihalyi, Mihaly. *Finding Flow*. New York, NY: Basic Books, 1997. \$13.00
- Dotson, Anne C., & Dotson, Karen D. *Teaching Character/Teacher's Guide*. Chapel Hill, NC: Character Development Publishing, 1997. \$24.95
- Garbarino, James. *Lost Boys*. New York, NY: The Free Press, 1999. \$25.00
- Girard, Kathryn & Koch, Susan J. *Conflict Resolution in the Schools: A Manual for Educators*. San Francisco, CA: Jossey-Bass, 1996. \$35.00
- Glasser, William. *Building A Quality School: A Matter of Responsibility* (Video). Port Chester, NY: National Professional Resources, 1998. \$99.00
- Glasser, William. *Choice Theory*. New York, NY: Harper Collins, 1998. \$23.00
- Goleman, Daniel. *Emotional Intelligence: A New Vision For Educators* (Video). Port Chester, NY: National Professional Resources, 1996. \$89.95
- Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY: Bantam Books, 1995. \$13.95
- Harris, Pat, et al. *Character Education: Application in the Classroom*, Secondary Edition (Video). Port Chester, NY: National Professional Resources, 1998. \$89.95
- Kagan, Spencer. *Building Character Through Cooperative Learning* (Video). Port Chester, NY: National Professional Resources, 1999. \$99.99
- Kagan, Laurie, et al. *Teambuilding*. San Clemente, CA: Kagen Cooperative Learning, 1997. \$25.00
- Kohn, Alfie. *Punished By Rewards*. New York, NY: Houghton Mifflin Co., 1998. \$13.95
- Lickona, Thomas et al. *Character Education: Restoring Respect & Responsibility in Our Schools* (Video). Port Chester, NY: National Professional Resources, 1996. \$79.95
- Lickona, Thomas. *Educating for Character: How Our Schools Can Teach Respect & Responsibility*. New York, NY: Bantam Books, 1994. \$14.95
- Macan, Lynn, et al. *Character Education: Application in the Classroom, Elementary Edition* (Video). Port Chester, NY: National Professional Resources, 1998. \$89.95
- McKay, Linda et al. *Service Learning: Curriculum, Standards and the Community* (Video). Port Chester, NY: National Professional Resources, 1998. \$99.00
- Packer, Alex, J. *How Rude! The Teenager's Guide to Good Manners, Proper Behavior And Not Grossing People Out*. Minneapolis, MN: Free Spirit Publishing, 1997 \$19.95

- Perlstein, Ruth & Thrall, Gloria. *Ready-to-Use Conflict Resolution Activities for Secondary Students*. West Nyack, NY: Center for Applied Research in Education, 1996. \$29.95
- Pert, Candace. *Emotion: Gatekeeper to Performance – The Mind/Body Connection* (Video). Port Chester, NY: National Professional Resources, 1999. \$99.00
- Pollack, William. *Real Boys*. New York, NY: Henry Holt & Co., 1999. \$13.95
- Renzulli, Joseph. *Developing the Gifts & Talents of ALL Students* (Video). Port Chester, NY: National Professional Resources, 1999. \$99.95
- Salovey, Peter et al. *Optimizing Intelligences: Thinking, Emotion & Creativity* (Video). Port Chester, NY: National Professional Resources, 1998. \$99.95
- Scully, Jennifer. *The Power of Social Skills in Character Development: Helping Diverse Learners Succeed*. Port Chester, NY: National Professional Resources, 2000. \$29.95
- Sizer, Ted. *Crafting of America's Schools* (Video). Port Chester, NY: National Professional Resources, 1997. \$99.95
- Stirling, Diane, Archibald, Georgia, McKay, Linda & Berg, Shelley. *Character Education Connections for School, Home and Community*. Port Chester, NY: National Professional Resources, 2000. \$39.95
- Teele, Sue. *Rainbows of Intelligence: Raising Student Performance Through Multiple Intelligence* (video). Port Chester, NY: National Professional Resources, 1999. \$99.95
- Teolis, Beth. *Ready-to-Use Conflict Resolution Activities, Elementary Edition*. West Nyack, NY: Center for Applied Research in Education, 1998. \$29.95

All books and videos available for purchase from National Professional Resources, 1-800-453-7461. For additional current resources, see the web site: www.nprinc.com

Building Character Schoolwide-Creating a Caring Community in Your School (Guide) 6 copies*
Wise Words K-2*

*Available at Student Support Services, Waverley Building, 1225 Oak St., Columbia, SC 29204

Articles

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- Malmberg, E. (2000). The sport report: A character assessment and teaching tool. *Strategies*. NASPE/AAHPERD.

Character and Sport Organizations

The Center for Character Education
 at the Culver Academies
 Attn: John Yeager – Box 72
 1300 Academy Road
 Culver, Indiana 46511
 (219) 842-8159
www.culver.org

Positive Learning Using Sports
 PO Box 219
 New Hampton, NH 03256
 (603) 744-5401
plusinfor@sportsplus.org
www.sportsplus.org

Positive Coaching Alliance
 Department of Athletics, Stanford University
 Stanford, CA 94305-6150
 650-725-0024 (telephone)
 650-725-7242 (fax)
pca@positivecoach.org
www.positivecoach.org

MomsTeam, Inc.
 60 Thoreau Street
 Suite 288
 Concord, MA 01742
www.momsteam.com

Center for Sport, Character & Culture
University of Notre Dame
Notre Dame, IN 46556
219-631-4445
csc@nd.edu

National Alliance For Youth Sports
2050 Vista Parkway
West Palm Beach, FL 33411
561-684-1141/Fax-561-684-2546
800-729-2057/800-688-KIDS
nays@nays.org

The Character Education Partnership
1600 K Street, NW Suite 501
Washington, DC 20006
202-296-7743
www.character.org

The Center for the Advancement of
Ethics and Character
Boston University
605 Commonwealth Ave.
Boston, MA 02215
617-353-3262
[www.bu.edu/education/
centersresources/centeradvethicscha](http://www.bu.edu/education/centersresources/centeradvethicscha)

Miscellaneous

www.character.org

1999 National Schools of Character: Best Practices & New Perspectives

Slide Presentation VIDEO

1999 National Schools of Character Book & Video Special

1998 National Schools of Character

Eleven Principles of Effective Character Education

Eleven Principles of Effective Character Education VIDEO

Character Education Questions & Answers

Educating for Character: How Our Schools Can Teach Respect and Responsibility

Character Education: Restoring Respect and Responsibility VIDEO

Character Education Resource Guide

Building Community Consensus for Character Education

Developing a Character Education Program

Teachers as Educators of Character: Are the Nation's Schools of Education Coming Up Short?

Character Education: The Foundation for Teacher Education (Publication of the Association of Teacher Educators)

A Primer for Evaluating a Character Education Initiative

Their Best Selves: Building Character Education and Service Learning Together in the Lives of Young People

Character Education: Reclaiming America's Values for Tomorrow's Workforce Guidelines for Effective Character

Education Through Sports (Feb., 2000)

Commitment to Character VIDEO

Best Practices, Activities, and Ideas

Below are ideas for supporting Character Education, based on best practices.

100 Ways to Bring Character Education to Life

Building a Community of Virtue

1. Develop a school "Code of Ethics." Distribute it to every member of the school community. Refer to it often. Display it prominently. All school policy should reflect an implicit code of ethics.
2. Institute a student-to-student tutoring program.
3. Promote school-wide or intraclass service clubs with real missions to serve the school, class, or external community.

4. Encourage students to identify a charity or in-school need, collect donation, and help administer the distribution of funds.
5. Ensure that the schools' recognition systems cover both character and academics.
6. Recognize a variety of achievements, e.g., surpassing past personal achievements or meeting a predetermined goal.
7. Consistently prohibit gossip and, when appropriate, address/discuss its damaging consequences.
8. Enforce a zero-tolerance policy on swearing. Prohibit vulgar and obscene language in the classroom and on school property.
9. Use morning announcements, school/classroom bulletin boards, and/or the school newsletter to highlight the various accomplishments-particularly character oriented ones-of students and faculty members.
10. When conflicts arise around the school or class, teach about discretion, tact, and privacy, and about discreetly informing appropriate adults of the conflict.
11. Have students in self-contained classrooms take turns caring for class pets and taking them home over weekends and holidays. Discuss and demonstrate the responsibility required to care for living creatures.
12. Invite student volunteers to clean up their community. With parental support, encourage students to build a community playground, pick up litter, rake leaves, plant trees, paint a mural, remove graffiti, or clean up a local park or beach.
13. What is the significance behind your school's traditions? Find out, and emphasize the traditions which build school unity.
14. Display the school flag. Learn the school song. If you don't have either, have a contest!
15. Does your school have ceremonies to mark the beginning and end of the school year? A farewell ceremony for teachers and staff members?
16. Examine school assemblies. Do a minority of students control the majority of assemblies? How could more students be involved? Are the chants at pep assemblies appropriate? Do they build school spirit without demeaning other schools?
17. Ensure students behave responsibly and respectfully when watching athletic competitions.
18. In physical education and sports programs, place a premium on good sportsmanship. Participation in sports should provide good habits for the life beyond sports.
19. Hang pictures of heroes and heroines in classrooms and halls. Include appropriate explanatory text.
20. Is the school a welcoming place for teachers? Can people walking through the school halls get a good idea of what is happening in classrooms? Is the principal frequently visible to students? Are there clear welcome signs prominently placed near the school's main door?
21. Start a school scrapbook with photos, news stories, and memorabilia reflecting the school's history and accomplishments. Involve school members in contributing to and maintaining the collection. Show it off to visitors and new families.
22. Publicly recognize the work of the school's "unsung heroes" who keep the school running: The custodians, repairmen, secretaries, cafeteria workers, and volunteers.
23. Develop a system of welcoming and orienting new students to the school.
24. Prohibit the display of any gang symbols or paraphernalia on school property. Remove graffiti immediately – including in student bathrooms.
25. Let students take some responsibility for the maintenance and beautification of the school. Classes could "adopt a hallway," shelve misplaced books, plant flowers, etc. Post signs identifying the caretakers.

Mining the Curriculum

26. Have students do a major paper on a living public figure ("My Personal Hero") focusing on the moral achievements and virtues of the individual. First, do the groundwork of helping them to understand what constitutes a particularly noble life.
27. In history and literature classes, regularly weave in a discussion of motivations, actions, and consequences.
28. Insist that quality matters. Homework should be handed in on time, neat and complete. Details do count.
29. Include the study of "local heroes" in social studies classes.
30. Help students form friendships. When forming cooperative learning groups, keep in mind both the academic and emotional needs of the students. These groups can be an opportunity to group students who might not otherwise interact with one another.
31. Ensure students have a firm understanding of what constitutes plagiarism and of the school's firm policy against it. But, more importantly, help them to understand why it is wrong.
32. Celebrate the birthdays of heroes and heroines with discussion of their accomplishments.
33. Choose the finest children's and adult literature to read with your students – literature rich with meaning and imagery. Don't waste time with mediocre or unmemorable texts.

34. Don't underestimate the power of stories to build a child's moral imagination. Read aloud to students daily.
35. Conduct literature discussions-even in the youngest grades. Ask questions which encourage reflection. Don't immediately jump to the "moral of the story" while ignoring the richness, beauty or complexity of the texts. General questions could include: What did this book make you think about or feel? Tell me about [a character's name]-what kind of person was he? Why do you think the author wrote this book-what did she want to say to the reader?
Don't leave a story, however, without having students grapple with its moral message.
36. Build empathy in literature and social studies classes by teaching children to "put themselves in the shoes" of the people they are reading about/studying.
37. Read and discuss biographies from all subject areas. Help students identify the person's core or defining characteristics.
38. While studying about great men and women, do not consistently avoid the subject of personal weakness-especially in the upper grades. A study of a person's "whole" character can provide a powerful lesson in discernment and compassion. Consider a thoughtful discussion of the following question: Can a person be "great" (and good) and still have some character flaws?
39. Teach students to write thoughtful letters: thank you notes, letters to public officials, letters to the editor, etc.
40. Assign homework that stimulates and challenges students. Engaging and demanding assignments will give rise to self-discipline and perseverance.
41. Set up a buddy reading system between an older and younger class. Carefully teach the older students techniques that will help make their teaching experience successful. Impress upon them the responsibility and patience required when helping those who are both younger and less skilled in a subject than they are.
42. Have students memorize poetry and important prose selections such as the Preamble or the Gettysburg Address. In the process, make sure they understand the ideas that make these works worthy of committing to memory.
43. In science, address with each unit (when appropriate) the ethical considerations of that field of study. Students need to see that morality and ethics are not confined to the humanities.
44. In math classes, specifically address the habits-such as courage, perseverance and hard work-required to be a successful math student. Class rules and homework policies should reflect and support these habits.
45. In social studies, examine-and reexamine yearly, if the curriculum affords opportunities-the responsibilities of the citizen. What can students do right now to build the habits of a responsible citizenship?

Teachers, Administrators, and Staff

46. Choose a personal motto or mission statement.
47. Tell your students who your heroes are and why you chose them.
48. Lead by example. Pick up the piece of paper in the hall. Leave the classroom clean for the next teacher. Say, "Thank you."
49. Employ the language of virtue in conversations with colleagues: responsibility, commitment, perseverance, courage, etc.
50. Make your classroom expectations clear and hold students accountable.
51. Admit mistakes and seek to make amends. Expect and encourage students to do likewise.
52. Follow through. Do what you say you will do. For example, administer tests when they are scheduled; don't cancel at the last minute after students have prepared.
53. If you engage in community or church service, let your students know in an appropriate, low-key manner.
54. Illustrate integrity: let students see that you live the expectations of hard work, responsibility, gratitude, and perseverance that you place upon them.
55. Give students sufficient and timely feedback when you evaluate their work. This demonstrates to students that their work matters and that teachers take a stake in their improvement and success.
56. Teach justice and compassion by helping students separate the doer from the deed.
57. Stand up for the underdog or student who is being treated poorly by classmates. But use discretion: sometimes an immediate response, sometimes a private small group meeting-perhaps the person ought not be present.
58. Use constructive criticism (individually and collectively), tempered by compassion. Use class discussions as a time to teach students do the same when responding to one another.
59. Include in faculty/staff meetings and workshops discussions of the school's "moral climate." How can the ethos of the school be improved?
60. Begin a bulletin board where teachers and administrators can share their own "100 Ways..."

Parents, the Primary Moral Educators

61. Create a written code of behavior for the classroom and the school. Ask parents to read and sign the code, as a pledge of mutual support.
62. Consider having a parent representative present while developing such school codes.
63. Make the effort to notify parents of student misbehavior via notes, phone calls, and personal visits.
64. "Catch students being good" and write or call parents to report it.
65. Communicate with parents appropriate ways they can help students with their schoolwork.
66. Send a letter home to parents before the school year starts, introducing yourself, your classroom, your enthusiasm, and your expectations, particularly your hope that they will help you help their child.
67. Start a PTO or expand the current program to include as many parents as possible.
68. Frequently share the school's vision and high ideals for its students with the parents.
69. Open a dialogue with parents. They can be a teacher's greatest ally in helping students succeed. They can provide pertinent, invaluable information about their children's academic/social background, interest, talents, difficulties, etc.
70. In the school newsletter, inform parents of *upcoming* events, units of study and opportunities to participate in school and after-school activities.
71. Develop a list of suggested reading and resources in Character Education and share it with parents.
72. When appropriate, provide literacy classes/tutors for parents.
73. Provide parents with access to the school library. Provide a suggested reading list of books with solid moral content that make good read-alouds.
74. Structure opportunities for parents to meaningfully participate in classrooms (beyond providing refreshments and chaperoning field-trips); e.g., reading with students, presenting a lesson in an area of expertise, tutoring, sharing family heirlooms, helping organize class plays or projects.
75. Are teachers encouraged, expected, or required to send out monthly newsletters to parents? Do these messages include character as well as academic goals?
76. Include anecdotes of commendable student performance in the school newsletter.
77. Include a "parents' corner" in the newsletter, where parents can share parenting tips, book titles, homework helps, etc.
78. When your school welcomes a new student, how does it welcome the student's family?
79. What can your school do to encourage greater attendance at parent-teacher conferences? Examine the times they are held and how they are advertised. What is being done to reach out to the parents who never come?
80. During parent-teacher conferences, ask parents, "What are your questions or concerns?" Then, listen carefully to their answers.

Helping Students Take Their Own Character Building Seriously

81. Begin a service program in which students "adopt-an-elder" from the community.
Arrange opportunities for students to visit, write letters, read to, or run errands for their adoptee.
82. Structure opportunities for students to perform community service.
83. Prohibit students from being unkind or using others as scapegoats in the classroom.
84. Make it clear to students that they have a moral responsibility to work hard in school.
85. Impress upon students that being a good student means far more than academic success.
86. After students have developed an understanding of honesty and academic integrity, consider instituting an honor system for test-taking and homework assignments.
87. Provide opportunities for students to both prepare for competition and engage in cooperation.
88. Help students acquire the power of discernment-including the ability to judge the truth, worth, and bias of what is presented on the TV, radio, and internet.
89. Invite graduates of the high school to return and talk about their experience in the next stage of life. Ask them to discuss what habits or virtues could make the transition to work/college successful. What bad habits or vices cause problems?
90. Have students identify a substantive quote or anecdote from which they can begin to develop a personal motto.
91. Overtly teach courtesy.
92. Make every effort to instill a work ethic in students. Frequently explain the responsibility of trying one's best; create minimum standards for the quality of work you will accept-then, don't accept work that falls short.
93. During election years, encourage students to research candidates' positions, listen to debates, participate in voter registration drives and, if eligible, vote.
94. Use the language of virtue with students: responsibility, respect, integrity, diligence, etc. and teach them to use this language.
95. In large middle and high schools, what is being done to keep students from "falling through the cracks?" Every student needs at least one teacher or counselor to take specific interest in them.

96. In middle and high school, consider instituting (or strengthening) an advising program. Advisors should do more than provide job/college information-they should take an interest in the intellectual and character development of their advisees.
97. Hold students accountable to a strict attendance and tardiness policy.
98. Through story, discussion, and example, teach students about true friendship. Help them recognize the characteristics of true friends and the potentially destructive power of false friendships.
99. Doing the “right thing” is not always an easy choice-especially in the face of peer pressure. Students, both individually and as a class, may need help seeing long-term consequences-and may need the support of a responsible adult both before and after choices are made.
100. Remind students-and yourself-that character building is not an easy or one-time project. Fashioning our character is the work of a lifetime.

*Center for the Advancement of Ethics and Character
Boston, MA*

Classroom strategies for Individual Teachers

In his book, *Educating for Character*, Thomas Lickona discusses classroom strategies that individual teachers can use. These strategies are listed below along with three school-wide strategies.

Classroom Strategies

In classroom practice, a comprehensive approach to character building calls upon the *individual teacher* to:

1. *Act as a caregiver, model, and mentor:* Treat students with love and respect, setting a good example, supporting prosocial behavior, and correcting hurtful actions through one-on-one guidance and whole-class discussion.
2. *Create a moral community:* Help students know each other as persons, respect and care about each other, and feel valued membership in, and responsibility to, the group.
3. *Practice moral discipline:* Use the creation and enforcement of rules as opportunities to foster moral reasoning, voluntary compliance with rules, and a generalized respect for others.
4. *Create a democratic classroom environment:* Involve students in collaborative decision-making and shared responsibility for making the classroom a good place to be and learn.
5. *Teach character through the curriculum:* Use the ethically rich content of academic subjects (such as literature, history, and science) as a vehicle for studying the virtues; ensure that the sex, drugs, and alcohol education programs promote self-control and other high character standards taught elsewhere in the curriculum (e.g., Napier, 1996, and National Guidelines for Sexuality and Character Education, 1996).
6. *Use cooperative learning:* Through collaborative work, develop students’ appreciation of others, perspective taking, and ability to work toward common goals.
7. *Develop the “conscience of craft”:* Foster students’ valuing of learning, capacity for working hard, commitment to excellence, and public sense of work as affecting the lives of others.
8. *Encourage moral reflection:* Foster moral thinking and thoughtful decision-making through reading, research, essay writing, journaling, discussion, and debate.
9. *Teach conflict resolution:* Help students acquire the moral skills of solving conflicts fairly and without force.

School-wide Strategies

Besides making full use of the moral life of classrooms, a comprehensive approach calls upon the school as a whole to:

10. *Foster service learning beyond the classroom:* Use positive role models to inspire altruistic behavior and provide opportunities at every grade level for service learning.
11. *Create a positive moral culture in the school:* Develop a total moral environment (through the leadership of the principal, schoolwide discipline, a schoolwide sense of community, meaningful student government, a moral community among adults, and making time for discussing moral concerns) that supports and amplifies the virtues taught in classrooms.
12. *Recruit parents and the community as partners in Character Education:* Inform parents that the school considers them their child’s first and most important moral teacher, give parents specific ways they can

reinforce the character expectations the school is trying to promote, and seek the help of the community (including faith communities, businesses, local government, and the media) in promoting the core traits.

Integrating Character and Academics

By Dr. Helen Legette

English and Language Arts

Poems, novels, biographies, short stories, plays, essays.

Writing assignments (What did the main character do that showed respect, responsibility, etc.?)

Write an essay: "My hero is a person of good character.")

Social courtesies (Teach students to write thank you notes; help them to understand the etiquette of interview situations.)

Class discussions on character issues.

Media Literacy (What are the character messages that are being communicated in popular TV programs and movies? How can students become more critical media consumers?)

History and Social Studies

Biographies, autobiographies (Discuss motivation, person's character, and effects of decisions.)

Historical documents (What are the messages regarding responsible citizenship?)

Write a class constitution. How did a particular document affect the lives of citizens in the country involved?

Current events (Analyze various political and social actions in relation to character issues.)

Mock elections

Class discussions on topics such as ethics in politics, trade agreements, business, and social agendas.

Science and Math

Biographies, autobiographies of famous scientists and mathematicians (Discuss the character issues in their lives and work. Contrast the actions of various individuals.)

Class discussions on ethical issues such as the manipulation of data, the human issues in various research projects, and "online" concerns.

Music and Fine Arts

Depiction of heroic deeds

Posters illustrating good character

Patriotic music, art, drama

Biographies and autobiographies of great artists and musicians

Performances at rest homes and work with handicapped

Class discussions on current music (What are the messages related to character that are being expressed in the lyrics of some hard rock and "gangsta' rap" music?)

Health, P.E., and Athletics

Good sportsmanship in class and in athletic competition

Care and respect of the body, especially in relation to sex, drugs, and alcohol.

Sports "heroes" (Are they real heroes?)

Cooperative learning, team building

Service projects to help younger kids develop positive attitudes, resist drugs and alcohol, and promote healthy living.

Vocational and Business Education

"Conscience of craft" (positive work ethic)

Class discussions on ethical issues, such as honoring commitments, complying with business law, and

not cutting corners.
Computer issues (confidentiality, copyright laws, and legal and moral issues related to the internet)
Service projects to help school or community

Student Government

Community and school service projects, such as school cleanup and beautification initiatives
Discussion of issues such as an honor code, student ethics, cheating, and responsible behavior
School pride
School safety issues
Student elections as a democratic (citizenship) issue
Student recognition programs related to good character
Orientation programs and assistance to new students
School “ambassadors” to help with visitors to the school

All Subjects

Cooperative learning
Service projects (tutoring younger students, assisting the handicapped, etc.)
Displays related to the principles of character
Thought for the day
Inspirational stories and readings
Character-based rules and disciplinary procedures
Emphasis on good manners and the practice of the principles of character
Use of the “teachable moment.”

Guidelines for Effective Character Education Through Sports **By Jeffrey P. Beedy, Ed.D., and Russell W. Gough, Ph.D.**

1. Create and implement a guiding sports philosophy that promotes core, ethical traits.
2. Define the program’s traits behaviorally.
3. Balance the drive to win with the program’s core traits.
4. Design a proactive game plan for building character.
5. Create a positive learning environment.
6. Promote positive role modeling.
7. Respect individual and developmental differences.
8. Develop community-wide support for character-based sports.
9. Link sports to other areas of an athlete’s life.
10. Evaluate the program’s effectiveness.

PARALLEL READING LIST

Grade 1

NAME OF BOOK/AUTHOR	TRAITS									
	Respect	Honesty	Cooperation	Good Citizenship	Responsibility	Self-discipline	Caring	Kindness	Fairness	Dependability
<i>A Chair for My Mother</i> (Williams)								*	*	
<i>Bringing Rain to Kapiti Plain</i> (Aardema)	*		*							
<i>Chicken Soup with Rice</i> (Sandek)			*							
<i>Corduroy</i> (Freeman)							*	*		*
<i>The Day Jimmy's Boa Ate the Wash</i> (Nobel)		*								
<i>Days With Frog and Toad</i> (Lobel)			*				*			
<i>The Doorbell Rang</i> (Hutchins)									*	
<i>Eating Fractions</i> (McMillan)									*	
<i>Five Little Monkeys Jumping on the Bed</i> (Christelow)				*						
<i>Frog and Toad Are Friends</i> (Lobel)			*							
<i>I Can't Said the Ant</i> (Cameron)						*				
<i>Little Bear</i> (Minarik)			*				*	*		
<i>My Brother the Brat</i> (Hall)								*		
<i>Scat, Said the Cat</i> (The Wright Group)								*		
<i>The Story of Ferdinand the Bull</i> (Leaf)			*				*			

PARALLEL READING LIST

Grade 2

NAME OF BOOK/AUTHOR	TRAITS									
	Respect	Honesty	Cooperation	Good Citizenship	Responsibility	Self-discipline	Caring	Kindness	Fairness	Dependability
<i>Who Used to be Rich Last</i> Alexander Sunday (Viorst)				*						
<i>Amelia Bedelia</i> (Parish)		*		*			*			
<i>Arthur's Eyes</i> (Brown)			*					*	*	
<i>Beast in Mrs. Rooney's Room</i> (Giff)		*								
<i>Boxcar Children</i> (Warner)			*					*	*	
<i>Cam Jansen and the Mystery of the Dinosaur Bones</i> (Adler)		*	*							
<i>Crow Boy</i> (Yashima)							*			
<i>Franklin in the Dark</i> (Bourgeois)							*			
<i>Freckle Juice</i> (Blume)		*	*							
<i>If You Give a Moose a Muffin</i> (Numeroff)			*						*	
<i>Ira Sleeps Over</i> (Waber)			*					*		
<i>Miss Nelson Is Missing</i> (Allard)	*	*								
<i>Muggie Maggie</i> (Cleary)			*					*		
<i>Tacky the Penguin</i> (Lester)			*					*		

Songs That Emphasize Character Traits

Grades K – 12

CHARACTER TRAIT	SONG	MUSICIAN
Kindness/Respect	Don't Laugh at Me	Mark Wills
Respect	Respect Yourself	Staple Singers
Kindness/Caring	Because You Loved Me	Celine Dion
Caring/Kindness	Stand For What Is Right	Lauren Vision
Caring/Kindness	Don't Save It All For Christmas Day	Celine Dion
Respect	Smile	Vitamin C
Caring	What About Your Friends	TLC
Respect	Rudolph the Red-Nosed Reindeer	Jackson Five
Caring/Kindness	Helping Hands	Amy Grant
Caring/Respect	Got to Care	Lauren Vision
Respect	Hero	Mariah Carey
Caring/Kindness	Lean on Me	Bill Withers
Caring/Kindness	The Things We Do	Yolanda Adams
Good Citizenship	God Bless the USA	Lee Greenwood
Self-discipline	Born to Fly	Sara Evans
Cooperation/Respect	Pay Attention	Valeria Andrews/Ryan Tody
Self-discipline	Stronger	Brittany Spears
Caring/Kindness	We Need Love	The McClurkin Project
Caring/Kindness	Too Much Heaven	Winans
Self-discipline	Independent Women	Destiny's Child
Honesty	Victim of the Game	Garth Brooks
Respect	Everyday	Dave Matthews Band
Respect	Do What You Want To Do	Vitamin C
Respect	Who I Am	Jessica Andrews
Caring/Kindness	The Perfect Fan	Backstreet Boys
Caring/Kindness	That's the Way It Is	Celine Dion
Respect	One-Syllable Words	Carolyn Arends
Responsibility	Burn	JoDee Messina
Good Citizenship/Responsibility	All or Nothing	Anthena Cage
Good Citizenship/Responsibility	Reach	Gloria Estefan
Respect/Cooperation	One Voice	Billy Gillman
Caring	Fly Like An Eagle	Seal
Fairness/Caring/Kindness	What If	Reba McIntyre
Cooperation	Imagine	Patty LaBelle

VI. Evaluating the effectiveness of integrating character education into the curriculum

The overall purpose of integrating character education into the instructional program is to educate/develop the “total student,” in a comprehensive manner. Integration of the ten essential character traits into the curriculum will enable students to see the importance of developing acceptable decision-making skills, present them with role models who can have a positive impact on their lives, and promote their development into becoming contributing, responsible citizens in the community.

The evaluation on the succeeding page is presented on the CD provided to the school contact during the August 2003 orientation. Please complete the form and e-mail it to clastinger@richlandone.org by May 10, 2004. Your comments will enable us to access the first year of implementation.

Character Education Evaluation

School _____ Date _____

Name of Person Completing Evaluation _____

1. What format was used to present the character education program to your faculty and staff? Please check those that apply.
☐ Faculty meeting
☐ Separate in-service
☐ Distribution of materials only
☐ Other-Please explain.

2. How did the faculty at your school react to the idea of incorporating character education into the curriculum? Please rank on the scale below with 5 being the most favorable and 1 the least favorable reaction.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1 _____

3. How frequently is character education incorporated into the classroom curriculum? (check one)
☐ Daily
☐ Weekly
☐ Monthly
☐ Other (Please explain)

4. Which of the following activities does your school use to promote character education outside the classroom?
☐ Word of week/month
☐ Student of week/month
☐ Morning news that emphasizes traits
☐ Student of week/month luncheons/activities
☐ Recognition programs such as "Catch Student Being Responsible," etc
☐ Guidance lessons focusing on character education traits
☐ Essays/posters contest
☐ Other incentive programs
☐ Use of the school newsletter to promote character education
☐ Character Education Program endorsed by school
☐ Other-please list

5. How did you inform your parent community about your character education program?
☐ Newsletter
☐ PTSA
☐ Other Please explain

Richland One Character Education Guide

Grades 3-5

Integrating Character Education into the Curriculum: Grades 3-5

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I. Introduction

History of Character Education in Richland One

Character Education has long been an area of focus for Richland County School District One and has been addressed through various methods of programs in the district's schools for years. More formal discussions began in the mid 1990s, with a Character Education Task Force being formed in 1996 to review the needs of the district.

The revision of the district's strategic plan in 2000 created a renewed interest in Character Education, as Strategy Number Six focused on how to integrate Character Education into the district's curriculum. The strategy is: *We will integrate Character Education throughout the system in partnership with families and community, so that staff and students consistently demonstrate citizenship and appreciate our diversity.*

The development of Action Plans for Strategy Six began in March of 2000, with Dr. Carlos Smith serving as chair of a twenty-member committee. The committee worked for two months and focused on behaviors that should be introduced, reinforced, modeled and praised, without regard to race, religion, gender, or socio-economic status. Further, committee members agreed that Character Education should not be perceived as an add-on program, but infused throughout the curriculum.

The task for the committee in the 2001-02 school year was to identify essential traits to guide Character Education in the district and craft a policy to present to the School Board of Commissioners for review/adoption. The process for identifying ten essential traits is described below:

- Numerous publications by professionals in the Character Education were reviewed.
- A survey, listing twenty-three traits, with definitions, was developed.
- Four community meetings were conducted in the district to provide citizens an opportunity to have input in identifying essential traits.
- All teachers and school-based administrators completed the survey.
- Community leaders completed the survey at a Greater Columbia Chamber of Commerce meeting.
- Students in grades five, eight, and twelve, and their parents, completed the survey.
- The ten traits that received the highest number of endorsements were crafted into a draft policy for Board review. The policy was adopted in the spring of 2002.
- The ten traits are:

Respect	Cooperation	Responsibility	Caring
Fairness	Honesty	Good Citizenship	Self-discipline
Kindness	Dependability		

Committee to develop guidelines for integrating Character Education throughout the curriculum

The following people serve on the Service Integration Team that assisted with developing the guidelines for integrating Character Education into the curriculum: Kerry Able, Sharon Bodie, Demetria Clemons, Delores Gilliard, June Todd, Tom Teuber, Peggy Perry, Linda Jones, Adrian Sampson, and Dr. Sandra Calliham as Project Manager.

Consultant assistance with the project

Mrs. Teresea Mathis, an adjunct professor at Columbia College, served as the external consultant for this project. Mrs. Mathis has extensive experience in developing programs for Character Education and is the co-author of *Getting Equipped to Stop Bullying: A Kid's Survival Kit for Understanding and Coping with Violence in Schools*; *Getting Face to Face with Your Fears*; *Getting Your Second Wind*; and *Getting Your Life on Track*. Public education experience includes over twenty years in various school and district-level positions.

II. Purpose of Character Education

When you enter a school where Character Education is promoted, you see evidence. You find an atmosphere of mutual caring and respect, where students value learning and care about their teachers, classmates, community, and themselves.

What is Character Education?

Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal traits that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their students important core ethical traits such as caring, honesty, fairness, responsibility, and respect for self and others. Character Education is not a “quick fix”. It provides long-term solutions that address moral, ethical, and academic issues that are of growing concern about our society and the safety of our schools.

- Character Education not only cultivates minds, it nurtures hearts.
- Character Education gets to the heart of the matter – literally.

Why do we need Character Education?

As Dr. Thomas Lickona, author of *Educating for Character*, stated, “Moral education is not a new idea. It is, in fact, as old as education itself. Down through history, in countries all over the world, education has had two great goals: to help young people become smart and to help them become good.” Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning, and practice – it is developed through Character Education. The intentional teaching of good character is particularly important in today's society since our youth face many opportunities and dangers unknown to earlier generations. They are bombarded with many more negative influences through the media and other external sources prevalent in today's culture. And at the same time, there are many more day-to-day pressures impinging on the time that parents and children have together. Studies show that children spend only 38.5 minutes a week (33.4 hours a year) in meaningful conversation with his or her parents, while they spend 1,500 hours watching television (American Family Research Council, 1990 and *Harper's*, November, 1999). Since children spend about 900 hours a year in school, it is essential that schools resume a proactive role in assisting families, and, in order to create our schools as the caring and respectful communities we know they can be, we must look deeper. We must be intentional, proactive, and comprehensive in our work to encourage the development of good character in young people.

How does Character Education work?

To be effective, Character Education must include the entire school community and must be infused throughout the entire school curriculum and culture. Character Education promotes core traits in all phases of school life and includes proactive strategies and practices that help children not only to understand core, ethical traits, but also to care about and act upon them.

Schools: According to Dr. Lickona, when a comprehensive approach to Character Education is used, schools create a **positive moral culture** in the school, developing a total school environment that supports the traits taught in the classroom. This is accomplished through the leadership of the principal, school-wide discipline, a sense of community, democratic student government, a moral community among adults, and opportunities to address moral concerns. They recruit parents and the community as partners and foster caring beyond the classroom by using inspiring role models and opportunities for community service to help students learn to care by giving care.

Teachers: Teachers act as a **caregiver, model and mentor**, treating students with love and respect, setting a good example and supporting pro-social behavior, and correcting hurtful actions. The teacher creates a **moral community**, helping students respect and care about each other and feel valued within the group, and a **democratic classroom environment**, where students are involved in decision-making. They practice **moral discipline**, using the creation and application of rules as opportunities to foster moral reasoning, self-control, and a respect for others, and to teach traits through the curriculum by using academic subjects as a vehicle for examining ethical traits. They use **cooperative learning** to teach children to work together and they help develop their students' **academic responsibility** and regard for the value of learning and work. They encourage **moral reflection** through reading, writing, discussion, decision-making exercises, and debate, and they teach conflict resolution to help students learn to resolve conflicts in fair, non-violent ways.

What are the goals of Character Education?

- to develop students socially, ethically, and academically by infusing character development into every aspect of the school culture and curriculum
- to help students develop good character, which includes knowing, caring about, and acting upon core ethical traits such as respect, responsibility, honesty, fairness, and compassion

What is a school of character like?

There is no one particular look or formula, but schools of character have one thing in common: a socially wide commitment to nurture the “whole” child. They develop students socially, ethically, and academically by infusing character development into every part of their curriculum and culture. Specifically, a school committed to Character Education explicitly names and publicly stands for specific core traits and promulgates them to all members of the school community. They define the traits and terms of behaviors that can be observed in the life of the school, and they model, study, and discuss them, and use them as the basis for all human relations in the school. They uphold the traits by manifestation in the school and community. Character Education works in nearly every school environment, from small to large, and from urban to suburban to rural.

Is Character Education as important as academics?

Absolutely! The social, ethical, and emotional development of young people is just as important as the academic development. As Theodore Roosevelt stated: “To educate a man in mind and not in morals is to educate a menace to society.” After all, we know that good workers, citizens, parents, and neighbors all have their roots in good character. Therefore, it is critical to create schools that simultaneously foster character development and promote learning. In fact, Character Education promotes academic excellence because it lays a foundation for all learning that takes place in school. While research is young, it is clear that Character Education builds classrooms where students are ready to learn and where teachers are freer to teach.

Isn't Character Education just another “add-on” that adds to teachers' workloads?

Character Education is not an “add-on”, but is instead, a different way of teaching. It is a comprehensive approach that promotes core traits in all phases of school life and permeates the entire school culture. It is not an imposition on already overburdened schools; rather, it helps educators fulfill their fundamental responsibility to prepare young children for their future by laying a foundation for learning by creating caring, respectful school environments. Teachers are reporting that their jobs become easier with the implementation of Character Education because there are less discipline and behavioral problems that detract from teaching time.

How much time each day/week is needed for Character Education?

Character Education should take place throughout the entire school day as administrators, teachers, and other staff are presented with opportunities to model and teach positive character traits. Character Education should not be relegated to a “Character Education class” that is conducted periodically, but should be infused throughout the structures and processes of the entire school curriculum and cultures.

Can Character Education work at all grade levels?

Yes. Varying “age appropriate” strategies and practices are being successfully applied to all grade levels from teaching social and emotional skills in the earliest grades, to service learning and prejudice reduction in secondary schools. It is important to set a strong foundation during the earlier grades and to reinforce and build upon that foundation during the later grades. However, Character Education can be initiated at any grade level.

Isn't Character Education just a new fad or buzzword?

No. Character Education has always been an essential part of our school's mission. In fact, since the founding of our nation's public schools, it was always intended that Character Education be an integral part of schooling along with academics. Today's Character Education movement is a re-emergence of that important mission.

Why is Character Education re-emerging now?

Although Character Education has always been of vital importance, schools strayed from proactive efforts to incorporate character development into their teaching in past decades. Ironically, this negligence came at a time when the need became greater due to increased challenges in raising ethical children. The number of factors, such as a weakening in guidance by some families and communities, brought on widespread reflection and introspection toward the end of the 20th century. The tragedy at Columbine and other fatal shootings at a number of schools punctuated these concerns across the country.

Now, Character Education is becoming a priority in our nation's education reform as we are increasingly realizing that character development must be an intentional part of education rather than just a pro that happens naturally.

Shouldn't parents be the primary character educators?

Developing good character is first and foremost a parental responsibility, but the task must also be shared with schools and the broader community. As today's society provides more and tougher challenges to raising ethical, responsible children, increasingly, parents and communities are looking to schools for assistance. And sadly, school may be the only place where some children are taught virtuous behavior because they live in homes where their families are not serving as positive role models and are not providing adequate character development.

Who decides what Character Education traits are emphasized?

It is very important that each school community reach consensus on what traits should be taught in school in order to create the sense of ownership that is needed to obtain "buy-in" for the program. To be effective, school-based Character Education programs need broad support from all stakeholders in the community – educators, parents, community leaders, youth service groups, businesses, and faith/charitable groups. Early in the planning process, schools should collaborate with parents and the communities to craft a shared vision and objectives. Collectively, they should identify the core traits to be taught in their school, as well as the particular approaches to teaching them. Effective Character Education schools across the country have shown that, despite deep differences, schools and communities can join together around a commitment to our common ethical inheritance. We know there are some things that we all value – for ourselves and for our children. We want our children to be honest. We want them to respect those different from themselves. We want them to make responsible decisions in their lives. We want them to care about their families, communities, and themselves. These things do not happen on their own. It takes all of us, with the support of our schools, to get us there.

Who teaches Character Education in a school?

Inherently, each and every adult in a school is a character educator by virtue of exposure to students. Regardless of whether a school has formalized Character Education, all adults serve as role models. Students constantly watch as all adults in the school – teachers, administrators, counselors, coaches, secretaries, cafeteria aides, bus drivers – serve as models for character – whether good or bad. Beyond modeling, no matter what the academic subject or extra-curricular activity, educators are afforded the opportunity to develop good

character in their students on a daily basis by intentionally selecting character-based lessons and activities and by the way they educate their students.

Are schools qualified to teach Character Education?

Many teachers across the country are being trained in Character Education through staff development and in-services. Meanwhile, it appears that the nation's schools of education are doing very little to prepare for the Advancement of Ethics and Character at Boston University. The study found that while Character Education is very strongly supported by the deans of education at the colleges and universities that are training new teachers, very few of the schools are addressing Character Education during teacher preparation. In order to implement effective initiatives, schools require access to resources and guidance in establishing, maintaining, and assessing their programs.

Is the public supportive?

As Americans examine the moral standards of our society and the quality of our nation's education system, they are increasingly looking to schools and communities to help develop good character in young people. Poll after poll shows that Americans place issues such as ethics and morality high on our list of concerns. For instance:

- Various studies show that more than 90 percent of the population believes schools should teach character traits to students.
- A 1998 Gallup poll found that Americans consider crime and violence; decline in ethics, morals, and family values; and drug usage the issues of most concern in our society today.
- A 1998 poll (The Tarrance Group and Lake Snell Perry & Associates) of 1,000 likely voters showed that Americans want Congress to restore moral traits and improve education more than any other issue.

Does the business community support Character Education?

Since the American workforce ultimately comes from our schools, businesses have a vested interest in seeing that our youth develop into responsible, ethical people. The very qualities that today's workforce needs are character traits and skills that form the building blocks of Character Education. In 1991 the U.S. Department of Labor issued a report – "What Work Requires of Schools," also known as the SC report – which cautioned that students must develop a new set of foundation skills and competencies such as interpersonal skills, individual responsibility, self-esteem, sociability, self-management, and integrity.

More states are stressing Character Education.

Many state boards and departments of education encourage Character Education. Today, 17 states address Character Education through legislation. Nearly half a dozen others are currently pursuing legislation regarding Character Education.

- Ten (10) states mandate Character Education through legislation:
Alabama, Arkansas, California, Florida, Georgia, Indiana, Nebraska,
Tennessee, Utah and Virginia.

- Seven (7) states encourage Character Education through legislation: Maryland, Mississippi, North Carolina, Oklahoma, Oregon, Washington and West Virginia.

Results of Character Education initiatives

Schools that are infusing Character Education into their curricula and cultures, such as CEP's National Schools of Character, are finding improved academic achievement, behavior, school culture, peer interaction, and parental involvement. They are seeing dramatic transformations: pro-social behaviors such as cooperation, respect, and compassion are replacing negative behaviors such as violence, disrespect, apathy, and underachievement. When you walk into a Character Education school – you know it. You find an atmosphere of mutual caring and respect, where students value learning and care about their teachers, classmates, communities, and themselves. Some specific examples of research conducted on character-based programs include:

- A 2000 evaluation of South Carolina's four-year Character Education initiative, which is a pilot program funded by the U.S. Department of Education, reports dramatic improvements among both students and adults. In surveys of South Carolina administrators, the study found that 93 percent reported improvement in student attitudes, 89 percent reported improvement in student behavior, 100 percent reported improvement in academic performance, and more than 65 percent reported improvement in teacher and staff attitudes, since implementing Character Education. This independent study was conducted by the University of South Carolina's Center for Child Family Studies.
- In three separate studies spanning almost 20 years, the Developmental Studies Center in Oakland, CA, has documented numerous positive outcomes for students who have attended elementary schools that implemented its **Child Development Project**. This research has consistently shown that students in CD-ROMP schools engage in more pro-social behavior (e.g., are helpful and cooperative), are more skilled at resolving interpersonal conflicts, are more concerned about others, and are more committed to democratic traits. Findings from the most recent study of CD-ROMP also showed significant reductions in use of alcohol and marijuana, and in delinquent behaviors (outcome variables which were not examined in earlier studies). Preliminary finding from a follow-up study of students in middle school indicate that, relative to comparison students to former CD-ROMP students, former CD-ROMP students are more "connected" to school, work harder and are more engaged in the middle school classes, and have higher course grades and achievement test scores. In addition, they engage in less misconduct at school and are more involved in positive youth activities (e.g., organized sports, community groups), and report that more of their friends are similarly positively involved in school and their communities than comparison students.
- Students trained in **Second Step**, a violence prevention program, used less physical aggression and hostile, aggressive comments and engaged in more pro-social interactions than peers who were not exposed to the curriculum.

- An independent evaluation of the **Resolving Conflict Creatively Program**, found that of those participating in the program, 64 percent of teachers reported less physical violence and 75 percent reported an increase in student cooperation. Additionally, 92 percent of students felt better about themselves, and more than 90 percent of parents reported an increase in their own communication and problem-solving skills.
- In a study of four schools, using **Positive Action**, the average number of behavioral incidents (including violence and substance abuse) requiring discipline referral dropped by 74 percent after the program was implemented for one year and by an average of 80 percent during the next six years. Additionally, absenteeism decreased between 30 to 60 percent, and achievement scores improved from an average of the 43rd to an average of the 71st percentile range after the first year of implementation to an average of the 88th percentile after two to nine years.
- Longitudinal studies from the **Responsive Classroom** program, which emphasizes social skills and good character, have shown increased academic performance across several grade levels. Iowa Test of Basic Skills scores rose 22 percent for the **Responsive Classroom** students and only 3 percent for the control group. The **Responsive Classroom** has also resulted in above average academic growth between grades four and eight, decreases in discipline referrals, and increased pro-social behaviors.

Through evaluation studies, the impact of Character Education can be seen through changes in school climate, and student attitudes and behavior. For example, many Character Education schools are reporting reduced violence, discipline referrals, and vandalism, and improved attendance and academic performance. While it is challenging for a district or school to assess its programs, educators and administrators agree it is worth the effort. More assessment tools are needed, but some existing tools include school surveys, behavioral observations and statistics, and self-assessment questionnaires. CEP's assessment database provides the most comprehensive information available on assessment and instruments.

Does Character Education create safe schools?

Yes. While Character Education is not a panacea to ridding schools of violence, it is a long-term solution to creating environments where negative and anti-social behaviors are less likely to flourish or go unnoticed and unreported. Character Education creates schools where children feel safe because they are in an atmosphere that values respect, responsibility, and compassion – not because a guard or metal detector is posted at the door.

There is no single script for effective Character Education, but there are some important basic principles. The following eleven principles provided guidance to this committee.

1. *Promotes core ethical traits;*
2. *Teaches students to understand, care about, and act upon these ethical traits;*
3. *Encompasses all aspects of the school culture;*
4. *Fosters a caring school community;*

5. *Offers opportunities for moral action;*
6. *Supports academic achievement;*
7. *Develops intrinsic motivation;*
8. *Includes whole-staff involvement;.*
9. *Requires positive leadership of staff and students;*
10. *Involves parents and community members; and*
11. *Assesses results and strives to improve.*

The committee believes that Character Education should not be seen as an “add-on” or an “extra”, but already in place in our curriculum and in the standards for each subject.

III. Ten Essential Traits Identified by Richland One Students, Teachers, Parents, and other Community Citizens

Below is the list of the ten essential Character Education traits, with definitions, that will guide the district’s Character Education initiative.

Respect: to show high regard for authority, other people, self, and country

Honesty: to always be fair and straightforward in conduct

Cooperation: to play together or work well with others to accomplish a common goal

Good Citizenship: to be actively engaged in demonstrating pride and responsibility in self, school, community, and country

Responsibility: to be held accountable for your own actions

Self-discipline: to demonstrate the ability to control yourself in all situations

Caring: to demonstrate concern through kindness and acceptance while meeting the needs of self and others

Kindness: to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs

Fairness: to play by the rules, to be open-minded to the viewpoints of others

Dependability: to be counted on or trusted

IV. Guide for Integrating Character Education Throughout the Curriculum

School-wide activities

Below are samples of programs and activities currently being implemented in elementary schools in the district. Contact the guidance counselor for more information about a specific program.

Programs

- “STAR” (Students Taking Action Responsibly) – Bradley Elementary
- “Wise Skills” – Burton Pack Elementary
- “Character and Career” – Carver-Lyon Elementary
- “Peaceworks” – Rosewood Elementary
- “Sealed With” – Horrell Hill Elementary
- “Responsible Thinking” – Mill Creek
- “Building Blocks”
- “Character Counts” – Rosewood Elementary
- “Caught Being Good” – Gadsden Elementary
- “Building Better Mustangs” – Meadowfield Elementary
- “Developing Kids With Character” – Forest Heights Elementary
- “CHAMPS” – South Kilbourne Elementary
- “City Year Character Education Program” –Bradley Elementary (13 weeks w/ 4th graders)
- “Life Skills”
- “I Care Program”

Activities

- Word of the month
- Student of the month
- Morning news that emphasizes traits
- Recognition programs - i.e., “Catch you Being Responsible”; “Golden Cubs” “Eagle Point System”; Eagle Bills”; Caught Sharing”
- Guidance lessons focusing on Character Education traits
- Use of school newsletter to promote Character Education
- Governor’s Citizenship Awards Program
- Peer mediation
- Career Day – guest speakers talk about character traits essential to their career
- Essays/poster contest
- After school programs
- Community service projects
- Traits are listed in student and teacher agenda book
- Journal writing
- Music related to Character Education
- Art related to Character Education
- “Good Heart” journal

ACADEMIC and CHARACTER EDUCATION AT BROCKMAN ELEMENTARY SCHOOL

Character Education Programs in use at Brockman include:

- Peaceworks Program (I Care Cat/Fighting Fair/Peer Mediation)
- “Life Skills” (Susan Kovalicks, Integrated Thematic Teaching)
- Peacemaker’s A.B.C’s for Young Children, (Janke & Peterson)
- Peer Facilitating (Bowman)

- Kelso: A Conflict Resolution Program

Activities related to character development used at Brockman include the following:

- Specific monthly life skills are focused on school-wide and integrated into the classroom curriculum (respect, kindness, courage, responsibility, friendship, compassion, problem solving, sense of humor, curiosity, etc.)
- Weekly community classroom team meeting for all classes to develop a sense of community among all the students and staff using team building and life skill activities
- Daily morning announcements of “Vitamins” (positive statements) focusing on that month’s life skill
- A monthly “Tea” for each monthly life skill through out the year, for students from all the classes, where manners, grace, and courtesy are taught, experienced and focused on, as well as a story being read and discussed regarding that month’s life skill
- Life skill posters displayed in school foyer and cafeteria monthly
- Monthly life skills listed on our school’s curriculum map under Guidance with various web sites, books and activities listed for each month
- Classroom guidance lessons focusing on the developmental guidance program components of self-awareness, interpersonal skills, career development, and health and safety development
- Small guidance groups focusing on the developmental guidance program components of self-awareness, interpersonal skills, career development, and health and safety development
- Red Ribbon Week celebrations focusing on the developmental guidance program components of self-awareness, interpersonal skills, career development, and health and safety development
- Developing and implementing school-wide traditions and celebrations on various Character Education traits and skills
- Becoming a school that is a “Peace Site”, implementing the “Peace Table” and “Peace Pole” activities and celebration of “Peace Day”
- Training all lower and upper elementary students to be peacekeepers, and training specific students to be peer mediators
- Training and implementing 4th graders in the school wide peer facilitator “Friendly Helper” program

Materials used for Character Education program:

- Roots & Wings: Affirming Culture in Early Childhood Programs
- Character Education: Ideas & Activities for the Classroom
- Building Character & Community in the Classroom
- Peacemaker’s A.B.C’s for Young Children (Janke & Peterson)
- Life in a Crowded Place (Peterson)
- Peacemaking Skills for Little Kids, Fighting Fair, Peer Mediation (Peaceworks)
- Celebrations of Life (Meyer & Seldin)
- Friendly Helpers: A Peer Facilitator Program (Bob Bowman)
- Nurturing the Spirit and Peaceful Classroom, Peaceful World (Aline Wolf)
- Anti-bias Curriculum (Derman-Sparks, NAEYC)
- I Care Rules and Fighting Fair rules adopted and posted throughout the school as the rules to follow
- I Care Puppets in each classroom

CHARACTER EDUCATION AT SACHEL FORD ELEMENTARY:

We have 38 “building block” words, one for each week. The list is given to each teacher, custodian, bus driver, cafeteria worker, and office person at the beginning of the year. The building block word of the week is announced each Monday on our TV news show. At that time those students chosen by their teachers who exemplified the previous week’s Character Education word are called. Those “Students of the Week” report to the cafeteria after the announcements on Monday to receive their certificate signed by the principal or assistant principal and a pencil. On Monday, the Students of the Week from K-3rd grade sit at a special lunch table and

have lunch with either the principal, assistant principal, CRT, or counselor. The fourth and fifth-grade Students of the Week receive an M & M ice cream sandwich.

Guidelines for Integrating Character Education in Richland One

Structure

The committee recognized that schools have a variety of activities that support character development; and the committee certainly did not suggest that those activities cease. However, in order to ensure that all Ten Essential Character Traits are taught, the committee recommends that all schools adopt the following structure.

- Each school assign the integration of Character Education to a committee.
- At least two people will be trained in how to integrate Character Education throughout the curriculum.
- Those people will train all teachers at the school and will introduce all staff members to the Character Education initiative, so that there will be a school-wide approach.
- A Trait, per month will be emphasized. This approach will ensure focus and ensure that all traits identified by students, parents, teachers, and community citizens have been stressed.
- In addition, this approach will position the district to connect to other organizations that are involved in conducting Character Education development activities.

Schedule:

<u>Trait</u>	<u>Month trait is stressed</u>
Respect	August
Honesty	September
Cooperation	October
Good Citizenship	November
Responsibility	December
Self-discipline	January
Caring	February
Kindness	March
Fairness	April
Dependability	May

Guide for grades 3-5

The committee approached the task from the standpoint that Character Education should not be viewed as an “add-on.” Instead, the Ten Essential Character Education Traits should be embedded in the curriculum and daily classroom instruction. The succeeding pages present information to illustrate how Character Education can be integrated throughout the curriculum throughout content areas. Where feasible, the Ten Essential Character Education Traits were correlated to objectives and activities in existing curriculum guides. Otherwise, suggested activities are provided.

RESPECT

Grade: 3

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<p><i>ABCs of Feelings</i></p> <ul style="list-style-type: none"> - describe personal feelings - practice self-control and individual responsibility - apply conflict resolution skills - describe and demonstrate ways to listen and express feelings that enhance effective communication - identify possible solutions to a problem - explain effective coping skills for dealing with problems - identify and outline consequences of decisions and choices 	<ul style="list-style-type: none"> – Reading – Communication 	<ul style="list-style-type: none"> – Rogala, Judith, Roger Lambert, and Kim Verhage. <i>Developmental Guidance Classroom Activities for use with the National Career Development Guidelines</i>. System Board of Regents, 1991-92 – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – “Magnificent Me, Magnificent You” – “Working Together” – “Job Chart” – “Decisions, Decisions!” – “Who Can Help?” – <i>ABCs of Feelings</i>

S.S.	<i>Hands and Mouths</i> <ul style="list-style-type: none"> - practice self-control and individual responsibility - recognize and explain personal boundaries, rights, and needs - model effective communication skills - identify and explain appropriate and inappropriate touching - identify and understand the role of resource people in the school and community - understand how to seek the help of resource people in the community - practice personal safety habits - give examples of people who exhibited leadership skills in public service - describe how South Carolinians use folklore to perpetuate their ideas and values - explain why people must respect the environment 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies, Gr. 3</i> * Government, p. 26, 28 * Maps: Geography, p. 40 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>Richland One Curriculum Guide, (Social Studies)</i> p 26, 28, 40 - Text: HB – <i>Communities: South Carolina</i> – Unit 1 LS 4-5; Unit 2 LS 9,5; Unit 3 LS 8-9, 3-4; Unit 4 LS 1, 7; Unit 6 LS 6-7 - Text: HB – <i>At Home in South Carolina</i> – Ch. 10-15, 18, 20-21; 5, 7-15, 19-21; 4-6, 11, 13, 16-18, 20-21 - <i>Hands and Mouths</i>
Math	<ul style="list-style-type: none"> - record data in appropriate format - represent findings in appropriate format and share with others 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication o Reasoning and Proof o Representation 	<ul style="list-style-type: none"> - www.goodcharacter.com - Suggested Activity: Keep a daily record for one week of all the things you do that require respect (at home, at school, and everywhere else). At the end of the week, draw a chart and give yourself a grade on how respectful you have been.
Science	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - See ELA - <i>ABCs of Feelings</i>
Health	<ul style="list-style-type: none"> - See ELA - See S.S. 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health & Safety</i> 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health & Safety</i>

	<ul style="list-style-type: none"> – define culture and explain how cultures differ – explain how to be a loving family member – describe ways to show respect for self and others and what to do if someone does not show respect 	<p>Education, Gr. 3:</p> <ul style="list-style-type: none"> ○ Mental Health , p. 27-28 ○ Family Living, p. 30 <p>Connections: ELA, S.S., Fine Arts: Drama, Visual Arts,</p>	<p><i>Education</i>, Gr. 3, p. 27, 30</p> <ul style="list-style-type: none"> - <i>Second Step</i>: Unit 1 LS 17 - Text: Unit 1 LS 4, p. 22-27; Unit 2 LS 6, p. 38-41; Unit 2 LS 7 p. 42-47; T.G. p. 25-32, 43-50, 66-74 - <i>Second Step</i>: Unit 1 LS 13, 15, 16 – See ELA: <i>ABCs of Feelings</i> – See S.S.: <i>Hands and Mouths</i>
Related Arts	<ul style="list-style-type: none"> - identify real-life examples of respectful and disrespectful behavior - analyze elements of respectful and disrespectful behavior 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> - www.goodcharacter.com - Suggested Activity: Bring in articles from newspapers and magazines describing situations in which respect or disrespect are issues. Talk about who is acting respectfully, and who is acting disrespectfully in these situations.
Guidance	<ul style="list-style-type: none"> – identify his/her positive characteristics and understand that others recognize them too – work together to complete a task – work daily on assigned classroom jobs and indicate on posted chart when the job is completed – recognize and choose consequences for good and bad decisions – distinguish between situations which require the help of peers and those which require the help of adults 	<ul style="list-style-type: none"> – The student acquires the attitudes, knowledge, aptitudes and interpersonal skills to help them understand and respect self and others – The student makes decisions, sets goals, and takes necessary action to achieve goals 	<ul style="list-style-type: none"> – Orange County Public Schools, Orlando, FL WWW.OCPS.K12.FL.US – <i>Magnificent Me, Magnificent You</i> – <i>Working Together</i> – <i>Job Chart</i> – <i>Decisions, Decisions!</i> – <i>Who Can Help?</i>

HONESTY

Grade: 3

Trait: **HONESTY** – *to always be fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – write at least five things you can say to yourself when you're tempted be dishonest. Post them near your bed so you can read them from time to time. – write a short story about someone who told the truth when friends wanted him or her to do the opposite. 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ○ The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – www.goodcharacter.com
S.S.	<ul style="list-style-type: none"> – write a letter to someone in the news who did something that they don't think was right. Say why they don't think it was right, and why they think the person is setting a bad example for kids their age. Mail the letter. 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com
Math	<ul style="list-style-type: none"> – explain why found money should be turned in regardless of the amount [move the decimal to the right and add zeros 1.00, 10.00, etc.] 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Reasoning and Proof 	
Science	<ul style="list-style-type: none"> – discuss why it is important to tell the truth – discuss their views about children who cheat to get good grades 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Arthur in a Pickle</i>, by Marc Tolon Brown – <i>Building Character Schoolwide</i> by Rudy

			Bernardo, Linda Frye, Deborah Smith, and Genieve Foy
Health	<ul style="list-style-type: none"> – write about the following: <ul style="list-style-type: none"> ○ How can simply being honest make life a lot easier. Have you ever experienced this in your own life? ○ Do you think that lying can ruin a friendship? Explain. Has that ever happened to you? 	<ul style="list-style-type: none"> – Health – Learning Standards <ul style="list-style-type: none"> ○ Students will demonstrate the ability to use interpersonal communication skills to enhance health 	<ul style="list-style-type: none"> - www.goodcharacter.com
Related Arts	<ul style="list-style-type: none"> – practice recordkeeping skills – write journal entries according to given subject and format – analyze media excerpts to identify examples of honest and dishonest behavior – make conclusions based on data accumulated – share findings with classmates 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com – Suggested Activity: Keep an "Honesty-Dishonesty" journal for one week. In this journal, document examples of honesty and dishonesty in everyday life. Keep track of all the times you hear or tell "white lies." Pay particular attention to television. Note how often dishonesty is basic to the plot of TV sitcoms and dramas. At the end of a week, write your conclusions and share them with the class. What did you learn about your own behavior from doing this project?
Guidance	<ul style="list-style-type: none"> - contribute to discussion of following: <ul style="list-style-type: none"> * Have you ever found something that belonged to someone else and wanted to keep it? What did you do and how did you decide? * What's wrong with "finders keepers, losers weepers"? * Have you ever heard of the Golden Rule? Who can recite it and say what it means? 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com

COOPERATION

Grade: 3

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

Focus points:

- *Explain why cooperation is important in your workplace, the school environment.
- *Why is cooperation important in appreciating cultural diversity?
- *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – think of a really good experience as a member of a group – write about the good group experience: What made it good? Think of a bad experience. What made it bad? What can you learn from the comparison? – write about a problem in the world that might be solved if people would cooperate more. Why aren't they cooperating now? How could they do a better job of cooperating? 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. 	<ul style="list-style-type: none"> – www.goodcharacter.com
S.S.	<ul style="list-style-type: none"> – list examples of the ways communities work together to solve problems and to celebrate the community – explain how countries depend on one another economically 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 3:</i> <ul style="list-style-type: none"> ○ Government, p. 27 ○ Economics, p. 50 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 3</i> p. 27, 50 <ul style="list-style-type: none"> ○ Text: HB – <i>Communities: South Carolina</i> – Unit 3 LS 8-9; Unit 6 LS 7; Unit 4 LS 5 ○ Text: HB – <i>At Home in South Carolina</i> – Ch. 5, 7-15, 19-21; Ch. 9, 11, 13, 15-18, 20-21

Math	<ul style="list-style-type: none"> – keep a daily record of all the things you do that require cooperation for one week(at home, at school, and everywhere else) – draw a chart at the end of the week – evaluate your actions with a grade on how cooperative you have been 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Reasoning and Proof ○ Representation 	– www.goodcharacter.com
Science	<ul style="list-style-type: none"> – grow plants from seeds – record results of project in a journal – identify behaviors of cooperation and responsibility required for success 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	
Health	<ul style="list-style-type: none"> – tell how to work things out if angry with someone – write an I message to say angry feelings – recognize verbal and non-verbal communication skills from examples 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 3:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 28 ○ Family Living, p. 30-31 Connections: ELA, Fine Arts: Music, Drama 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 3</i> p. 28, 30-31 - Text: Unit 2 LS 7, p. 42-47; Unit 1 LS 4 p. 22-27; Unit 1 LS 2 p. 10-15; Unit 2 LS 9 T.G. p. 51-58, 25-32, 9-16, 66-74 - <i>Second Step</i>: Unit 3 LS 12; Unit 1 LS 13, 15
Related Arts	<ul style="list-style-type: none"> – keep a daily record of all the things that require cooperation (See Math) – design a "How to Cooperate" poster that illustrates the cooperative behaviors listed at the top of this column. – display on a wall 	<ul style="list-style-type: none"> – Students will understand and appreciate self. – Students will understand and respect others. 	- www.goodcharacter.com
Guidance	<ul style="list-style-type: none"> – practice cooperative teamwork skills on selected projects – practice creativity and synthesis skills to invent – make oral presentation to classmates 	<ul style="list-style-type: none"> – Students will understand and appreciate self. – Students will understand and respect others. 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity: Break into small teams (five children per team is a good number). Their assignment is to invent a new animal. They must name it, draw it, and decide how</p>

			and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it.
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GOOD CITIZENSHIP

Grade: 3

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<p><i>Garbage vs. Recycling</i></p> <ul style="list-style-type: none"> - explain effective coping skills for dealing with problems - describe types of situations that make learning easy and/or difficult - develop effective coping skills for dealing with problems <p><i>Keys to Success</i></p> <ul style="list-style-type: none"> - describe why listening is important to learning - describe their responsibilities as students - describe situations that make learning easy and/or difficult - develop and apply listening, speaking, and writing skills necessary for academic success - tell about school and community roles - explain how the personal qualities of responsibility, dependability, punctuality, and integrity contribute to success in the work place 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ○ The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – Sitsch and Senn. <i>Puzzle Pieces: Classroom Guidance Connection</i>. YouthLight, Inc., 2002. – “Super Star Goals” – “How Should We Study?” – “Right or Responsibility?” – “Test Taking ABC’s” – “Being Responsible” – <i>Garbage vs. Recycling</i> - <i>Keys to Success</i>
S.S.	<ul style="list-style-type: none"> – See ELA – explain why people must respect the environment 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 3,</i> 	<ul style="list-style-type: none"> – See ELA: <i>Garbage vs. Recycling; Keys to Success</i> – <i>Richland One Curriculum</i>

		Maps: Geography, p. 40	<i>Guide, Social Studies</i> , Gr. 3, p. 40 - Text: HB – <i>Communities: South Carolina</i> – Unit 2 LS 5; Unit 3 LS 3-4; Unit 4 LS 7 - Text: HB – <i>At Home in South Carolina</i> – Ch. 4-6, 11, 13, 16-18, 20-21
Math	- identify reasons for giving unselfishly of yourself to help others - agree or disagree to statement “it is better to give than receive”	- Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Reasoning and Proof 	- <i>The Giving Tree</i> by Shel Silverstein - <i>Building Character Schoolwide</i> by Rudy Bernardo, Linda Frye, Deborah Smith, and Genieve Foy
Science	- See Health	- Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	- See Health - <i>ABCs of Feelings</i>
Health	<i>Garbage vs. Recycling</i> <ul style="list-style-type: none"> - explain effective coping skills for dealing with problems - describe types of situations that make learning easy and/or difficult - develop effective coping skills for dealing with problems <i>ABCs of Feelings</i> <ul style="list-style-type: none"> - describe personal feelings - practice self-control and individual responsibility - apply conflict resolution skills - describe and demonstrate ways to listen and express feelings that enhance effective communication - identify possible solutions to a problem 	- Health – Learning Standards <ul style="list-style-type: none"> ○ Students will demonstrate the ability to use interpersonal communication skills to enhance health ○ Students will demonstrate the ability to practice behaviors that enhance health and reduce risks 	- Rogala, Judith, Roger Lambert, and Kim Verhage. <i>Developmental Guidance Classroom Activities for use with the National Career Development Guidelines</i> . System Board of Regents, 1991-92 - <i>Effective Guidance Activities</i> , SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>Garbage vs. Recycling</i> - <i>ABCs of Feelings</i> - www.ocps.k12.fl.us/ict

	<ul style="list-style-type: none"> - explain effective coping skills for dealing with problems - identify and outline consequences of decisions and choices 		<p>See Guidance for the following:</p> <ul style="list-style-type: none"> - <i>Super Star Goals</i> - <i>How Should We Study</i> - <i>Right or Responsibility?</i> - <i>Test Taking ABC's</i> - <i>Being Responsible</i>
Related Arts	<ul style="list-style-type: none"> - identify needs in the school or community - plan a service project to meet those needs 	<ul style="list-style-type: none"> - Students will develop a sense of community. 	<ul style="list-style-type: none"> - www.goodcharacter.com - . For guidance in planning a service project, visit www.goodcharacter.com and click on "service learning."
Guidance	<ul style="list-style-type: none"> - learn how to set goals - distinguish between good and bad study habits - identify and categorize rights and responsibilities - identify effective ways to prepare for tests - recognize and demonstrate responsible behaviors 	<ul style="list-style-type: none"> - The student acquires the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span - The student completes school with the academic preparation essential to choose from a wide variety of substantial occupations 	<ul style="list-style-type: none"> - Orange County Public Schools, Orlando, FL WWW.OCP.S.K12.FL.US - <i>Super Star Goals</i> - <i>How Should We Study</i> - <i>Right or Responsibility?</i> - <i>Test Taking ABC's</i> - <i>Being Responsible</i>

RESPONSIBILITY

Grade: 3

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?
- *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – write a narrative composition about responsible or irresponsible behavior – write a composition describing someone you think is very responsible. What do you like about that person? 	<ul style="list-style-type: none"> – English Language Arts – Strands * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com - Suggested writing topic: Can you think of a time you did something really irresponsible? Describe it in detail. Why did it happen? How did you feel about it at the time? Did it affect anybody else? Did it cause any problems for you? How do you feel about it now? What did you learn from it? Or, perhaps you would prefer to write about something you did that was very responsible.
S.S.	<ul style="list-style-type: none"> – list examples of people who exhibited leadership skills in public service 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 3, Government, p. 26</i> 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 3, p. 26</i> - Text: HB – <i>Communities: South Carolina</i> – Unit 1 LS 4-5; Unit 2 LS 9; Unit 3 LS 8-9; Unit 4 LS 1; Unit 6 LS 6-7

			- Text: HB – <i>At Home in South Carolina</i> – Ch. 10-15, 18, 20-21
Math	<ul style="list-style-type: none"> – explain why found money should be turned in regardless of the amount [move the decimal to the right and add zeros 1.00, 10.00, etc.] 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Problem Solving ○ Reasoning and Proof 	
Science	<ul style="list-style-type: none"> - list appropriate steps in decision-making, problem-solving, and goal-setting processes - identify possible solutions to a problem - identify and recognize consequences of decisions – grow plants from seeds – record results of project in a journal – identify behaviors of cooperation and responsibility required for success 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>If You Give a Mouse a Cookie</i>, Laura Numeroff – <i>It's Up To You</i>
Health	<ul style="list-style-type: none"> – explain what to do if a friend plans to do something wrong – explain responsible ways to manage anger – discuss the need to follow rules, laws, and obey authority – describe the steps of responsible decision-making with peers and within the family 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 3: <ul style="list-style-type: none"> ○ Mental Health , p. 27-28 ○ Preventing Injuries, p. 29 ○ Family Living, p. 30-31 Connections: ELA, S.S., Fine Arts: Drama, Visual Arts 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 3, p. 27, 30 <ul style="list-style-type: none"> ○ Text: Unit 1 LS 2, p. 10-15; Unit LS 4 p. 22-27; Unit 2 LS 9; T.G. p. 25-32, 9-16 ○ Second Step: Unit 1 LS 13, 15, 16, 12 – See ELA
Related Arts	<ul style="list-style-type: none"> – See Guidance 	<ul style="list-style-type: none"> – Students will understand and respect others. 	

Guidance	<ul style="list-style-type: none"> – design a "Being Responsible" poster illustrating the six responsible behaviors – display poster on classroom wall – contribute to a discussion about classroom responsibility: What are the kids' responsibilities, and what are the teacher's responsibilities? What are the consequences of being irresponsible? What are the rewards of being responsible? – make a chart of these responsibilities on the board 	<ul style="list-style-type: none"> – Students will understand and respect others. – Students will develop a sense of community 	- www.goodcharacter.com
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SELF-DISCIPLINE

Grade: 3

Trait: **SELF-DISCIPLINE** – to demonstrate the ability to control yourself in all situations

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advise?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – analyze feelings and coping strategies – write for different audiences and purposes 	<ul style="list-style-type: none"> – English Language Arts – Strands * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity: Think of different times when you felt disappointed or upset with yourself. For each one write about what you did - or could have done - to feel better. How could a positive attitude have made a difference?</p>
S.S.	<ul style="list-style-type: none"> - identify real-life examples of angry behavior - list alternative behaviors related to anger management - write for various audiences and purposes - identify positive and negative results of anger 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Anger in the News Activity:</p> <ul style="list-style-type: none"> – Bring in news articles that show how anger affects communities and world events. Discuss the various situations and how calming down, thinking things through and talking things out might have affected the result. Have students write a news article showing how events could be different if people controlled their anger. Create a bulletin board with articles and

			pictures showing the positive and negative results of anger in the community or world.
Math	<ul style="list-style-type: none"> – calculate the amount of time spent watching TV in a week – create a color bar graph to record data – discuss how too much TV affects self-discipline. 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation 	
Science	<ul style="list-style-type: none"> - practice organizational and teamwork skills in maintenance of classroom - complete assigned “housekeeping” tasks in classroom - exhibit correct manners and behaviors in cafeteria - explain why self-discipline is important in maintaining a healthy lifestyle 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - <i>Character Education – An Elem. School Resource Guide</i>, State Dept. of Ed. - Golden Tray and Golden Trash Can Awards <ul style="list-style-type: none"> ○ The Golden Tray is given weekly to a class that exhibits good manners in the cafeteria. Two Golden Trash Cans are given weekly to classes that have clean rooms - <i>Stop Stop</i>, by Edith Thacher Hurd - <i>Tidy Titch</i>, by Pat Hutchins
Health	<ul style="list-style-type: none"> – describe characteristics and behaviors that promote positive mental health – demonstrate use of positive self-management skills. (e.g. ways to manage frustration and emotions such as fear, anger, sadness, disappointment, happiness) – show how to handle disappointment and success (e.g., journal entries, etc.) – demonstrate strategies to resist negative peer pressure. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 3: <ul style="list-style-type: none"> ○ Mental Health, p. 27-28 Connections: Fine Arts – Dance, Visual Arts, Music and Drama 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 3, p. 27, 30 - Text: Unit 1 LS 4, p. 22-27; Unit 5 LS 18 p. 126-134; Unit 1 LS 5 p. 28-33; Unit 1 LS 2 p. 10-15; T.G. 25-32, 140-146, 33-42, 51-58 - <i>Second Step</i>: Unit 3, LS 13; Unit 2 LS 17

	<ul style="list-style-type: none"> - show how to practice self-talk that helps prevent giving in to peer pressure 		
Related Arts	<ul style="list-style-type: none"> - brainstorm examples of situations that trigger angry behaviors - represent graphically alternative behaviors related to anger management - identify positive and negative results of anger 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com Cartoon Strip Activity: <ul style="list-style-type: none"> - Have students create cartoon strips showing situations where characters deal with anger. Have them show the positive solutions as well as the negative. Share them with the class and discuss how the characters might be able to handle the situation better. Make the strips into a book with children drawing pictures to show the situations in a positive way.
Guidance	<ul style="list-style-type: none"> – practice coping skills by identifying alternative behaviors in response to negative emotions and experiences 	<ul style="list-style-type: none"> – Students will understand and appreciate self. 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested Activity: <ul style="list-style-type: none"> - Write examples of times when kids their age might feel disappointed or feel like a failure on slips of paper. Have them pick one slip at a time from a hat, read it aloud, and offer suggestions for how to deal with it.

CARING

Grade: 3

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

- Focus points:**
- *Have you ever felt like one of the characters in the story? Explain.
 - *If you had written the story, what changes might you have made?
 - *Do any of the characters remind you of anyone you know? Explain.
 - *Identify behaviors of a caring person.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - list examples of caring actions - identify behaviors of a caring person 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Writing Activity: <ul style="list-style-type: none"> – Write about the following: What does it mean to be a caring person? Have your class brainstorm a list of do's and don'ts for being caring. Ask for specific examples of each behavior they identify.
S.S.	<ul style="list-style-type: none"> - identify real-life examples of caring and uncaring behaviors - write for various audiences and purposes - practice writing a friendly letter 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested Activity: <ul style="list-style-type: none"> Bring in (or the teacher will bring in) articles from newspapers and magazines describing situations that show caring and uncaring actions on the part of individuals, groups, or governments. Discuss these situations. In what ways do they demonstrate either caring or uncaring? Perhaps write a group letter to the people involved.

Math	<ul style="list-style-type: none"> – practice appropriate group discussion skills – brainstorm alternate solutions to given problem – evaluate consequences and effects of various behaviors 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Problem Solving 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Participate in a group discussion: Imagine that someone gives you \$20,000 but you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?
Science	<ul style="list-style-type: none"> – identify actions that affect environment positively and negatively – brainstorm actions which enhance the environment – evaluate validity of suggested behaviors 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - List different things that kids at your school do which are either caring or uncaring for the environment. Discuss how they feel about these things. Brainstorm ways to care more for the environment more. Create a list of recommendations. Design a poster that lists these ideas.
Health	<ul style="list-style-type: none"> – explain what to do if a friend plans to do something wrong 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 2:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 28 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 3 p. 28</i> <ul style="list-style-type: none"> ○ Text: Unit 1 LS 2, p. 10-15
Related Arts	<ul style="list-style-type: none"> - identify needs in the school or community – plan a volunteer project to meet those needs 	<ul style="list-style-type: none"> – Students will develop a sense of community. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> – Research community service activities in your town that are open to kids their age. Then have them choose one activity and get involved. Consider having them volunteer to be "reading

			buddies" or "playground buddies" to younger children. A popular activity for younger children is to visit senior citizens.
Guidance	<ul style="list-style-type: none"> – answer the following: <ul style="list-style-type: none"> ○ What things could you do (or, have you done) that would help somebody who needs it? ○ How do you feel when people show that they really care about you? ○ Do you consider yourself a caring person? In what ways are you a caring person? 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com

KINDNESS

Grade: 3

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others' feelings and beliefs*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - write effectively for a specific purpose - generate variety of examples of acts of kindness - use non-print media to illustrate written ideas 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will write effectively for different audiences and purposes 	<p>http://www.actsofkindness.org/class/lesson_plans.php?type=ELEMENTARY</p> <p>ABC's of Kindness:</p> <ol style="list-style-type: none"> 1. Have each child choose a letter of the alphabet for this activity. (Teacher can provide colorful die-cut letters for this activity.) 2. Have each child write a sentence of a random act of kindness idea, using the letter they chose as a word in the sentence. Example: A - I will share a stuffed animal with my sister. B - I will help my mom bring in the groceries. C - I colored a picture for my grandma 3. Next, have the child draw a picture that illustrates their RAK described in their letter sentence. 4. Mount each child's picture and sentence on construction paper and bind it to make a book!
S.S.	<ul style="list-style-type: none"> - identify ways children can be kind to each other in a school setting - work in teams to create illustrations of accepting behaviors 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> – Brainstorm ways kids can be more tolerant and accepting of each other.

			Write them on the board. Then have the children work in small groups to create posters about accepting others. Display the posters in the classroom or hall.
Math	<ul style="list-style-type: none"> - contribute to group discussion by practicing appropriate speaking and listening skills - brainstorm list of caring and altruistic behaviors - evaluate consequences and effects of various actions 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication o Problem Solving 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Group Discussion: Imagine that someone gives you \$20,000 but you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?</p>
Science	<ul style="list-style-type: none"> - generate examples of kind acts - maintain a visual classroom record of acts of kindness done or received 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - http://www.actsofkindness.org/class/lesson_plans.php?type=ELEMENTARY <p>Plant a Seed of Kindness Activity: -- Each student cuts out a seed shape and writes their act of kindness, and the person's name who received this gift. They plant it below the grass line on the bulletin board. When someone gives them a gift of kindness, they add a stem, leaves and flower parts. Students may plant a seed of kindness for every act of kindness they do.</p>
Health	<ul style="list-style-type: none"> - define cultures and explain how cultures differ 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 3:</i> <ul style="list-style-type: none"> o Mental Health, p. 27 <p>Connections: ELA, Fine Arts: Visual Arts, Drama, S.S.</p>	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health & Safety Education, Gr. 3, p. 27</i> - <i>Second Step: Unit 1 LS 17</i>

Related Arts	<ul style="list-style-type: none"> – dramatize situations – understand the perspectives of others - develop empathy. 	– Students will understand and respect others.	<ul style="list-style-type: none"> – www.guidancechannel.com <p>Suggested Situations:</p> <ul style="list-style-type: none"> - The boy dropped his lunch tray or the girl missed catching the ball. How does the child feel? How can we respond with kindness?
Guidance	<ul style="list-style-type: none"> – See Related Arts – role-play situations related to kindness and acceptance of others – identify coping skills related to making friends 	– Students will understand and respect others.	<ul style="list-style-type: none"> – www.guidancechannel.com – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> -- Break into groups of four or five. Each group's task is to choose one group member to play the role of a new kid in class. The new kid's challenge is to try to gain acceptance into the group. After the role-plays, discuss with the class how it felt to be the new kid and how it felt to be part of the "in-group." Discuss some of the different ways of "breaking in" to a new group.

FAIRNESS

Grade: 3

Trait: *FAIRNESS – to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - list examples of “good deeds” that children can accomplish - practice goal-setting by planning to do good deeds - experience attitudes of caring and compassion through the completion of good deeds - maintain written records of good deeds through journal-writing activity 	<ul style="list-style-type: none"> – English Language Arts – Strands * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> – <i>Character Education: An Elementary School Resource Guide</i>, State Department of Education, May 1997 – “I Can Make a Difference”: Encouraging Good Deeds <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Each student will keep a journal of good deeds for the school year.
S.S.	<ul style="list-style-type: none"> – discuss issues such as an honor code, student ethics, cheating, and responsible behavior 	<ul style="list-style-type: none"> – Social Studies – Strands ○ People, Places, and Environments 	<ul style="list-style-type: none"> – School Discipline Code
Math	<ul style="list-style-type: none"> – discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	<ul style="list-style-type: none"> – Mathematics Process Standards ○ Communication 	<ul style="list-style-type: none"> – Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html
Science	<ul style="list-style-type: none"> – discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	<ul style="list-style-type: none"> – Science – Process Standards ○ Communicate 	<ul style="list-style-type: none"> – Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html

Health	<ul style="list-style-type: none"> – tell how to work things out if angry with someone – write an I message to say angry feelings – recognize verbal and non-verbal communication skills from examples 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 3: <ul style="list-style-type: none"> ○ Mental Health, p. 28 ○ Family Living, p. 30-31 <p>Connections: ELA, Fine Arts: Music, Drama</p>	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 3 p. 28, 30-31 <ul style="list-style-type: none"> ○ Text: Unit 2 LS 7, p. 42-47; Unit 1 LS 4 p. 22-27; Unit 1 LS 2 p. 10-15; Unit 2 LS 9 T.G. p. 51-58, 25-32, 9-16, 66-74 ○ <i>Second Step</i>: Unit 3 LS 12; Unit 1 LS 13, 15
Related Arts	<ul style="list-style-type: none"> – recognize verbal and non-verbal communication skills from examples 	<ul style="list-style-type: none"> – Students will demonstrate decision-making, goal setting, problem solving, and communication skills. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health & Safety Education</i>, Gr. 3 p. 28, 30-31 – Second Step
Guidance	<ul style="list-style-type: none"> - develop leadership skills - practice responsible behavior - develop attitudes of caring, compassion, and fair play 	<ul style="list-style-type: none"> – Students will make decisions, set goals, and take actions. 	<ul style="list-style-type: none"> – <i>Character Education: An Elementary School Resource Guide</i>, State Department of Education, May 1997 <p>Suggested Activity:</p> <p>-- Deep Creek Cadets: In-school service – children responsible for each other</p> <p>Cadets develop leadership skills by performing duties in the halls, lunchroom, and buses. They are taught mediation skills; such as good manners, respect for others, responsibility, etc.</p>

DEPENDABILITY

Grade: 3

Trait: **DEPENDABILITY** – *to be counted on or trusted*

Focus points:

- *Describe a positive work ethic. Is dependability a desired characteristic of a good work ethic? Why?
- *How do you honor commitments?
- *If one of the characters were sitting next to you, what would they likely tell you about the importance of dependability?
- *Did you learn how a character solved a problem in the story. Could you use this situation to solve similar problems you might have?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – demonstrate character traits that are emphasized in the classroom through reading, writing, and discussion – use a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads and/or hears 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ○ The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – <i>Character Education: An Elementary School Resource Guide</i>, State Department of Education, May 1997. Suggested Activity: <ul style="list-style-type: none"> - Cardinal Character Building Students are involved in community service projects through adopting nursing homes, hospitals, armed forces personnel, and providing decorations, poems, writings, etc.
S.S.	<ul style="list-style-type: none"> - read biographies, autobiographies - contribute to class discussion of motivation, person's character, and effects of decisions 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – Internet: www.biography.com – School Library
Math	<ul style="list-style-type: none"> – read biographies, autobiographies of famous mathematicians – and discuss character issues in their lives and work. - demonstrate cooperative learning activities 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Problem Solving 	<ul style="list-style-type: none"> – Internet: www.biography.com – School Library – Classroom Teacher

Science	<ul style="list-style-type: none"> - demonstrate cooperative learning and team building - become involved in service projects 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - <i>Character Education: An Elementary School Resource Guide</i>, State Department of Education, May 1997 <p>Suggested Activity:</p> <ul style="list-style-type: none"> - BEST Club: build excellence through service. The goal of this program is to bring senior adults together with students and learn from each other through services; such as recycling, landscaping, and beautification projects.
Health	<ul style="list-style-type: none"> - demonstrate cooperative learning and team building - demonstrate ability to practice behaviors that enhance health and reduce risks 	<ul style="list-style-type: none"> - Health – Learning Standards <ul style="list-style-type: none"> ○ Students will demonstrate the ability to advocate for personal, family, and community health ○ Students will demonstrate the ability to practice behaviors that enhance health and reduce risks 	<p>Suggested Activity:</p> <p>Help students to be involved in service projects to help younger kids develop positive attitudes, resist drugs and alcohol, and promote healthy living. Examples include skits, posters, and “We Deliver” letter writing through “Just Say No” clubs.</p>
Related Arts	<ul style="list-style-type: none"> - demonstrate cooperative learning and team building - become involved in service projects 	<ul style="list-style-type: none"> - Students will develop a sense of community 	<ul style="list-style-type: none"> - <i>Character Education: An Elementary School Resource Guide</i>, State Department of Education, May 1997 <p>Suggested Activity:</p> <ul style="list-style-type: none"> - BEST Club: build excellence through service. The goal of this program is to bring senior adults together with students

			and learn from each other through services; such as recycling, landscaping, and beautification projects.
Guidance	<ul style="list-style-type: none"> - be recognized as a VIP - develop respect for others 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – <i>Character Education: An Elementary School Resource Guide</i>, State Department of Education, May 1997 <p>VIP (Very Important Person) Activity:</p> <ul style="list-style-type: none"> – Emphasize a child's individual value: Every Friday a VIP is selected from each classroom. The student visits the principal where they receive verbal praise, a pencil and a ribbon. The student's name is written on a star and placed on a bulletin board for recognition.

RESPECT

Grade: 4

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<p><i>Know Yourself</i></p> <ul style="list-style-type: none"> - explore career interests and related occupations - explore nontraditional career choices - explore personal skills and talents - identify career clusters - identify and describe skills learned in school that are applied at home and in the community - identify resources for career planning - identify how personal activities and interests influence career choices - describe personal feelings - describe personal characteristics about self - relate skills and hobbies to career choices <p><i>How Am I Doing?</i></p> <ul style="list-style-type: none"> - explain and respect similarities and differences among others - relate the process of making and keeping a friend - model effective communication skills - apply conflict resolution skills - describe and demonstrate ways to listen and express feelings that enhance effective communication 	<ul style="list-style-type: none"> - English Language Arts – Strands * The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. * The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services CD-ROM - Rogala, Judith, Roger Lambert, and Kim Verhage. <i>Developmental Guidance Classroom Activities for use with the National Career Development Guidelines</i>. System Board of Regents, 1991-92 - <i>Know Yourself</i> - <i>How Am I Doing?</i> - <i>How Learning Changes Me</i>

	<ul style="list-style-type: none"> - list steps to use decision-making, problem-solving, and goal-setting processes - identify and outline consequences of decisions and choices <p><i>How Learning Changes Me</i></p> <ul style="list-style-type: none"> - describe personal feelings - describe positive characteristics about self - explain and respect similarities and differences among others - model effective communication skills - describe the responsibility of family members - tell about school and community roles - describe and demonstrate ways to listen and express feelings that enhance effective communication 		
S.S.	<ul style="list-style-type: none"> – See ELA – analyze the dilemma Robert E. Lee faced – research Lincoln’s words on writing an order to free slaves – analyze Sherman’s march to the sea 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 4: Civil War: History, p. 19</i> 	<ul style="list-style-type: none"> – See ELA – <i>Richland One Curriculum Guide, Social Studies, Gr. 4, p. 19</i> - Text: HB – <i>Early United States</i> – p. 508-511, 514-522, 524, 526-527 – T. Resource Kit – <i>Know Yourself</i>
Math	<ul style="list-style-type: none"> – research life of a respected individual – identify reasons this person deserves respect – summarize key biographical events and reasons for respect – use oral presentation skills to share findings with class 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> - <i>A Study of Heroes</i>, by Raoul Wallenberg - Suggested Activity: Select an individual such as Albert Einstein or Marie Curie and research the person’s life. Present a report, skit, poem, or song about that person to the class. How did respect play a role in this person’s life?

Science	<ul style="list-style-type: none"> – See ELA 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – See ELA – <i>How Learning Changes Me</i>
Health	<ul style="list-style-type: none"> – See ELA – discuss ways to develop and exhibit self-respect 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4:</i> <ul style="list-style-type: none"> * Mental Health, p. 36 Connections: S.S. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4, p. 36</i> - Text: Unit 1 LS 3 - <i>Know Yourself</i> - <i>How Learning Changes Me</i> – See ELA
Related Arts	<ul style="list-style-type: none"> – create a class contract in which the kids lay out a set of rules for having a respectful classroom – use collaboration skills to determine the penalties for violating the rules – brainstorm ways to make school environment more respectful – evaluate ideas to create a list recommendations – publish suggestions in school newspaper or on a poster. 	<ul style="list-style-type: none"> – Students will develop a sense of community 	<ul style="list-style-type: none"> – www.goodcharacter.com
Guidance	<ul style="list-style-type: none"> - demonstrate how education relates to the world of work - identify a problem, the solution chosen and the outcomes of conflict during the Civil War – identify ways to give and receive positive reinforcement – practice using effective verbal and non-verbal communication – discuss and role play ways to deal with people experiencing a variety of feelings – identify responsible behaviors at school 	<ul style="list-style-type: none"> – Students will understand and respect others. – Students will understand and appreciate self. 	<ul style="list-style-type: none"> – Orange County Public Schools, Orlando, FL – <i>Education and the World of Work</i> – <i>Dealing with Conflict – A Historical Perspective</i> – <i>Warm Fuzzies are Fun to Give and Receive</i> – <i>It's What You Say and Do that Matters</i> – <i>Dealing with Feelings</i> – <i>How Responsible Am I?</i>

HONESTY

Grade: 4

Trait: **HONESTY** – *to always be fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - English Language Arts – Strands * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Writing Prompts: 1) How can simply being honest make life a lot easier? Have you ever experienced this in your own life? 2) Do you think that lying can ruin a friendship? Explain. Has that ever happened to you?
S.S.	<ul style="list-style-type: none"> – summarize Thomas Jefferson’s organization and purpose for each part of the Declaration of Independence – summarize the Preamble of the U.S. Constitution – explain the purpose of the Declaration of Independence and the Preamble of the Constitution – list reasons why, in a democracy, it is the role of a citizen to protect their rights – explain ways citizens can protect their rights – explain that citizens need themes: community, diversity, conflict, cooperation, and interaction within different environments, individualism, interdependence, continuity, and change in 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr 4</i> <ul style="list-style-type: none"> ○ Democratic Principles, p. 24 ○ Citizenship, p. 33-34 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 4, p. 24, 33-34</i> - Text: HB – <i>Early United States</i> – Ch. 14, p. 332-365, 295-299, R23-44, R19-22; 376, 606, 611, 608-609; 20-21, 30, 145, 352, 501, 579, 606, 608-609 - T. Resource Kit

	order to make effective and healthy decisions		
Math	<ul style="list-style-type: none"> – explain why found money should be turned in regardless of the amount [move the decimal to the right and add zeros 1.00, 10.00, etc.] 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Problem Solving ○ Representation 	
Science	<ul style="list-style-type: none"> - discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – Ethics in Science web sites: <ul style="list-style-type: none"> ○ www.chem.vt.edu/ethics/ethics.html onlineethics.org ○ www.lbl.gov/Education/ELSI/ELSI.html
Health	<ul style="list-style-type: none"> – write effectively for different purposes and audiences – analyze and evaluate personal behaviors 	<ul style="list-style-type: none"> - Health – Learning Standards <ul style="list-style-type: none"> * Students will demonstrate the ability to advocate for personal, family, and community health 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested Activity: <ul style="list-style-type: none"> - Write an essay about a situation in which you were dishonest (lied, cheated, or stole). Why did it happen? How did you justify it? How did you feel about it at the time? Did it affect any of your relationships? Did it cause any problems for you? How do you feel about it now? What did you learn from it?
Related Arts	<ul style="list-style-type: none"> – role-play various situations related to peer pressure to act dishonestly 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested Activity: <ul style="list-style-type: none"> - Role-play or use puppets to act out various situations where one or more students are under pressure to be dishonest. Example: lying to cover up for a friend. Put it on videotape and share it with other classes
Guidance	<ul style="list-style-type: none"> – practice recordkeeping skills – write journal entries according to given subject and format – analyze media excerpts to identify examples 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested Activity: <ul style="list-style-type: none"> - Keep an "Honesty-Dishonesty" journal for one week. In this journal,

	<p>of honest and dishonest behavior</p> <ul style="list-style-type: none"> – make conclusions based on data accumulated - share findings with classmates 		<p>document examples of honesty and dishonesty in everyday life. Keep track of all the times you hear or tell "white lies." Pay particular attention to television. Note how often dishonesty is basic to the plot of TV sitcoms and dramas. At the end of a week, write your conclusions and share them with the class. What did you learn about your own behavior from doing this project?</p>
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COOPERATION

Grade: 4

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

Focus points:

*Explain why cooperation is important in your workplace, the school environment.

*Why is cooperation important in appreciating cultural diversity?

*Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – think of a really good experience as a member of a group – write the good group experience. What made it good? Think of a bad experience. What made it bad? What can you learn from the comparison? – write about a problem in the world that might be solved if people would cooperate more. Why aren't they cooperating now? How could they do a better job of cooperating? 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ○ The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – www.goodcharacter.com
S.S.	<ul style="list-style-type: none"> – describe the art, ceremonies, holidays, dance, music, handcrafts, medicines, science, technology, and inventions; of different regions in the U.S. – explain the significance of regional differences in forming a national heritage. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 4, Cultural Contributions, p. 27</i> 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 4, p. 27</i> - Text: HB - <i>Early United States</i> – p. 405, 299, 531, 602, 573, 527, 380, 176, 607-608, 106-107, 422-427, 484-485, 562-567, 614-615, 250-251, 42-45 - T. Resource Kit

Math	<ul style="list-style-type: none"> – keep a daily record of all the things you do that require cooperation for one week(at home, at school, and everywhere else) – draw a chart at the end of the week – evaluate your actions with a grade on how cooperative you have been 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation 	<ul style="list-style-type: none"> - www.goodcharacter.com
Science	<ul style="list-style-type: none"> - practice cooperative teamwork skills on selected projects - verbalize teamwork skills used to complete project – use teamwork skills to make oral presentation to classmates 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Classify ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested Activity: - Break into small teams (five children per team is a good number). Their assignment is to invent a new animal. They must name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it.
Health	<ul style="list-style-type: none"> – promote positive conflict resolution with peers and family 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4:</i> <ul style="list-style-type: none"> ○ Injury Prevention, p. 38 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4, p. 38</i> <ul style="list-style-type: none"> ○ Second Step: Unit 1 LS 1-9

Related Arts	<ul style="list-style-type: none"> - practice cooperation and teamwork skills in selected music and/or art activities 	<ul style="list-style-type: none"> – Students will develop a sense of community 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Making Music Activity: Divide students into four groups and tell them they are going to make music. One group claps, one groups taps on their seats, one group makes shushing sounds with their mouths (like cymbals). Each group plays their sound when you point to them. The object is for each group to get itself coordinated into something that sounds good without talking to the other member(s) of the gorup.</p> <p>In order to accomplish this they have to listen to what each other is doing and adjust accordingly. Point to the groups one at a time, letting each group get their act together. Then, start adding the groups together allowing time for them to adjust what they're doing until they start to sound good.</p> <p>When the concert is over, ask the kids what made this activity fun and why it required cooperation to make it work. What would have made it work better? If it didn't work, why not?</p>
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Guidance	<ul style="list-style-type: none"> – design a "How to Cooperate" poster that illustrates the cooperative behaviors listed at the top of this column – display the poster on a wall. 	<ul style="list-style-type: none"> – Students will develop a sense of community 	<ul style="list-style-type: none"> - www.goodcharacter.com
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GOOD CITIZENSHIP

Grade: 4

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<ul style="list-style-type: none"> – explore career interests and related occupations – explore nontraditional career choices – explore personal skills and talents – identify career clusters – identify and describe skills learned in school that are applied at home and in the community – identify resources for career planning – identify how personal activities and interests influence career choices – describe personal feelings – describe personal characteristics about self – relate skills and hobbies to career choices 	<ul style="list-style-type: none"> – English Language Arts – Strands * The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services CD-ROM – <i>Know Yourself</i>
S.S.	<ul style="list-style-type: none"> – See ELA – summarize the provisions of the Bill of Rights and the Constitution – evaluate the responsibilities of citizens in a democracy – describe and explain the rights and responsibilities of a citizen in the U.S. Constitution. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies</i>, Gr. 4: <ul style="list-style-type: none"> ○ Government, p. 29 ○ Citizenship: Government, p. 30, 32-34 	<ul style="list-style-type: none"> – See ELA – <i>Richland One Curriculum Guide</i>, (Social Studies) p 29, 30, 32-34

	<ul style="list-style-type: none"> – synthesize ways in which rights and responsibilities meet together for a democracy to succeed. – Explain why, in a democracy, it is the role of a citizen to protect his/her rights – explain ways citizens can protect their rights – explain that citizens need themes: community, diversity, conflict, cooperation, and interaction within different environments, individualism, interdependence, continuity, and change in order to make effective and healthy decisions 		<ul style="list-style-type: none"> - Text: HB – <i>Early United States</i> – p. 370-376, 390-391, 346-349; 376-377, 607-609; 20-21, 30, 145, 352, 501, 579, 606, 608-609; 376, 606, 611, 608 - Teacher Resource Kit - <i>Know Yourself</i>
Math	<ul style="list-style-type: none"> – discuss giving unselfishly of yourself to help others – discuss why it is better to give than receive 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> - <i>The Giving Tree</i> by Shel Silverstein - <i>Building Character Schoolwide</i> by Rudy Bernardo, Linda Frye, Deborah Smith, and Genieve Foy
Science	<ul style="list-style-type: none"> – identify natural resources that need to be protected – identify actions students need to take to help preserve them 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Classify ○ Communicate 	
Health	<ul style="list-style-type: none"> – demonstrate refusal skills to enhance health and reduce exposure to risks – See ELA 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 4: <ul style="list-style-type: none"> ○ Injury Prevention, p. 37 <p>Connections: ELA, Fine Arts: Drama</p>	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 4, p. 37 - Text: Unit 1 LS 1-3; T.G. p 16-25 - <i>Know Yourself</i> – See ELA
Related Arts	<ul style="list-style-type: none"> – develop sense of community – apply internet skills to research assigned topics – contribute to class discussion re students who have “made a difference” in their communities – identify volunteer activities appropriate for children 	<ul style="list-style-type: none"> – Students will develop a sense of community 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Activity: - Go to an internet search engine (e.g., Google) and type in "kids making a difference." They will find countless

			inspiring examples of how young people have made their communities and the world a better place. Have them select stories they like and present them to the class and tell why they chose them. Do these stories give them any ideas about things they might like to do? If your students are pre-readers, do the search yourself and select stories to read to them.
Guidance	<ul style="list-style-type: none"> – use the decision-making model to work through problems and come up with alternative solutions – rate personal classroom citizenship skills – set an appropriate goal for improving an academic skill and work toward achieving it – identify their own intellectual strengths – evaluate their personal use of study skills 	<ul style="list-style-type: none"> – The student acquires the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span – The student completes school with the academic preparation essential to choose from a wide variety of substantial occupations 	<ul style="list-style-type: none"> – Orange County Public Schools, Orlando, FL – <i>Sir D. Scisson's Decision Part 2</i> – <i>How Do I Rate as a Classmate?</i> – <i>Setting and Achieving Goals</i> – <i>Different Ways of Learning</i> – <i>How Do You Stack Up?</i>

RESPONSIBILITY

Grade: 4

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?
- *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – write for different audiences and purposes – analyze consequences of irresponsible and/or responsible behavior 	<ul style="list-style-type: none"> – English Language Arts – Strands * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested Writing Prompt: - Can you think of a time you did something really irresponsible? Describe it in detail. Why did it happen? How did you feel about it at the time? Did it affect anybody else? Did it cause any problems for you? How do you feel about it now? What did you learn from it? Or, perhaps you would prefer to write about something you did that was very responsible
S.S.	<ul style="list-style-type: none"> – identify personal strengths and weaknesses – set specific goal for self-improvement – work cooperatively with partner to achieve goals 	<ul style="list-style-type: none"> – Social Studies – Strands ○ People, Places, and Environments 	<ul style="list-style-type: none"> - www.goodcharacter.com Helping Buddies Activity: - Students divide into pairs of “helping buddies.” Each buddy has two tasks: (1) decide on some knowledge or skill he or she would like to improve and (2) work with his or her buddy to improve the knowledge or skill--or get the necessary help.

			The buddies meet regularly for a week or two and then report to the class on how they helped each other improve.
Math	<ul style="list-style-type: none"> - explain why found money should be turned in regardless of the amount [move the decimal to the right and add zeros 1.00, 10.00, etc.] 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Problem Solving 	
Science	<ul style="list-style-type: none"> – talk about what things you can do together to take responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.) – make a plan to improve environment and do it – report on outcomes in class 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	– www.goodcharacter.com
Health	<ul style="list-style-type: none"> – demonstrate appropriate responses (first-aid) to emergency situations, including first-aid procedures – recognize peer influences on strategies for dealing with conflict – demonstrate refusal skills to enhance health and reduce exposure to risks – recognize the influences of culture and media on behaviors related to ATOD use (media literacy) 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4:</i> <ul style="list-style-type: none"> ○ Injury Prevention, p. 36 ○ ATOD, p. 39 <p>Connections: Fine Arts: Visual Arts, Dance, Drama, Music</p>	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4, p. 37-38</i> - Text: Unit 10 LS 43, 39 T.G. p. 351-362, 250-285, 351-324 - Text: Unit 1 LS 1-3; T.G. p. 9-15, 1-8, 16-25 - Text Unit 8 LS 33, p. 240-243; T.G. p. 265-272

Related Arts	<ul style="list-style-type: none"> – design a "Being Responsible" poster illustrating the six responsible behaviors – display poster on classroom wall – contribute to a discussion about classroom responsibility: <ul style="list-style-type: none"> *What are the kids' responsibilities, what are the teacher's responsibilities? - create a chart of responsibilities identified - post in classroom - identify consequences of being irresponsible and responsible 	<ul style="list-style-type: none"> – Students will develop a sense of community. 	<ul style="list-style-type: none"> - www.goodcharacter.com
Guidance	<ul style="list-style-type: none"> – contribute to a class discussion about issues of responsibility: <ul style="list-style-type: none"> * Tell about a time somebody broke a promise to you. How did that make you feel? Have you ever broken a promise to someone? How do you think it made that person feel? 	<ul style="list-style-type: none"> – Students will understand and appreciate self. 	<ul style="list-style-type: none"> - www.goodcharacter.com

SELF-DISCIPLINE

Grade: 4

Trait: **SELF-DISCIPLINE** – to demonstrate the ability to control yourself in all situations

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advise?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – list at least five things you can say to yourself when you're tempted to do something wrong – post list near your bed so you can read them from time to time. 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com
S.S.	<ul style="list-style-type: none"> - identify and describe feelings and causes of anger - identify situational stressors that can trigger anger and other negative emotions - select examples of anger in real-life situations - identify appropriate coping skills for dealing with anger - write effectively for different audiences and purposes 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com ANGER IN THE NEWS – Have students bring in news articles that show how anger affects communities and world events. Discuss the various situations and how calming down, thinking things through and talking things out might have affected the result. Have students write a news article showing how events could be different if people controlled their anger. Create a bulletin board with articles and pictures showing the positive and negative results of anger in the community or world.

Math	<ul style="list-style-type: none"> – calculate the amount of time spent watching TV in a week – create a color bar graph representing findings by day – discuss how too much TV affects self-discipline. 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Representation 	
Science	<ul style="list-style-type: none"> – identify natural resources that need to be protected and what students need to do to help preserve them 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Classify ○ Communicate 	
Health	<ul style="list-style-type: none"> – demonstrate strategies for exercising self-control, managing angry feelings, and keeping from fights 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4:</i> <ul style="list-style-type: none"> ○ Family Living, p. 38 <p>Connections: Fine Arts: Drama, Visual Arts, Music</p>	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4, p. 38</i> <ul style="list-style-type: none"> ○ Text: Unit 2 LS 8, 48-55; T.G. p. 60-66
Related Arts	<ul style="list-style-type: none"> - brainstorm examples of situations that trigger angry behaviors - represent graphically alternative behaviors related to anger management - identify positive and negative results of anger 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com Cartoon Strip: Have students create cartoon strips showing situations where characters deal with anger. Have them show the positive solutions as well as the negative. Share them with the class and discuss how the characters might be able to handle the situation better. Make the strips into a book with children drawing pictures to show the situations in a positive way.
Guidance	<ul style="list-style-type: none"> – practice coping skills by identifying alternative behaviors in response to negative emotions and experiences 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested Activity: - Write examples of times when kids their age might feel disappointed or feel like a

			failure on slips of paper. Have them pick one slip at a time from a hat, read it aloud, and offer suggestions for how to deal with it.
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CARING

Grade: 4

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Focus points:

- *Have you ever felt like one of the characters in the story? Explain.
- *If you had written the story, what changes might you have made?
- *Do any of the characters remind you of anyone you know? Explain.
- *Identify behaviors of a caring person.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - write effectively for different audiences and purposes - describe behaviors of a caring person 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> o The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Writing Prompts: <ul style="list-style-type: none"> - Write about the following: What does it mean to be a caring person? Have your class brainstorm a list of do's and don'ts for being caring. Ask for specific examples of each behavior they identify
S.S.	<ul style="list-style-type: none"> - explain that in a democracy, it is the role of a citizen to protect their rights - list ways citizens can protect rights - understand that citizens need themes: community, diversity, conflict, cooperation, and interaction within different environments, individualism, interdependence, continuity, and change in order to make effective and healthy decisions 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies, Gr. 4, Citizenship, p. 33-34</i> 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies, Gr. 4, p. 34</i> <ul style="list-style-type: none"> - Text: HB – <i>Early United States</i> – p. 376, 606, 611, 608-609; 20-21, 30, 145, 352, 501, 579, 606, 608-609 - T. Resource Kit
Math	<ul style="list-style-type: none"> - practice appropriate group discussion skills - brainstorm alternate solutions to given problem - evaluate consequences and effects of 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication o Problem Solving 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Activity: Have students participate in a group discussion: Imagine that someone gives you \$20,000 but

	various behaviors		you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?
Science	<ul style="list-style-type: none"> - list different things that kids at your school do which are either caring or uncaring for the environment - discuss how they feel about these things - brainstorm ways to care more for the environment more - evaluate ideas and create a list of best recommendations - design a poster that lists these ideas 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - www.goodcharacter.com
Health	<ul style="list-style-type: none"> - tell how to encourage family and friends to make healthy choices 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4:</i> <ul style="list-style-type: none"> o Mental Health, p. 34 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4, p. 34</i> <ul style="list-style-type: none"> o Text: Unit 2 LS 7, p. 42-47; T.G. 52-59
Related Arts	<ul style="list-style-type: none"> - identify needs in the school or community - plan a service project to meet those needs 	<ul style="list-style-type: none"> - Students will understand and respect others. - Students will develop a sense of community. 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Activity: <ul style="list-style-type: none"> - Research community service activities in your town that are open to kids their age. Then have them choose one activity and get involved. Consider having them volunteer to be "reading buddies" or "playground buddies" to younger children. A popular activity for younger children is to visit senior citizens.
Guidance	<ul style="list-style-type: none"> - answer the following: <ul style="list-style-type: none"> o What things could you do (or, have you done) that would help somebody who needs it? 	<ul style="list-style-type: none"> - Students will understand and respect others. 	<ul style="list-style-type: none"> - www.goodcharacter.com

	<ul style="list-style-type: none"> ○ How do you feel when people show that they really care about you? ○ Do you consider yourself a caring person? In what ways are you a caring person? 		
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KINDNESS

Grade: 4

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others' feelings and beliefs*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<ul style="list-style-type: none"> - write effectively for a specific purpose - generate variety of examples of acts of kindness - use non-print media to illustrate written ideas 	<ul style="list-style-type: none"> – English Language Arts – Strands * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> – http://www.actsofkindness.org/class/lesson_plans.php?type=ELEMENTARY <p>ABC's of Kindness:</p> <ol style="list-style-type: none"> 1. Have each child choose a letter of the alphabet for this activity. (Teacher can provide colorful die-cut letters for this activity.) 2. Have each child write a sentence of a random act of kindness idea, using the letter they chose as a word in the sentence. Example: A - I will share a stuffed animal with my sister. B - I will help my mom bring in the groceries. C - I colored a picture for my grandma 3. Next, have the child draw a picture that illustrates their RAK described in their letter sentence. 4. Mount each child's picture and sentence on construction paper and bind it to make a book!

S.S.	<ul style="list-style-type: none"> – analyze the dilemma Robert E. Lee faced – research Lincoln’s words on writing an order to free slaves – analyze Sherman’s march to the sea 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 4: Civil War: History, p. 19</i> 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 4, p. 19</i> - Text: HB – <i>Early United States</i> – p. 508-511, 514-522, 524, 526-527 - T. Resource Kit
Math	<ul style="list-style-type: none"> – practice appropriate group discussion skills – brainstorm alternate solutions to given problem – evaluate consequences and effects of various behaviors 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Problem Solving 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Have students participate in group discussion: Imagine that someone gives you \$20,000 but you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?
Science	<ul style="list-style-type: none"> – generate examples of kind acts – maintain a visual classroom record of acts of kindness done or received 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - http://www.actsofkindness.org/class/lesson_plans.php?type=ELEMENTARY <p>Plant a Seed of Kindness Activity:</p> <ul style="list-style-type: none"> - Each student cuts out a seed shape and writes their act of kindness, and the person’s name who received this gift. They plant it below the grass line on the bulletin board. When someone gives them a gift of kindness, they add a stem, leaves and flower parts. Students may plant a seed of kindness for every act of kindness they do.
Health	<ul style="list-style-type: none"> – dramatize situations – understand the perspectives of others – develop empathy – practice acts of kindness 	<ul style="list-style-type: none"> – Health – Learning Standards <ul style="list-style-type: none"> * Students will demonstrate the ability to advocate for personal, family, and community health 	<ul style="list-style-type: none"> – www.guidancechannel.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Have students role-play various situations. For example: the boy dropped his lunch tray or the girl missed catching the ball. How does the child feel? How can we respond with kindness?

Related Arts	<ul style="list-style-type: none"> – practice cooperation and teamwork skills – role-play selected situations re acceptance – identify coping skills for making new friends – analyze emotions and behaviors related to acceptance or non-acceptance in a group 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.guidancechannel.com – www.goodcharacter.com <p>Suggested Role-play Activity:</p> <ul style="list-style-type: none"> - Break into groups of four or five. Each group's task is to choose one group member to play the role of a new kid in class. The new kid's challenge is to try to gain acceptance into the group. After the role-plays, discuss with the class how it felt to be the new kid and how it felt to be part of the "in-group." Discuss some of the different ways of "breaking in" to a new group.
Guidance	<ul style="list-style-type: none"> – brainstorm ideas for increasing tolerance among students – practice cooperation and teamwork skills – create visual representation of accepting behaviors – display work in hall or classroom 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> – Brainstorm ways kids can be more tolerant and accepting of each other. Write them on the board. Then have the children work in small groups to create posters about accepting others. Display the posters in the classroom hallway

FAIRNESS

Grade: 4

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - write effectively for different audiences and purposes - analyze and define in writing selected character traits 	<ul style="list-style-type: none"> – English Language Arts – Strands * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Writing Prompts: – write about the following: <ol style="list-style-type: none"> 1) How is fairness related to having respect for others? How is it related to honesty? To being reliable? To being a good citizen? 2) Think of something that you consider to be unfair. Describe it in detail, and write what you think should be done about it. Is there anything you can do to help change it? If so, what?
S.S.	<ul style="list-style-type: none"> – summarize Thomas Jefferson’s organization and purpose for each part of the Declaration of Independence – summarize the preamble of the constitution – explain the purpose of the Declaration of Independence & Preamble – explain why, in a democracy, it is the role of a citizen to protect their rights 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Social Studies, Gr. 4: <ul style="list-style-type: none"> ○ Democratic Principles, p. 24 ○ Citizenship, p. 33-34 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Social Studies, Gr. 4, p. 24, 33-34 <ul style="list-style-type: none"> ○ Text: HB – <i>Early United States</i> – Ch. 14, p. 332-365, 295-299, R23-44, R19-22; 376, 606, 611, 608-609; 20-21, 30, 145, 352, 501, 579, 606, 608-609 ○ T. Resource Kit

	<ul style="list-style-type: none"> – explain ways citizens can protect rights – understand that citizens need themes: community, diversity, conflict, cooperation, and interaction within different environments, individualism, interdependence, continuity, and change in order to make effective and healthy decisions 		
Math	<ul style="list-style-type: none"> – discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org - www.lbl.gov/Education/ELSI/ELSI.html
Science	<ul style="list-style-type: none"> – discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org - www.lbl.gov/Education/ELSI/ELSI.html
Health	<ul style="list-style-type: none"> – distinguish actions of true friends and coping strategies for feeling left out 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 4: <ul style="list-style-type: none"> ○ Family Living, p. 38 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 4, p. 38 - Text: Unit 2 LS 7, p. 42-47; Unit 3 LS 6,8; T.G. p. 67-76 - <i>Second Step</i>: Unit 1 LS 3,9; Unit 2 LS 7
Related Arts	<ul style="list-style-type: none"> – Identify real-life examples of fair and unfair behavior – analyze elements of fairness and unfairness, of justice and injustice, in given situations – contribute to class discussion in appropriate ways 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested Activity: <ul style="list-style-type: none"> - Bring in articles from online, newspapers and magazines reporting on events in which <i>fairness</i> and <i>justice</i> are at issue. Have a discussion about who is acting fairly, and who is acting unfairly in these situations.
Guidance	<ul style="list-style-type: none"> – contribute in appropriate ways to class discussion of the following: <p>*Think of a time when you've taken unfair advantage of a person or situation, or when someone has taken</p>	<ul style="list-style-type: none"> – Students will understand and respect others. – Students will understand and appreciate self. – 	<ul style="list-style-type: none"> – www.goodcharacter.com

	unfair advantage of you. Describe it. What was unfair about it? How did it make you feel? What did you learn from the experience?		
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DEPENDABILITY

Grade: 4

Trait: **DEPENDABILITY** – *to be counted on or trusted*

Focus points:

- *Describe a positive work ethic. Is dependability a desired characteristic of a good work ethic? Why?
- *How do you honor commitments?
- *If one of the characters were sitting next to you, what would they likely tell you about the importance of dependability?
- *Did you learn how a character solved a problem in the story. Could you use this situation to solve similar problems you might have?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - demonstrate character traits that are emphasized in the classroom through reading, writing, and discussion 	<ul style="list-style-type: none"> – English Language Arts – Strands * The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – <i>Character Education: An Elementary School Resource Guide</i>, State Department of Education, May 1997 Cardinal Character Building – Students are involved in community service projects through adopting nursing homes, hospitals, armed forces personnel, and providing decorations, poems, writings, etc.
S.S.	<ul style="list-style-type: none"> – explain that in a democracy, it is the role of a citizen to protect their rights – identify ways citizens can protect their rights – understand that citizens need themes: community, diversity, conflict, cooperation, and interaction within different environments, individualism, interdependence, continuity, and change in order to make effective and healthy decisions 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 4, Citizenship</i>, p. 33-34 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 4</i>, p. 33-34 - Text: HB – <i>Early United States</i> – p. 376, 606, 611, 608-609; 20-21, 30, 145, 352, 501, 579, 606, 608-609 - T. Resource Kit

Math	<ul style="list-style-type: none"> – read biographies, autobiographies of famous mathematicians or scientists – discuss character issues in their lives and work. - demonstrate cooperative learning activities 	Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> - www.biography.com – School Library – Classroom Teacher
Science	<ul style="list-style-type: none"> - See Math 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - See Math
Health	<ul style="list-style-type: none"> – demonstrate appropriate responses (first-aid) to emergency situations, including first-aid procedures 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4:</i> <ul style="list-style-type: none"> ○ Injury Prevention, p. 37 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 4, p. 37</i> <ul style="list-style-type: none"> ○ Text: Unit 10 LS 43 ○ Second Step: Unit 2 LS 1-5
Related Arts	<ul style="list-style-type: none"> - participate in selected volunteer and service activities 	<ul style="list-style-type: none"> – Students will understand and respect others. – Students will develop a sense of community. 	<ul style="list-style-type: none"> – <i>Character Education: An Elementary School Resource Guide, State Department of Education, May 1997</i> BEST Club: <ul style="list-style-type: none"> - Build excellence through service: the goal of this program is to bring senior adults together with students and learn from each other through services; such as exercise classes, dance, and crafts with seniors

Guidance	<ul style="list-style-type: none"> – be recognized as a VIP (Very Important Person) 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – <i>Character Education: An Elementary School Resource Guide</i>, State Department of Education, May 1997 <p>VIP (Very Important Person) Activity:</p> <ul style="list-style-type: none"> - Emphasizing a child's individual value: Every Friday a VIP is selected from each classroom. The student visits the principal where they receive verbal praise, a pencil and a ribbon. The student's name is written on a star and placed on a bulletin board for recognition.
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RESPECT

Grade: 5

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – describe personal feelings – describe positive characteristics about self – recognize and explain personal boundaries, rights, and needs – explain and respect similarities and differences among others 	<ul style="list-style-type: none"> – English Language Arts <ul style="list-style-type: none"> – Strands * The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services CD-ROM</i> – <i>The Bag of Honor</i>
S.S.	<ul style="list-style-type: none"> – explain the benefits and challenges of having diversity in the U.S. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 5: Time, Continuity and Change: History, p. 27</i> 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 5, p. 27</i> – Text: HB – “United States in Modern Times” – Ch. 3, LS 1-2; Ch. 4, LS 4; Ch. 5, LS 1-4; Ch. 7, LS 1; Ch. 8, LS 4; CH. 9, LS 1 & 3; Ch. 10, LS 1
Math	<ul style="list-style-type: none"> – discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication o Problem Solving 	<ul style="list-style-type: none"> – Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html
Science	<ul style="list-style-type: none"> – See Math 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - See Math

Health	<ul style="list-style-type: none"> – demonstrate skills for resolving conflicts with peers – describe their responsibilities within the home, school, and community settings – demonstrate an understanding of decision-making/problem-solving process – apply good health and safety practices – state the emotional and physical effects of substance use and abuse 	<ul style="list-style-type: none"> – Health – Learning Standards <ul style="list-style-type: none"> * Students will demonstrate the ability to advocate for personal, family, and community health * Students will demonstrate the ability to practice behaviors that enhance health and reduce risks 	<ul style="list-style-type: none"> – Orange County Public Schools, Orlando, FL www.ocps.k12.fl.us – <i>I Can Work It Out</i> – <i>My Responsibilities</i> – <i>Decisions and Solutions</i> – <i>A Healthier You</i> – <i>Just Say No</i>
Related Arts	<ul style="list-style-type: none"> – practice cooperation and teamwork skills – role-play selected situations re respect and acceptance of people who are “different” – identify coping skills for making new friends – analyze emotions and behaviors related to acceptance or non-acceptance in a group and to differences among people 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> – Role play or use puppets to act out the following situation: Four good friends are planning to spend a day at an amusement park. Two of them want to invite another kid who's new in school. The other two don't want to include this person because he/she is different in some way (different race, a "dweeb," from a foreign country, etc.). After the role play have a class discussion. Then, have four others do another role play changing what it is that's different about the new kid. Repeat this process changing the difference each time.

Guidance	<ul style="list-style-type: none"> – See Health 	<ul style="list-style-type: none"> – Students will understand and respect others. – Students will make decisions, set goals, and take actions. – Students will develop safety and survival skills. 	<ul style="list-style-type: none"> – See Health – <i>I Can Work It Out</i> – <i>My Responsibilities</i> – <i>Decisions and Solutions</i> – <i>A Healthier You</i> – <i>Just Say No</i>
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HONESTY

Grade: 5

Trait: **HONESTY** – *to always be fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Writing Prompts: <ul style="list-style-type: none"> - Write about the following: <ul style="list-style-type: none"> * How can simply being honest make life a lot easier. Have you ever experienced this in your own life? * Do you think that lying can ruin a friendship? Explain. Has that ever happened to you?
S.S.	<ul style="list-style-type: none"> - use research and interview skills to conduct survey re attitudes toward honest and dishonest behaviors - represent findings in graphic format - share findings with classmates 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested Activity: <ul style="list-style-type: none"> Conduct a survey in your school or community asking questions like the following: Do you think people are honest enough? What are some examples of dishonesty you really dislike? What are some examples of honesty that you especially appreciate? Compile the results into a scrapbook.
Math	<ul style="list-style-type: none"> – explain why found money should be turned in regardless of the amount [move the decimal to the right and add zeros 1.00, 10.00, etc.] 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication ○ Problem Solving 	

Science	<ul style="list-style-type: none"> – discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html
Health	<ul style="list-style-type: none"> – identify ways that qualities of good character enhance emotional and social health 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 5:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 49 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 5, p. 49</i> - Text: Unit 1 LS 3, p. 16-21
Related Arts	<ul style="list-style-type: none"> – practice cooperation and teamwork skills – role-play selected situations re honest and dishonest behaviors – identify coping skills for dealing with peer pressure – create multimedia method of sharing role-play situations with other students 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Role-play or use puppets to act out various situations where one or more students are under pressure to be dishonest. Example: lying to cover up for a friend. Put it on videotape and share it with other classes.
Guidance	<ul style="list-style-type: none"> – practice recordkeeping skills – write journal entries according to given subject and format – analyze media excerpts to identify examples of honest and dishonest behavior – make conclusions based on data accumulated – share findings with classmates 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> – Keep an "Honesty-Dishonesty" journal for one week. In this journal, document examples of honesty and dishonesty in everyday life. Keep track of all the times you hear or tell "white lies." Pay particular attention to television. Note how often dishonesty is basic to the plot of TV sitcoms and dramas. At the end of a week, write your conclusions and share them with the class. What did you learn about your own behavior from doing this project?

COOPERATION

Grade: 5

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

Focus points:

- *Explain why cooperation is important in your workplace, the school environment.
- *Why is cooperation important in appreciating cultural diversity?
- *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - write effectively for various audiences and purposes - explain why cooperation is important at school and at home 	<ul style="list-style-type: none"> – English Language Arts – Strands * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> – www.goodcharacter.com Suggested Writing Prompts: – Write about the following: <ol style="list-style-type: none"> 1) Describe a time you had difficulty cooperating. What made it difficult? What did you do about it? Is there something you could have done that would have made it easier? 2) Imagine that you get out of bed one morning in a rotten mood and you feel like being totally uncooperative for the whole day. Write about all the things you could do that would make your friends and teachers look at you and say, "Boy, are you being uncooperative today!"

S.S.	<ul style="list-style-type: none"> - research how various cultural groups have an impact on the decisions and development of people and their civilization - list events, people, and various cultures that made an impact on the U.S. during the W.W. II era - brainstorm and research various ways people can work together to follow the principles and ideas of American democracy - research current events for examples of conflict and cooperation 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies</i>, Gr. 5: <ul style="list-style-type: none"> * Time, Continuity and Change: History, p. 4, 16 * Power, Authority, and Government, p. 26 * Geography, p. 55 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies</i>, Gr. 5, p. 4, 16, 26, 55 <ul style="list-style-type: none"> - Text: HB – “United States in Modern Times” – Ch. 4, LS 2 & 4; Ch. 5 LS 3 - Text: HB – “United States in Modern Times” – Ch. 1, LS 3; Ch. 2 LS 1 & 4; Ch. 3, LS 1-3; Ch. 4, LS 1 & 4; Ch. 5, p. 216-217, 220; Ch. 6, p. 240-241; Ch. 7, p. 281-283, 290-293 - Text: HB – “United States in Modern Times” – Ch. 8, LS 1 & 4 - Text: HB – “United States in Modern Times” – Ch. 9, LS 1
Math	<ul style="list-style-type: none"> - practice recordkeeping skills - identify reasons that cooperation is critical for effective work in a team - create visual representation of findings - evaluate level of cooperation indicated by data 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> * Communication * Representation 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Activity: <ul style="list-style-type: none"> - For one week keep a daily record of all the things you do that require cooperation (at home, at school, and everywhere else). At the end of the week, draw a chart and give yourself a grade on how cooperative you have been.
Science		<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> * Classify * Communicate 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Activity: <ul style="list-style-type: none"> - Break into small teams (five children per team is a good number). Their assignment is to invent a new animal. They must name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it.

Health	<ul style="list-style-type: none"> - demonstrate ways to care, communicate care, consideration, respect for self, for parents and family, and for the diversity of others 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 5:</i> * Mental Health, p. 49 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 5, p. 49</i>
Related Arts	<ul style="list-style-type: none"> - design a "How to Cooperate" poster that illustrates the cooperative behaviors listed at the top of this column - display on a wall. 	<ul style="list-style-type: none"> - Students will understand and respect others. 	<ul style="list-style-type: none"> - www.goodcharacter.com
Guidance	<ul style="list-style-type: none"> - practice cooperative teamwork skills on selected projects - apply creative thinking skills to given task - analyze cooperative teamwork process used to complete project - make oral presentation to class 	<ul style="list-style-type: none"> - Students will understand and respect others. 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Activity: - Break into small teams (five children per team is a good number). Their assignment is to invent a new animal. They must name it, draw it, and decide how and where it lives. Afterward, have each team present its animal to the class and tell exactly how they worked together to create it.

GOOD CITIZENSHIP

Grade: 5

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<ul style="list-style-type: none"> - write effectively for different audiences and purposes - identify behaviors and character traits of a hero/heroine 	<ul style="list-style-type: none"> - English Language Arts – Strands * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com Hero Writing Activity: Write about someone considered to be a hero: - What is the main reason you think this person is a hero? - What are some other good things about this hero? - What qualities do you admire in this person? - What obstacles did s/he overcome? - Did s/he take any risks? - How has s/he made a difference, and to whom? - How does this person make you feel? - Does this person inspire you in some way?
S.S.	<ul style="list-style-type: none"> - explain events that demonstrate and promote principles of American democracy 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies, Gr. 5: Time, Continuity and</i> 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies, Gr. 5, p. 30, 41</i>

	<ul style="list-style-type: none"> - discuss how technology can positively affect citizenship 	Change: History, p. 30, 41	<ul style="list-style-type: none"> - Text: HB – “United States in Modern Times” –Ch. 2 LS p 107-109; Ch. 4, LS 4; Ch. 7, LS 3;Ch. 8, LS 3 & 5 - Text: HB – “United States in Modern Times” – Ch 10 LS 3, Ch. 10, p 416-417
Math	<ul style="list-style-type: none"> - create and participate in a tutoring program for younger students 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> * Communication * Problem Solving 	<ul style="list-style-type: none"> - www.goodcharacter.com
Science	<ul style="list-style-type: none"> - explore career interests and related occupations - identify career clusters - demonstrate cooperative work habits in a group - demonstrate being a positive team member 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> * Observe * Communicate 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services CD-ROM - <i>Planting Seeds of Careers</i>
Health	<p><i>This is Your Life</i></p> <ul style="list-style-type: none"> - recognize the value of life long learning <p><i>Middle School is Great</i></p> <ul style="list-style-type: none"> - be aware of middle school challenges and possible solutions for dealing with those challenges <p><i>Setting My Short Term Goals</i></p> <ul style="list-style-type: none"> - formulate short-term goals - <i>Choices! Choices! Choices!</i> - realize that choices are made based on personal interests and abilities <p><i>Learning Happens Everywhere</i></p> <ul style="list-style-type: none"> - realize that learning takes place at school and other places <p><i>Responsible Me</i></p> <ul style="list-style-type: none"> - accept that learning is a personal responsibility 	<ul style="list-style-type: none"> - Health – Learning Standards <ul style="list-style-type: none"> * Students will demonstrate the ability to advocate for personal, family, and community health * Students will demonstrate the ability to practice behaviors that enhance health and reduce risks 	<ul style="list-style-type: none"> - Orange County Public Schools, Orlando, FL www.ocps.k12.fl.us - <i>This is Your Life</i> - <i>Middle School is Great</i> - <i>Setting My Short Term Goals</i> - <i>Choices! Choices! Choices!</i> - <i>Learning Happens Everywhere</i> - <i>Responsible Me</i>

Related Arts	<ul style="list-style-type: none"> - identify needs in the school or community - plan a service project to meet those needs 	<ul style="list-style-type: none"> - Students will understand and respect others. - Students will develop a sense of community. 	<ul style="list-style-type: none"> - www.goodcharacter.com - For guidance in planning a service project, visit www.goodcharacter.com and click on "service learning."
Guidance	<ul style="list-style-type: none"> - See Health 	<ul style="list-style-type: none"> - Students will understand and respect others. - Students will make decisions, set goals, and take actions. - Students will develop safety and survival skills. 	<ul style="list-style-type: none"> - See Health - <i>This is Your Life</i> - <i>Setting My Short Term Goals</i> - <i>Choices! Choices! Choices!</i> - <i>Learning Happens Everywhere</i> - <i>Responsible Me</i>

RESPONSIBILITY

Grade: 5

Trait: **RESPONSIBILITY** - *to be held accountable for your own actions*

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?
- *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - English Language Arts – Strands *The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Writing Activities:</p> <ul style="list-style-type: none"> - Write book reports about how the characters in the book behaved in either a responsible or irresponsible way. Do the same with movies or television programs they have seen. If your children are too young to write book reports, do this as a class discussion about the books they are reading or that you are reading to them.
S.S.	<ul style="list-style-type: none"> - identify real-life examples of responsible and irresponsible actions - practice reading skills: skimming and scanning - evaluate impact and consequences of various responsible and irresponsible behaviors 	<ul style="list-style-type: none"> - Social Studies – Strands * People, Places, and Environments 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Look for magazine or newspaper articles in which responsibility is an issue. Discuss these issues in the context of responsible and irresponsible actions. What are the stakes? What are the consequences?

Math	<ul style="list-style-type: none"> - explain why found money should be turned in regardless of the amount [move the decimal to the right and add zeros 1.00, 10.00, etc.] 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> * Communication * Problem Solving 	
Science	<ul style="list-style-type: none"> - contribute to class discussion about what things you can do together to take responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.) - make a plan and do it - report on your project in class. 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> * Observe * Communicate 	<ul style="list-style-type: none"> - www.goodcharacter.com
Health	<ul style="list-style-type: none"> - describe characteristics needed to be a responsible friend and family member - demonstrate strategies to resist negative peer pressure - demonstrate positive strategies to reduce stress and anger in relation to identified stressors - identify violent and risk behaviors and situations in mass media samples - describe mass media influences on behaviors associated with risk-taking and violence 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 5:</i> <ul style="list-style-type: none"> * Mental Health, p. 47-8 * Preventing Injuries, p. 51 Connections: Fine Arts: Drama, Dance, Music, Visual Arts 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 5, p. 47-8, 51</i> <ul style="list-style-type: none"> - Text: Unit 1 LS 2 p. 12-15; Unit 1 LS 5 p. 30-35; T.G. p. 10-16, 32-39 - Text: Unit 10 LS 43 p. 322; T.G. p 342-348 - <i>Second Step</i>: Unit 2 LS 13
Related Arts	<ul style="list-style-type: none"> - design a "Being Responsible" poster illustrating the six responsible behaviors - display it on your classroom wall 	<ul style="list-style-type: none"> - Students will understand and respect others. - Students will make decisions, set goals, and take actions. 	<ul style="list-style-type: none"> - www.goodcharacter.com
Guidance	<ul style="list-style-type: none"> - write effectively for different audiences and purposes - evaluate consequences of responsible and irresponsible behavior 	<ul style="list-style-type: none"> - Students will understand and respect others. - Students will make decisions, set goals, and take actions. 	<ul style="list-style-type: none"> - www.goodcharacter.com - Suggested Writing Prompts: <ul style="list-style-type: none"> - Write about someone very responsible. What do you like about that person? - Write about how it makes you feel when somebody lets you down

SELF-DISCIPLINE

Grade: 5

Trait: **SELF-DISCIPLINE** – to demonstrate the ability to control yourself in all situations

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advise?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - write effectively for various purposes and audiences - practice listening skills - practice interviewing skills - follow multi-step directions - evaluate strengths and weaknesses of work on project 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will write effectively for different audiences and purposes * The student will recognize, demonstrate, and analyze the qualities of effective communication * The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads 	<ul style="list-style-type: none"> - www.goodcharacter.com Create a Newspaper: - Older students can create a newspaper with each student being a reporter. Each reporter interviews another student, asking about such topics as accomplishments, family experiences, travels, or favorite activities, foods, movies, television programs, etc. The interviews are written up and "published" in the newspaper. <p>After it is distributed to the class, have a discussion to find out if the reporters accurately listened and reported what they were told. Discuss how listening skills were helpful in completing the assignment.</p>

S.S.	<ul style="list-style-type: none"> - list types of conflicts that occur in everyday life - identify methods of coping with conflict - evaluate consequences of various methods - role-play typical school and home conflict situations 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> * People, Places, and Environments 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Describe a variety of conflicts that commonly occur at school. List these on the board. Select two or three of these and discuss how the steps for working out conflicts could be applied to each situation. Have the kids role play some of these situations, either as themselves or with puppets. Afterward, have a group discussion to evaluate the outcome of each role play.
Math	<ul style="list-style-type: none"> - calculate the amount of time spent watching TV in a week - create a color bar graph representing data by day - discuss how too much TV affects self-discipline. 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> * Communication * Representation 	
Science	<ul style="list-style-type: none"> - discuss the importance of putting trash in its proper place and recycling - explain how proper handling of trash affects our environment 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> * Observe * Communicate 	
Health	<ul style="list-style-type: none"> - demonstrate use of positive self-management skills - explain why self-medication with ATOD is an unhealthy way to cope with unpleasant emotions - develop an action plan for dealing positively with difficult emotional situations - demonstrate the ability to use self-management skills in family relationships 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide</i>, Health and Safety Education, Gr. 5: <ul style="list-style-type: none"> * Mental Health, p. 48 * Family Living, p. 53 Connections: ELA 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide</i>, Health and Safety Education, Gr. 5, p. 48, 53 <ul style="list-style-type: none"> - Text: Unit 6 LS 27 p. 202-209; Unit 1 LS 4 p. 22-29; Unit 2 LS 6 p. 41; Unit 2 LS 9 p. 59; T.G. 24-31 - <i>Second Step</i>: Unit 3 LS 9-14

Related Arts	<ul style="list-style-type: none"> - design a "Dealing with Feelings" poster that illustrates the four-steps from Related Arts - display it on a wall. 	<ul style="list-style-type: none"> - Students will understand and respect others. - Students will make decisions, set goals, and take actions. 	<ul style="list-style-type: none"> - www.goodcharacter.com
Guidance	<ul style="list-style-type: none"> - identify coping strategies for dealing with unpleasant emotions - practice coping strategies 	<ul style="list-style-type: none"> - Students will understand and appreciate self. - Students will make decisions, set goals, and take actions. - Students will develop safety and survival skills. 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity: HOW TO COPE WITH AN UNPLEASANT FEELING</p> <ol style="list-style-type: none"> 1. ACCEPT your feelings. Say to yourself: "I am sad." "I am frightened." "I am angry." "I am embarrassed." It's all right to have feelings. 2. RELAX and take "time out" before you act. Take slow deep breaths and relax all the muscles of your body. Pretend you are in a safe place. 3. THINK about ways to help yourself. Thinking helps you do something smart instead of harming yourself or making things worse. 4. DO something to help yourself. Maybe it would help to talk to someone, or to do something you enjoy. If it doesn't work, go back to Step 3.

CARING

Grade: 5

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Focus points:

- *Have you ever felt like one of the characters in the story? Explain.
- *If you had written the story, what changes might you have made?
- *Do any of the characters remind you of anyone you know? Explain.
- *Identify behaviors of a caring person.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - read stories related to issues of caring and kindness - contribute to class discussion re characters and event in story - identify behaviors of a caring person - identify consequences of caring and uncaring behavior 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads 	<ul style="list-style-type: none"> - <i>The Hundred Dresses</i> by Eleanor Estes: New York: Harcourt Brace Jovanovich, 1944. (A poorly dressed girl is the object of ridicule until understanding is achieved, but it is too late to make amends.)
S.S.	<ul style="list-style-type: none"> - identify and describe caring and uncaring actions - select examples of caring and uncaring actions in real-life situations - identify appropriate coping skills for dealing with anger - write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> * People, Places, and Environments * Power, Authority, and Governance 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Activity: - Bring in (or have the children bring in) articles from newspapers and magazines describing situations that show caring and uncaring actions on the part of individuals, groups, or governments. Discuss these situations. In what ways do they demonstrate either caring or uncaring? Perhaps write a group letter to the people involved.
Math	<ul style="list-style-type: none"> - contribute appropriately to group discussion - list caring and uncaring actions 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> * Communication * Problem Solving 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Activity: - Imagine that someone gives you

	<ul style="list-style-type: none"> - identify possible consequences of caring and uncaring behaviors 		<p>a lot of money on the condition that you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?</p>
Science	<ul style="list-style-type: none"> - practice listening skills - identify examples of caring actions - identify consequences of uncaring behaviors - analyze and share emotions related to story - write letter in appropriate format 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> * Observe * Communicate * Classify 	<ul style="list-style-type: none"> - <i>The Giving Tree</i> by Shel Silverstein - Felt board with shapes for a tree trunk, branches, and apples. - http://www.actsofkindness.org/class/index.php <p>Suggested <u>Giving Tree</u> Activity:</p> <ol style="list-style-type: none"> 1. Students will predict how the felt “Giving Tree” might be used. 2. Students will listen to the story being read aloud, and as each part of the tree is taken away by the boy, the teacher will stop the story and take off the apples, the branches, the trunk, leaving only the stump. 3. Students will have wait time to absorb the impact on the “Giving Tree” losing its parts. 4. Students will write a letter to the tree, using standard letter form, about their feelings for the tree. 5. Students will share their letters individually as they sit in the Author’s Chair. 6. Students will produce a bound class book of their letters to be shared with other classes.

Health	<ul style="list-style-type: none"> - demonstrate ways to care communicate care, consideration, respect for self, for parents and family, and for the diversity of others 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide</i>, Health and Safety Education, Gr. 5: * Mental Health, p. 49 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide</i>, Health and Safety Education, Gr. 5, p. 49
Related Arts	<ul style="list-style-type: none"> - See Science 	<ul style="list-style-type: none"> - Students will understand and respect others. - Students will make decisions, set goals, and take actions. 	<ul style="list-style-type: none"> - <i>The Giving Tree</i> by Shel Silverstein - Felt board with shapes for a tree trunk, branches, and apples. - http://www.actsofkindness.org/class/index.php
Guidance	<ul style="list-style-type: none"> - practice appropriate listening and speaking group discussion skills - list caring and uncaring actions - identify possible consequences of caring and uncaring behaviors 	<ul style="list-style-type: none"> - Students will understand and respect others. - Students will develop a sense of community. 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Imagine that someone gives you \$20,000 but you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?

KINDNESS

Grade: 5

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - write effectively for different audiences and purposes - observe and discuss bullying behaviors - list kind and unkind behaviors - identify possible consequences of kind and unkind actions 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activities:</p> <ol style="list-style-type: none"> 1) Keep a journal to record bullying situations he or she observes each day. These can be discussed as a group on a daily or weekly basis. For the class, a chart can also be kept tabulating the number of incidences observed over a period of time to see if there are any changes. 2) Describe the most caring thing anyone has ever done for you. How did it make you feel? What effect did that have on you?
S.S.	<ul style="list-style-type: none"> - identify and describe representative government, the rule of the law, majority rule, minority rights, and popular sovereignty 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide</i>, Social Studies, Gr. 5: Time, Continuity and Change: History, p. 25 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide</i>, Social Studies, Gr. 5, p. 25 - Text: HB – “United States in Modern Times” – Ch. 1, LS 3 & 4; Ch. 2 LS 1 & 4; Ch. 3, LS 2-4; Ch. 4, LS 3; Ch. 5, LS 2-3; Ch. 6, LS 4; Ch. 7, LS 1-3; Ch. 8, LS 2 & 4; CH. 9, LS 3 & 4; Ch. 10, LS 1 & 4

Math	<ul style="list-style-type: none"> - contribute to class discussion re ways to help others - identify possible consequences of helping others 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> * Communication * Problem Solving 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Imagine that someone gives you a lot of money on the condition that you have to spend it all to help other people. What would you do with it, and why? What effect would it have on the people you would be helping?
Science	<ul style="list-style-type: none"> - work cooperatively with classmates to plan a recycling project - implement project - share results 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> * Observe * Communicate 	<p>http://www.actsofkindness.org/file_uploads/pdf/8_pdf.pdf</p> <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Plan a classroom or school recycling effort. Contact an agency to see if it would be willing to remove your items for recycling. Find out how they must be sorted and stored. Collect and recycle everything you can. Contact the media for publicity; perhaps others will join the recycling effort.
Health	<ul style="list-style-type: none"> - See Guidance 	<ul style="list-style-type: none"> - Health – Learning Standards <ul style="list-style-type: none"> * Students will demonstrate the ability to advocate for personal, family, and community health 	
Related Arts	<ul style="list-style-type: none"> - observe, record, and tabulate instances of bullying behaviors - report findings to classmates - contribute to class discussion re 	<ul style="list-style-type: none"> - Students will understand and respect others. - Students will make decisions, set goals, and take actions. 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Act as "roving reporters". During recess, lunch or

	observations - identify actions to reduce bullying		another selected period of time, have them observe, record, and tabulate the number of dialogues or actions demonstrated bullying behaviors. Have them report to the class and discuss the results
Guidance	- list examples of kind behaviors - act with kindness toward another person - analyze feelings and results related to kind actions	- Students will understand and respect others. - Students will make decisions, set goals, and take actions.	- www.goodcharacter.com Suggested Activities: 1) Create a “smile file” with cartoons that make students smile. The kids can pick out a cartoon to cheer up a friend in need. 2) Think of something you can say or do for another person that would make that person happy. Do it, and then write about how you think it affected the other person. How did it make you feel? Was it worth doing? What would happen if you made a point of doing something like this every day?

FAIRNESS

Grade: 5

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - list examples of fair and unfair behaviors - analyze feelings and results related to fair and unfair actions 	<ul style="list-style-type: none"> - English Language Arts – Strands * The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> - www.goodcharacter.com Suggested Activity: - Think of a time when you've taken unfair advantage of a person or a situation, or when someone has taken unfair advantage of you. Describe it. What was unfair about it? How did it make you feel? What did you learn from the experience?
S.S.	<ul style="list-style-type: none"> - identify and describe representative government, the rule of the law, majority rule, minority rights, and popular sovereignty - explain events that demonstrate and promote principles of American democracy 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide</i>, Social Studies, Gr. 5: Power, Authority, and Government, p. 25, 30 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide</i>, Social Studies, Gr. 5, p. 25, 30 - Text: HB – “United States in Modern Times” – Ch. 1, LS 3 & 4; Ch. 2 LS 1 & 4; Ch. 3, LS 2-4; Ch. 4, LS 3; Ch. 5, LS 2-3; Ch. 6, LS 4; Ch. 7, LS 1-3; Ch. 8, LS 2 & 4; CH. 9, LS 3 & 4; Ch. 10, LS 1 & 4 - Text: HB – “United States in Modern Times” –Ch. 2 LS p 107-109; Ch. 4, LS 4; Ch. 7, LS 3; Ch. 8, LS 3 & 5
Math	<ul style="list-style-type: none"> - discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	<ul style="list-style-type: none"> - Mathematics Process Standards * Communication 	<ul style="list-style-type: none"> - Ethics in Science web sites: - www.chem.vt.edu/ethics/ethics.html - onlineethics.org - www.lbl.gov/Education/ELSI/ELSI.html

Science	- See Math	- Science – Process Standards * Observe * Communicate	
Health	- explain how appreciation for one's own culture and the culture of others enhances mental/emotional and social health	- <i>Richland One Curriculum Guide</i> , Health and Safety Education, Gr. 5: * Mental Health, p. 48	- <i>Richland One Curriculum Guide</i> , Health and Safety Education, Gr. 5, p. 48 - <i>Second Step</i> : Unit 1 LS 16
Related Arts		- Students will understand and respect others.	- www.goodcharacter.com Suggested Activity: - Bring in articles from newspapers and magazines reporting on events in which fairness and justice are at issue. Have a discussion about who is acting fairly, and who is acting unfairly in these situations
Guidance	- list examples of fair and unfair behaviors - identify character traits of a fair person	- Students will understand and respect others.	- www.goodcharacter.com Suggested Activity: - Discuss the following: What does it mean to be a fair person? Have your class brainstorm a list of do's and don'ts for being fair. Ask for specific examples of each behavior they identify. Compare their list with the one at the top of this page. Hang the list up on the wall as a reminder.

DEPENDABILITY

Grade: 5

Trait: **DEPENDABILITY** – *to be counted on or trusted*

Focus points:

- *Describe a positive work ethic. Is dependability a desired characteristic of a good work ethic? Why?
- *How do you honor commitments?
- *If one of the characters were sitting next to you, what would they likely tell you about the importance of dependability?
- *Did you learn how a character solved a problem in the story. Could you use this situation to solve similar problems you might have?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - write for different audiences and purposes 	<ul style="list-style-type: none"> - English Language Arts – Strands * The student will write effectively for different audiences and purposes 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Write book reports about how the characters in the book behaved in either a trustworthy or an untrustworthy way. Do the same with movies or television programs they have seen. If your children are too young to write book reports, do this as a class discussion about the books they are reading or that you are reading to them.
S.S.	<ul style="list-style-type: none"> - list events, people, and various cultures that made an impact on the U.S. during the W.W. II era 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide</i>, Social Studies, Gr. 5: Time, Continuity and Change: History, p. 16 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies</i>, Gr. 5, p. 16 - Text: HB – “United States in Modern Times” – Ch. 8, LS 1 & 4
Math	<ul style="list-style-type: none"> - read biographies, autobiographies of famous mathematicians or scientists - discuss character issues in their lives and work. - demonstrate cooperative learning skills 	<ul style="list-style-type: none"> - Mathematics Process Standards * Communication 	<ul style="list-style-type: none"> - Internet: www.biography.com - School Library - Classroom Teacher

Science	<ul style="list-style-type: none"> - See Math 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> * Observe * Communicate 	
Health	<p><i>I Can Work It Out</i></p> <ul style="list-style-type: none"> - demonstrate skills for resolving conflicts with peers <p><i>My Responsibilities</i></p> <ul style="list-style-type: none"> - discuss their responsibilities within the home, school, and community settings <p><i>Decisions and Solutions</i></p> <ul style="list-style-type: none"> - demonstrate an understanding of decision-making/problem-solving process <p><i>A Healthier You</i></p> <ul style="list-style-type: none"> - apply good health and safety practices <p><i>Just Say No</i></p> <ul style="list-style-type: none"> - recognize the emotional and physical effects of substance use and abuse 	<ul style="list-style-type: none"> - Health – Learning Standards <ul style="list-style-type: none"> * Students will demonstrate the ability to advocate for personal, family, and community health * Students will demonstrate the ability to practice behaviors that enhance health and reduce risks 	<ul style="list-style-type: none"> - Orange County Public Schools, Orlando, FL www.ocps.k12.fl.us - <i>I Can Work It Out</i> - <i>My Responsibilities</i> - <i>Decisions and Solutions</i> - <i>A Healthier You</i> - <i>Just Say No</i>
Related Arts	<ul style="list-style-type: none"> - select real-life examples of responsible and irresponsible actions - identify consequences of responsible and irresponsible behaviors 	<ul style="list-style-type: none"> - Students will understand and respect others. - Students will make decisions, set goals, and take actions. 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Have your students look for magazine or newspaper articles in which responsibility is an issue. Discuss these issues in the context of responsible and irresponsible actions. What are the stakes? What are the consequences?

<p>Guidance</p>	<ul style="list-style-type: none"> - contribute to class discussion of responsible and irresponsible behaviors - identify reasons why it is important to be a dependable person 	<ul style="list-style-type: none"> - Students will understand and respect others. - Students will make decisions, set goals, and take actions. 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Discuss the following <p>When you agree to do something, do it. If you let people down, they'll stop believing you. When you follow through on your commitments, people take you seriously.</p> <p>Answer for your own actions. Don't make excuses or blame others for what you do. When you take responsibility for your actions you are saying "I am the one who's in charge of my life."</p> <p>Be trustworthy. If somebody trusts you to borrow or take care of something, take care of it. If somebody tells you something in confidence, keep it to yourself. It's important for people to know they can count on you.</p>
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V. Resources

Books

- Beady, J.P. (1997). *Positive learning Using Sports: Developing Youth sports programs That Teach Positive Values*. New Hampton, NH: Project Adventure, Inc.
- Beady, J.P. & Zero, T. (1999). *After School PLUS Manual*. New Hampshire, NH: Project Adventure Inc.
- Beady, Jeffrey, Zero, Tom, & Gough, Russell, (2000). *Effective Guidelines for Character Education through Sports*. Washington, DC: Character Education Partnership.
- Beedy, Jeffrey Pratt. (1997). *Sports Plus: Developing Youth Sports Program that Teach Positive Values*. Hamilton, MA: Project Adventure.
- Bennett, William J. (1993). *The Book of Virtues: A Treasury of Great Moral Stories*. New York: Simon & Schuster Trade.
- Boatwright, Becki H., Ph.D., Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Equipped to Stop Bullying*.
- Bredemeier, J.J., & Shields, D.L. (1995). *Character Development and Physical Activity*. Champaign, IL: Human Kinetics Press.
- Boyer, Ernest L.(1997). *The Basic School: A Community for Learning*. San Francisco, CA.: Jossey-Bass.
- Brooks, Dr. David, Ph.D. *Lessons in Character, K-12 Curriculum*. Young People's Press, 800-231-9774.
- Castillo, Sara, Ph.D., Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Face to Face with Your Fears*.
- Clifford, Craig & Feezell, Randolph M. (1997). *Coaching for Character – Reclaiming the Principles of Sportsmanship*. Champaign, IL: Human Kinetics.
- Covey, Sean (1998). *Seven Habits of Highly Effective Teens: The Ultimate Teenage Success Guide*.
- Craft, William & Craft, Ellen (1999). *Running a Thousand Miles for Freedom: The Escape of William and Ellen Craft*. Athens, GA: University of Georgia Press.
- Developmental Studies Center (1994). *At Home in Our Schools: A Guide to Schoolwide Activities that Build Community*. Oakland, CA: Developmental Studies Center.
- Developmental Studies Center (1996). *Ways We Want Our Class to Be: Class Meetings that Build Commitment to Kindness and Learning*. Oakland, CA: Developmental Studies Center.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting A Grip on ADD*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting A Life of Your Own*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting Over the Blues*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting With It: A Kid's Guide to Forming Good Relationships and "Fitting In"*.
- Gauld, Joseph W (1993). *Character First: The Hyde School Difference*. Bath, ME: Hyde School.
- Glasser, William A. (1998). *The Quality School: Managing Students Without Coercion*. New York: Harper Collins Publishers.
- Gough, R. (1997). *Character Is Everything: Promoting Ethical Excellence in Sports*. Forth Worth, TX: Harcourt Brace.
- Kreidler, William J. & Furlong, Lisa (1996). *Adventures in Peacemaking: A Conflict Resolution Guide for School-Age Children*. Cambridge, MA: Educators for Social Responsibility.
- Lumpkin, Angela; Stoll, Sharon Kay; and Beller, Jennifer, M. (1999). *Sport Ethics: Applications for Fair Play*. Second edition. Dubuque, IA; McGraw-Hill.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Ahead: Strategies to Motivate and Assist Students with Classroom Learning*.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Your Life on Track: A Female Teen's Guide to Saying No to Sex*.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Your Second Wind: Living a Smoke-Free Life, A Kid's Guide to Saying No to Smoking*.
- McNamee, M.J. & Parry, S.J., (eds.) (1998). *Ethics and Sport*. New York: Routledge.
- Murphy, Shane. (1999). *The Cheers and Tears – A Healthy Alternative to the Dark Side of Youth Sports Today*. San Francisco: Jossey-Bass.
- Power, Clark F., Higgins, A. & Kohlberg, L. (1991). *Lawrence Kohlberg's Approach to Moral Education*. New York: Columbia University Press.
- Romain, Trevor and Verdick, Elizabeth (1997). *Bullies Are a Pain in the Brain*. Minneapolis, MN: Free Spirit Publishing.
- Ryan, Kevin and Bohlin, Karen. *Building Character in Schools*. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104, tel: 800-956-7739, fax: 800-605-2665.

- Shields, David Lyle Light, & Bredemeier, Brenda Jo Light (1995). *Character Development and Physical Activity*. Champaign, IL: Human Kinetics.
- Steele, Eden & Schilling, Dianne (1994). *Peace Patrol: Creating a New Generation of Problem Solvers and Peacemakers*. Carson, CA: Jalmar Press/Innerchoice Publishing.
- Thompson, J. (1995). *Positive Coaching: Building Character and Self-Esteem Through Sports*. Portola Valley, CA: Warde Publishing Co., Inc.
- Wolff, R. (1997). *Good Sports: The Concerned Parent's Guide to Competitive Youth Sports*. Champaign, IL: Sports Publishing, Inc.

Videos

- Beedy, J.P. (1996). Our children, Ourselves. *The Case for Character Education*. New Hampton: New Hampton School. (603-744-5401).
- Krutein, Werner & Pomeranz, David (1985, VHS, 5 min., \$10.00). *It's in Every One of Us*. Insight Metaphysical Books, 505 South First St., Champaign, IL 61820; Tel:(888) 326-5683 or (217) 352-5683.

Resource Kits – Books & Videos

- Begun, Ruth W. *Ready-to-Use Social Skills Lesson* (4 levels: Pre K-K; 1-3; 4-6; 7-12) West Nyack, NY: Center for Applied Research, 1994. \$29.95 each
- Benson, Peter L., Galbraith, Judy, & Espeland, Pamela. *What Teens Need To Succeed*. Minneapolis, MN: Free Spirit Press, 1998. \$14.95
- Block, Martin, *A Teachers Guide to Including Students with Disabilities in General Physical Education Programs*. Brookes Publishing, 2000. \$44.95
- Bocchino, Rob. *Emotional Literacy: To Be a Different Kind of Smart*. Thousand Oaks. CA: Corwin Press, 1999. \$24.95
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All books and videos available for purchase from National Professional Resources, 1-800-453-7461. For additional current resources, see the web site: www.nprinc.com

Building Character Schoolwide-Creating a Caring Community in Your School (Guide) 6 copies*
Wise Quotes 3-5*

*Available at Student Support Services, Waverley Building, 12225 Oak St., Columbia, SC 29204

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Character and Sport Organizations

The Center for Character Education
 at the Culver Academies
 Attn: John Yeager – Box 72
 1300 Academy Road
 Culver, Indiana 46511
 (219) 842-8159
www.culver.org

Positive Learning Using Sports
 PO Box 219
 New Hampton, NH 03256
 (603) 744-5401
plusinfor@sportsplus.org
www.sportsplus.org

Positive Coaching Alliance
 Department of Athletics, Stanford University
 Stanford, CA 94305-6150
 650-725-0024 (telephone)
 650-725-7242 (fax)
pca@positivecoach.org
www.positivecoach.org

MomsTeam, Inc.
 60 Thoreau Street
 Suite 288
 Concord, MA 01742
www.momsteam.com

Center for Sport, Character & Culture
University of Notre Dame
Notre Dame, IN 46556
219-631-4445
csc@nd.edu

National Alliance For Youth Sports
2050 Vista Parkway
West Palm Beach, FL 33411
561-684-1141/Fax-561-684-2546
800-729-2057/800-688-KIDS
nays@nays.org

The Character Education Partnership
1600 K Street, NW Suite 501
Washington, DC 20006
202-296-7743
www.character.org

The Center for the Advancement of
Ethics and Character
Boston University
605 Commonwealth Ave.
Boston, MA 02215
617-353-3262
[www.bu.edu/education/
centersresources/centeradvethicscha](http://www.bu.edu/education/centersresources/centeradvethicscha)

Miscellaneous

www.character.org

1999 National Schools of Character: Best Practices & New Perspectives

Slide Presentation VIDEO

1999 National Schools of Character Book & Video Special

1998 National Schools of Character

Eleven Principles of Effective Character Education

Eleven Principles of Effective Character Education VIDEO

Character Education Questions & Answers

Educating for Character: How Our Schools Can Teach Respect and Responsibility

Character Education: Restoring Respect and Responsibility VIDEO

Character Education Resource Guide

Building Community Consensus for Character Education

Developing a Character Education Program

Teachers as Educators of Character: Are the Nation's Schools of Education Coming Up Short?

Character Education: The Foundation for Teacher Education (Publication of the Association of Teacher Educators)

A Primer for Evaluating a Character Education Initiative

Their Best Selves: Building Character Education and Service Learning Together in the Lives of Young People

Character Education: Reclaiming America's Values for Tomorrow's Workforce Guidelines for Effective Character

Education Through Sports (Feb., 2000)

Commitment to Character VIDEO

Best Practices, Activities, and Ideas

Below are ideas for supporting Character Education, based on best practices.

100 Ways to Bring Character Education to Life

Building a Community of Virtue

1. Develop a school "Code of Ethics." Distribute it to every member of the school community. Refer to it often. Display it prominently. All school policy should reflect an implicit code of ethics.
2. Institute a student-to-student tutoring program.

3. Promote school-wide or intraclass service clubs with real missions to serve the school, class, or external community.
4. Encourage students to identify a charity or in-school need, collect donation, and help administer the distribution of funds.
5. Ensure that the schools' recognition systems cover both character and academics.
6. Recognize a variety of achievements, e.g., surpassing past personal achievements or meeting a predetermined goal.
7. Consistently prohibit gossip and, when appropriate, address/discuss its damaging consequences.
8. Enforce a zero-tolerance policy on swearing. Prohibit vulgar and obscene language in the classroom and on school property.
9. Use morning announcements, school/classroom bulletin boards, and/or the school newsletter to highlight the various accomplishments-particularly character oriented ones-of students and faculty members.
10. When conflicts arise around the school or class, teach about discretion, tact, and privacy, and about discreetly informing appropriate adults of the conflict.
11. Have students in self-contained classrooms take turns caring for class pets and taking them home over weekends and holidays. Discuss and demonstrate the responsibility required to care for living creatures.
12. Invite student volunteers to clean up their community. With parental support, encourage students to build a community playground, pick up litter, rake leaves, plant trees, paint a mural, remove graffiti, or clean up a local park or beach.
13. What is the significance behind your school's traditions? Find out, and emphasize the traditions which build school unity.
14. Display the school flag. Learn the school song. If you don't have either, have a contest!
15. Does your school have ceremonies to mark the beginning and end of the school year? A farewell ceremony for teachers and staff members?
16. Examine school assemblies. Do a minority of students control the majority of assemblies? How could more students be involved? Are the chants at pep assemblies appropriate? Do they build school spirit without demeaning other schools?
17. Ensure students behave responsibly and respectfully when watching athletic competitions.
18. In physical education and sports programs, place a premium on good sportsmanship. Participation in sports should provide good habits for the life beyond sports.
19. Hang pictures of heroes and heroines in classrooms and halls. Include appropriate explanatory text.
20. Is the school a welcoming place for teachers? Can people walking through the school halls get a good idea of what is happening in classrooms? Is the principal frequently visible to students? Are there clear welcome signs prominently placed near the school's main door?
21. Start a school scrapbook with photos, news stories, and memorabilia reflecting the school's history and accomplishments. Involve school members in contributing to and maintaining the collection. Show it off to visitors and new families.
22. Publicly recognize the work of the school's "unsung heroes" who keep the school running: The custodians, repairmen, secretaries, cafeteria workers, and volunteers.
23. Develop a system of welcoming and orienting new students to the school.
24. Prohibit the display of any gang symbols or paraphernalia on school property. Remove graffiti immediately – including in student bathrooms.
25. Let students take some responsibility for the maintenance and beautification of the school. Classes could "adopt a hallway," shelve misplaced books, plant flowers, etc. Post signs identifying the caretakers.

Mining the Curriculum

26. Have students do a major paper on a living public figure ("My Personal Hero") focusing on the moral achievements and virtues of the individual. First, do the groundwork of helping them to understand what constitutes a particularly noble life.
27. In history and literature classes, regularly weave in a discussion of motivations, actions, and consequences.
28. Insist that quality matters. Homework should be handed in on time, neat and complete. Details do count.
29. Include the study of "local heroes" in social studies classes.
30. Help students form friendships. When forming cooperative learning groups, keep in mind both the academic and emotional needs of the students. These groups can be an opportunity to group students who might not otherwise interact with one another.
31. Ensure students have a firm understanding of what constitutes plagiarism and of the school's firm policy against it. But, more importantly, help them to understand why it is wrong.
32. Celebrate the birthdays of heroes and heroines with discussion of their accomplishments.

33. Choose the finest children's and adult literature to read with your students – literature rich with meaning and imagery. Don't waste time with mediocre or unmemorable texts.
34. Don't underestimate the power of stories to build a child's moral imagination. Read aloud to students daily.
35. Conduct literature discussions-even in the youngest grades. Ask questions which encourage reflection. Don't immediately jump to the "moral of the story" while ignoring the richness, beauty or complexity of the texts. General questions could include: What did this book make you think about or feel? Tell me about [a character's name]-what kind of person was he? Why do you think the author wrote this book-what did she want to say to the reader?
Don't leave a story, however, without having students grapple with its moral message.
36. Build empathy in literature and social studies classes by teaching children to "put themselves in the shoes" of the people they are reading about/studying.
37. Read and discuss biographies from all subject areas. Help students identify the person's core or defining characteristics.
38. While studying about great men and women, do not consistently avoid the subject of personal weakness-especially in the upper grades. A study of a person's "whole" character can provide a powerful lesson in discernment and compassion. Consider a thoughtful discussion of the following question: Can a person be "great" (and good) and still have some character flaws?
39. Teach students to write thoughtful letters: thank you notes, letters to public officials, letters to the editor, etc.
40. Assign homework that stimulates and challenges students. Engaging and demanding assignments will give rise to self-discipline and perseverance.
41. Set up a buddy reading system between an older and younger class. Carefully teach the older students techniques that will help make their teaching experience successful. Impress upon them the responsibility and patience required when helping those who are both younger and less skilled in a subject than they are.
42. Have students memorize poetry and important prose selections such as the Preamble or the Gettysburg Address. In the process, make sure they understand the ideas that make these works worthy of committing to memory.
43. In science, address with each unit (when appropriate) the ethical considerations of that field of study. Students need to see that morality and ethics are not confined to the humanities.
44. In math classes, specifically address the habits-such as courage, perseverance and hard work-required to be a successful math student. Class rules and homework policies should reflect and support these habits.
45. In social studies, examine-and reexamine yearly, if the curriculum affords opportunities-the responsibilities of the citizen. What can students do right now to build the habits of a responsible citizenship?

Teachers, Administrators, and Staff

46. Choose a personal motto or mission statement.
47. Tell your students who your heroes are and why you chose them.
48. Lead by example. Pick up the piece of paper in the hall. Leave the classroom clean for the next teacher. Say, "Thank you."
49. Employ the language of virtue in conversations with colleagues: responsibility, commitment, perseverance, courage, etc.
50. Make your classroom expectations clear and hold students accountable.
51. Admit mistakes and seek to make amends. Expect and encourage students to do likewise.
52. Follow through. Do what you say you will do. For example, administer tests when they are scheduled; don't cancel at the last minute after students have prepared.
53. If you engage in community or church service, let your students know in an appropriate, low-key manner.
54. Illustrate integrity: let students see that you live the expectations of hard work, responsibility, gratitude, and perseverance that you place upon them.
55. Give students sufficient and timely feedback when you evaluate their work. This demonstrates to students that their work matters and that teachers take a stake in their improvement and success.
56. Teach justice and compassion by helping students separate the doer from the deed.
57. Stand up for the underdog or student who is being treated poorly by classmates. But use discretion: sometimes an immediate response, sometimes a private small group meeting-perhaps the person ought not be present.
58. Use constructive criticism (individually and collectively), tempered by compassion. Use class discussions as a time to teach students do the same when responding to one another.
59. Include in faculty/staff meetings and workshops discussions of the school's "moral climate." How can the ethos of the school be improved?
60. Begin a bulletin board where teachers and administrators can share their own "100 Ways..."

Parents, the Primary Moral Educators

61. Create a written code of behavior for the classroom and the school. Ask parents to read and sign the code, as a pledge of mutual support.
62. Consider having a parent representative present while developing such school codes.
63. Make the effort to notify parents of student misbehavior via notes, phone calls, and personal visits.
64. “Catch students being good” and write or call parents to report it.
65. Communicate with parents appropriate ways they can help students with their schoolwork.
66. Send a letter home to parents before the school year starts, introducing yourself, your classroom, your enthusiasm, and your expectations, particularly your hope that they will help you help their child.
67. Start a PTO or expand the current program to include as many parents as possible.
68. Frequently share the school’s vision and high ideals for its students with the parents.
69. Open a dialogue with parents. They can be a teacher’s greatest ally in helping students succeed. They can provide pertinent, invaluable information about their children’s academic/social background, interest, talents, difficulties, etc.
70. In the school newsletter, inform parents of *upcoming* events, units of study and opportunities to participate in school and after-school activities.
71. Develop a list of suggested reading and resources in Character Education and share it with parents.
72. When appropriate, provide literacy classes/tutors for parents.
73. Provide parents with access to the school library. Provide a suggested reading list of books with solid moral content that make good read-alouds.
74. Structure opportunities for parents to meaningfully participate in classrooms (beyond providing refreshments and chaperoning field-trips); e.g., reading with students, presenting a lesson in an area of expertise, tutoring, sharing family heirlooms, helping organize class plays or projects.
75. Are teachers encouraged, expected, or required to send out monthly newsletters to parents? Do these messages include character as well as academic goals?
76. Include anecdotes of commendable student performance in the school newsletter.
77. Include a “parents’ corner” in the newsletter, where parents can share parenting tips, book titles, homework helps, etc.
78. When your school welcomes a new student, how does it welcome the student’s family?
79. What can your school do to encourage greater attendance at parent-teacher conferences? Examine the times they are held and how they are advertised. What is being done to reach out to the parents who never come?
80. During parent-teacher conferences, ask parents, “What are your questions or concerns?” Then, listen carefully to their answers.

Helping Students Take Their Own Character Building Seriously

81. Begin a service program in which students “adopt-an-elder” from the community. Arrange opportunities for students to visit, write letters, read to, or run errands for their adoptee.
82. Structure opportunities for students to perform community service.
83. Prohibit students from being unkind or using others as scapegoats in the classroom.
84. Make it clear to students that they have a moral responsibility to work hard in school.
85. Impress upon students that being a good student means far more than academic success.
86. After students have developed an understanding of honesty and academic integrity, consider instituting an honor system for test-taking and homework assignments.
87. Provide opportunities for students to both prepare for competition and engage in cooperation.
88. Help students acquire the power of discernment-including the ability to judge the truth, worth, and bias of what is presented on the TV, radio, and internet.
89. Invite graduates of the high school to return and talk about their experience in the next stage of life. Ask them to discuss what habits or virtues could make the transition to work/college successful. What bad habits or vices cause problems?
90. Have students identify a substantive quote or anecdote from which they can begin to develop a personal motto.
91. Overtly teach courtesy.
92. Make every effort to instill a work ethic in students. Frequently explain the responsibility of trying one’s best; create minimum standards for the quality of work you will accept-then, don’t accept work that falls short.
93. During election years, encourage students to research candidates’ positions, listen to debates, participate in voter registration drives and, if eligible, vote.

94. Use the language of virtue with students: responsibility, respect, integrity, diligence, etc. and teach them to use this language.
95. In large middle and high schools, what is being done to keep students from “falling through the cracks?” Every student needs at least one teacher or counselor to take specific interest in them.
96. In middle and high school, consider instituting (or strengthening) an advising program. Advisors should do more than provide job/college information-they should take an interest in the intellectual and character development of their advisees.
97. Hold students accountable to a strict attendance and tardiness policy.
98. Through story, discussion, and example, teach students about true friendship. Help them recognize the characteristics of true friends and the potentially destructive power of false friendships.
99. Doing the “right thing” is not always an easy choice-especially in the face of peer pressure. Students, both individually and as a class, may need help seeing long-term consequences-and may need the support of a responsible adult both before and after choices are made.
100. Remind students-and yourself-that character building is not an easy or one-time project. Fashioning our character is the work of a lifetime.

*Center for the Advancement of Ethics and Character
Boston, MA*

Classroom strategies for Individual Teachers

In his book, *Educating for Character*, Thomas Lickona discusses classroom strategies that individual teachers can use. These strategies are listed below along with three school-wide strategies.

Classroom Strategies

In classroom practice, a comprehensive approach to character building calls upon the *individual teacher* to:

1. *Act as a caregiver, model, and mentor:* Treat students with love and respect, setting a good example, supporting prosocial behavior, and correcting hurtful actions through one-on-one guidance and whole-class discussion.
2. *Create a moral community:* Help students know each other as persons, respect and care about each other, and feel valued membership in, and responsibility to, the group.
3. *Practice moral discipline:* Use the creation and enforcement of rules as opportunities to foster moral reasoning, voluntary compliance with rules, and a generalized respect for others.
4. *Create a democratic classroom environment:* Involve students in collaborative decision-making and shared responsibility for making the classroom a good place to be and learn.
5. *Teach character through the curriculum:* Use the ethically rich content of academic subjects (such as literature, history, and science) as a vehicle for studying the virtues; ensure that the sex, drugs, and alcohol education programs promote self-control and other high character standards taught elsewhere in the curriculum (e.g., Napier, 1996, and National Guidelines for Sexuality and Character Education, 1996).
6. *Use cooperative learning:* Through collaborative work, develop students’ appreciation of others, perspective taking, and ability to work toward common goals.
7. *Develop the “conscience of craft”:* Foster students’ valuing of learning, capacity for working hard, commitment to excellence, and public sense of work as affecting the lives of others.
8. *Encourage moral reflection:* Foster moral thinking and thoughtful decision-making through reading, research, essay writing, journaling, discussion, and debate.
9. *Teach conflict resolution:* Help students acquire the moral skills of solving conflicts fairly and without force.

School-wide Strategies

Besides making full use of the moral life of classrooms, a comprehensive approach calls upon the school as a whole to:

10. *Foster service learning beyond the classroom:* Use positive role models to inspire altruistic behavior and provide opportunities at every grade level for service learning.
11. *Create a positive moral culture in the school:* Develop a total moral environment (through the leadership of the principal, schoolwide discipline, a schoolwide sense of community, meaningful student government, a

- moral community among adults, and making time for discussing moral concerns) that supports and amplifies the virtues taught in classrooms.
12. *Recruit parents and the community as partners in Character Education:* Inform parents that the school considers them their child's first and most important moral teacher, give parents specific ways they can reinforce the character expectations the school is trying to promote, and seek the help of the community (including faith communities, businesses, local government, and the media) in promoting the core traits.

Integrating Character and Academics

By Dr. Helen Legette

English and Language Arts

Poems, novels, biographies, short stories, plays, essays.
Writing assignments (What did the main character do that showed respect, responsibility, etc.?
Write an essay: "My hero is a person of good character.")
Social courtesies (Teach students to write thank you notes; help them to understand the etiquette of interview situations.)
Class discussions on character issues.
Media Literacy (What are the character messages that are being communicated in popular TV programs and movies? How can students become more critical media consumers?)

History and Social Studies

Biographies, autobiographies (Discuss motivation, person's character, and effects of decisions.)
Historical documents (What are the messages regarding responsible citizenship?)
Write a class constitution. How did a particular document affect the lives of citizens in the country involved?
Current events (Analyze various political and social actions in relation to character issues.)
Mock elections
Class discussions on topics such as ethics in politics, trade agreements, business, and social agendas.

Science and Math

Biographies, autobiographies of famous scientists and mathematicians (Discuss the character issues in their lives and work. Contrast the actions of various individuals.)
Class discussions on ethical issues such as the manipulation of data, the human issues in various research projects, and "online" concerns.

Music and Fine Arts

Depiction of heroic deeds
Posters illustrating good character
Patriotic music, art, drama
Biographies and autobiographies of great artists and musicians
Performances at rest homes and work with handicapped
Class discussions on current music (What are the messages related to character that are being expressed in the lyrics of some hard rock and "gangsta" rap music?)

Health, P.E., and Athletics

Good sportsmanship in class and in athletic competition
Care and respect of the body, especially in relation to sex, drugs, and alcohol.
Sports "heroes" (Are they real heroes?)
Cooperative learning, team building
Service projects to help younger kids develop positive attitudes, resist drugs and alcohol, and promote healthy living.

Vocational and Business Education

“Conscience of craft” (positive work ethic)

Class discussions on ethical issues, such as honoring commitments, complying with business law, and not cutting corners.

Computer issues (confidentiality, copyright laws, and legal and moral issues related to the internet)

Service projects to help school or community

Student Government

Community and school service projects, such as school cleanup and beautification initiatives

Discussion of issues such as an honor code, student ethics, cheating, and responsible behavior

School pride

School safety issues

Student elections as a democratic (citizenship) issue

Student recognition programs related to good character

Orientation programs and assistance to new students

School “ambassadors” to help with visitors to the school

All Subjects

Cooperative learning

Service projects (tutoring younger students, assisting the handicapped, etc.)

Displays related to the principles of character

Thought for the day

Inspirational stories and readings

Character-based rules and disciplinary procedures

Emphasis on good manners and the practice of the principles of character

Use of the “teachable moment.”

Guidelines for Effective Character Education Through Sports

By Jeffrey P. Beedy, Ed.D., and Russell W. Gough, Ph.D.

1. Create and implement a guiding sports philosophy that promotes core, ethical traits.
2. Define the program’s traits behaviorally.
3. Balance the drive to win with the program’s core traits.
4. Design a proactive game plan for building character.
5. Create a positive learning environment.
6. Promote positive role modeling.
7. Respect individual and developmental differences.
8. Develop community-wide support for character-based sports.
9. Link sports to other areas of an athlete’s life.
10. Evaluate the program’s effectiveness.

PARALLEL READING LIST

Grade 3

NAME OF BOOK/AUTHOR	TRAITS									
	Respect	Honesty	Cooperation	Good Citizenship	Responsibility	Self-discipline	Caring	Kindness	Fairness	Dependability
<i>Charlotte's Webb</i> (White)	*		*				*	*	*	*
<i>Chocolate Touch</i> (Catling)		*								
<i>Class Clown</i> (Hurwitz)							*			
<i>Fantastic Mr. Fox</i> (Dahl)			*					*		
<i>How to Eat Fried Worms</i> (Rockwell)		*	*				*			
<i>James and the Giant Peach</i> (Dahl)	*		*				*	*		*
<i>Little House in the Big Woods</i> (Wilder)	*	*					*			*
<i>Mouse and the Motorcycle</i> (Cleary)			*					*		
<i>Pippi in the South Seas</i> (Lindgren)			*					*	*	
<i>Ramona Quimby</i> (Cleary)			*							
<i>Runaway Ralph</i> (Cleary)			*							
<i>Snot Stew</i> (Wallace)	*						*			*
<i>What's the Big Idea Ben Franklin</i> (Fritz)				*						

PARALLEL READING LIST

Grade 4

NAME OF BOOK/AUTHOR	TRAITS									
	Respect	Honesty	Cooperation	Good Citizenship	Responsibility	Self-discipline	Caring	Kindness	Fairness	Dependability
<i>Best Christmas Pageant Ever</i> (Robinson)	*	*	*	*			*	*		
<i>Bunnicula</i> (Howe)			*							
<i>Charlie and the Chocolate Factory</i> (Dahl)	*	*	*		*		*		*	
<i>Chocolate Fever</i> (Smith)	*							*		
<i>Cricket in Times Square</i> (Selden)							*	*		
<i>Dog Called Kitty</i> (Wallace)	*	*					*	*		
<i>Henry and Ribsy</i> (Cleary)							*		*	
<i>Indian in the Cupboard</i> (Reid)	*	*	*				*			*
<i>Jennifer Murdley's Toad</i> (Coville)	*							*		*
<i>Little House on the Prairie</i> (Wilder)	*	*	*				*			*
<i>Red Dog</i> (Wallace)	*	*	*				*	*		*
<i>Sarah Plain and Tall</i> (MacLachlan)	*		*		*		*	*		*
<i>Tales of a 4th Grade Nothing</i> (Blume)			*				*			
<i>Trouble River</i> (Byars)	*		*				*			*
<i>Velveteen Rabbit</i> (Williams)	*						*	*		*
<i>War with Grandpa</i> (Smith)	*	*	*				*	*		*

PARALLEL READING LIST

Grade 5

NAME OF BOOK/AUTHOR	TRAITS									
	Respect	Honesty	Cooperation	Good Citizenship	Responsibility	Self-discipline	Caring	Kindness	Fairness	Dependability
<i>Dear Mr. Henshaw</i> (Cleary)	*		*		*					*
<i>Island of the Blue Dolphin</i> (Odell)	*		*		*					*
<i>Lion, the Witch and the Wardrobe</i> (Lewis)	*	*	*					*		*
<i>My Side of the Mountain</i> (George)					*					
<i>Sign of the Beaver</i> (Speare)					*					
<i>Summer of the Swans</i> (Byars)	*	*	*	*			*	*	*	*
<i>Where the Red Fern Grows</i> (Rawls)	*	*	*				*	*	*	*

Songs That Emphasize Character Traits

Grades K – 12

CHARACTER TRAIT	SONG	MUSICIAN
Kindness/Respect	Don't Laugh at Me	Mark Wills
Respect	Respect Yourself	Staple Singers
Kindness/Caring	Because You Loved Me	Celine Dion
Caring/Kindness	Stand For What Is Right	Lauren Vision
Caring/Kindness	Don't Save It All For Christmas Day	Celine Dion
Respect	Smile	Vitamin C
Caring	What About Your Friends	TLC
Respect	Rudolph the Red-Nosed Reindeer	Jackson Five
Caring/Kindness	Helping Hands	Amy Grant
Caring/Respect	Got to Care	Lauren Vision
Respect	Hero	Mariah Carey
Caring/Kindness	Lean on Me	Bill Withers
Caring/Kindness	The Things We Do	Yolanda Adams
Good Citizenship	God Bless the USA	Lee Greenwood
Self-discipline	Born to Fly	Sara Evans
Cooperation/Respect	Pay Attention	Valeria Andrews/Ryan Tody
Self-discipline	Stronger	Brittany Spears
Caring/Kindness	We Need Love	The McClurkin Project
Caring/Kindness	Too Much Heaven	Winans
Self-discipline	Independent Women	Destiny's Child
Honesty	Victim of the Game	Garth Brooks
Respect	Everyday	Dave Matthews Band
Respect	Do What You Want To Do	Vitamin C
Respect	Who I Am	Jessica Andrews
Caring/Kindness	The Perfect Fan	Backstreet Boys
Caring/Kindness	That's the Way It Is	Celine Dion
Respect	One-Syllable Words	Carolyn Arends
Responsibility	Burn	JoDee Messina
Good Citizenship/Responsibility	All or Nothing	Anthena Cage
Good Citizenship/Responsibility	Reach	Gloria Estefan
Respect/Cooperation	One Voice	Billy Gillman
Caring	Fly Like An Eagle	Seal
Fairness/Caring/Kindness	What If	Reba McIntyre
Cooperation	Imagine	Patty LaBelle

VI. Evaluating the effectiveness of integrating character education into the curriculum

The overall purpose of integrating character education into the instructional program is to educate/develop the “total student,” in a comprehensive manner. Integration of the ten essential character traits into the curriculum will enable students to see the importance of developing acceptable decision-making skills, present them with role models who can have a positive impact on their lives, and promote their development into becoming contributing, responsible citizens in the community.

The evaluation on the succeeding page is presented on the CD provided to the school contact during the August 2003 orientation. Please complete the form and e-mail it to clastinger@richlandone.org by May 10, 2004. Your comments will enable us to access the first year of implementation.

Character Education Evaluation

School _____ Date _____

Name of Person Completing Evaluation _____

1. What format was used to present the character education program to your faculty and staff? Please check those that apply.
☐ Faculty meeting
☐ Separate in-service
☐ Distribution of materials only
☐ Other-Please explain.

2. How did the faculty at your school react to the idea of incorporating character education into the curriculum? Please rank on the scale below with 5 being the most favorable and 1 the least favorable reaction.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1 _____

3. How frequently is character education incorporated into the classroom curriculum? (check one)
☐ Daily ☐ Monthly
☐ Weekly ☐ Other (Please explain)

4. Which of the following activities does your school use to promote character education outside the classroom?
☐ Word of week/month
☐ Student of week/month
☐ Morning news that emphasizes traits
☐ Student of week/month luncheons/activities
☐ Recognition programs such as "Catch Student Being Responsible," etc
☐ Guidance lessons focusing on character education traits
☐ Essays/posters contest
☐ Other incentive programs
☐ Use of the school newsletter to promote character education
☐ Character Education Program endorsed by school
☐ Other-please list

5. How did you inform your parent community about your character education program?
☐ Newsletter
☐ PTSA
☐ Other Please explain

Richland One Character Education Guide Grades 6-8

Integrating Character Education into the Curriculum: Grades 6-8

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I. Introduction

History of Character Education in Richland One

Character Education has long been an area of focus for Richland County School District One and has been addressed through various methods of programs in the district's schools for years. More formal discussions began in the mid 1990s, with a Character Education Task Force being formed in 1996 to review the needs of the district.

The revision of the district's strategic plan in 2000 created a renewed interest in Character Education, as Strategy Number Six focused on how to integrate Character Education into the district's curriculum. The strategy is: *We will integrate Character Education throughout the system in partnership with families and community, so that staff and students consistently demonstrate citizenship and appreciate our diversity.*

The development of Action Plans for Strategy Six began in March of 2000, with Dr. Carlos Smith serving as chair of a twenty-member committee. The committee worked for two months and focused on behaviors that should be introduced, reinforced, modeled and praised, without regard to race, religion, gender, or socio-economic status. Further, committee members agreed that Character Education should not be perceived as an add-on program, but infused throughout the curriculum.

The task for the committee in the 2001-02 school year was to identify essential traits to guide Character Education in the district and craft a policy to present to the School Board of Commissioners for review/adoption. The process for identifying ten essential traits is described below:

- Numerous publications by professionals in the Character Education were reviewed.
- A survey, listing twenty-three traits, with definitions, was developed.
- Four community meetings were conducted in the district to provide citizens an opportunity to have input in identifying essential traits.
- All teachers and school-based administrators completed the survey.
- Community leaders completed the survey at a Greater Columbia Chamber of Commerce meeting.
- Students in grades five, eight, and twelve, and their parents, completed the survey.
- The ten traits that received the highest number of endorsements were crafted into a draft policy for Board review. The policy was adopted in the spring of 2002.
- The ten traits are:

Respect	Cooperation	Responsibility	Caring
Fairness	Honesty	Good Citizenship	Self-discipline
Kindness	Dependability		

Committee to develop guidelines for integrating Character Education throughout the curriculum

The following people serve on the Service Integration Team that assisted with developing the guidelines for integrating Character Education into the curriculum: Kerry Able, Sharon Bodie, Demetria Clemons, Delores Gilliard, June Todd, Tom Teuber, Peggy Perry, Linda Jones, Adrian Sampson, and Dr. Sandra Calliham as Project Manager.

Consultant assistance with the project

Mrs. Teresea Mathis, an adjunct professor at Columbia College, served as the external consultant for this project. Mrs. Mathis has extensive experience in developing programs for Character Education and is the co-author of *Getting Equipped to Stop Bullying: A Kid's Survival Kit for Understanding and Coping with Violence in Schools*; *Getting Face to Face with Your Fears*; *Getting Your Second Wind*; and *Getting Your Life on Track*. Public education experience includes over twenty years in various school and district-level positions.

II. Purpose of Character Education

When you enter a school where Character Education is promoted, you see evidence. You find an atmosphere of mutual caring and respect, where students value learning and care about their teachers, classmates, community, and themselves.

What is Character Education?

Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal traits that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their students important core ethical traits such as caring, honesty, fairness, responsibility, and respect for self and others. Character Education is not a “quick fix”. It provides long-term solutions that address moral, ethical, and academic issues that are of growing concern about our society and the safety of our schools.

- Character Education not only cultivates minds, it nurtures hearts.
- Character Education gets to the heart of the matter – literally.

Why do we need Character Education?

As Dr. Thomas Lickona, author of *Educating for Character*, stated, “Moral education is not a new idea. It is, in fact, as old as education itself. Down through history, in countries all over the world, education has had two great goals: to help young people become smart and to help them become good.” Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning, and practice – it is developed through Character Education. The intentional teaching of good character is particularly important in today's society since our youth face many opportunities and dangers unknown to earlier generations. They are bombarded with many more negative influences through the media and other external sources prevalent in today's culture. And at the same time, there are many more day-to-day pressures impinging on the time that parents and children have together. Studies show that children spend only 38.5 minutes a week (33.4 hours a year) in meaningful conversation with his or her parents, while they spend 1,500 hours watching television (American Family Research Council, 1990 and *Harper's*, November, 1999). Since children spend about 900 hours a year in school, it is essential that schools resume a proactive role in assisting families, and, in order to create our schools as the caring and respectful communities we know they can be, we must look deeper. We must be intentional, proactive, and comprehensive in our work to encourage the development of good character in young people.

How does Character Education work?

To be effective, Character Education must include the entire school community and must be infused throughout the entire school curriculum and culture. Character Education promotes core traits in all phases of school life and includes proactive strategies and practices that help children not only to understand core, ethical traits, but also to care about and act upon them.

Schools: According to Dr. Lickona, when a comprehensive approach to Character Education is used, schools create a **positive moral culture** in the school, developing a total school environment that supports the traits taught in the classroom. This is accomplished through the leadership of the principal, school-wide discipline, a sense of community, democratic student government, a moral community among adults, and opportunities to address moral concerns. They recruit parents and the community as partners and foster caring beyond the classroom by using inspiring role models and opportunities for community service to help students learn to care by giving care.

Teachers: Teachers act as a **caregiver, model and mentor**, treating students with love and respect, setting a good example and supporting pro-social behavior, and correcting hurtful actions. The teacher creates a **moral community**, helping students respect and care about each other and feel valued within the group, and a **democratic classroom environment**, where students are involved in decision-making. They practice **moral discipline**, using the creation and application of rules as opportunities to foster moral reasoning, self-control, and a respect for others, and to teach traits through the curriculum by using academic subjects as a vehicle for examining ethical traits. They use **cooperative learning** to teach children to work together and they help develop their students' **academic responsibility** and regard for the value of learning and work. They encourage **moral reflection** through reading, writing, discussion, decision-making exercises, and debate, and they teach conflict resolution to help students learn to resolve conflicts in fair, non-violent ways.

What are the goals of Character Education?

- to develop students socially, ethically, and academically by infusing character development into every aspect of the school culture and curriculum
- to help students develop good character, which includes knowing, caring about, and acting upon core ethical traits such as respect, responsibility, honesty, fairness, and compassion

What is a school of character like?

There is no one particular look or formula, but schools of character have one thing in common: a socially wide commitment to nurture the “whole” child. They develop students socially, ethically, and academically by infusing character development into every part of their curriculum and culture. Specifically, a school committed to Character Education explicitly names and publicly stands for specific core traits and promulgates them to all members of the school community. They define the traits and terms of behaviors that can be observed in the life of the school, and they model, study, and discuss them, and use them as the basis for all human relations in the school. They uphold the traits by manifestation in the school and community. Character Education works in nearly every school environment, from small to large, and from urban to suburban to rural.

Is Character Education as important as academics?

Absolutely! The social, ethical, and emotional development of young people is just as important as the academic development. As Theodore Roosevelt stated: “To educate a man in mind and not in morals is to educate a menace to society.” After all, we know that good workers, citizens, parents, and neighbors all have their roots in good character. Therefore, it is critical to create schools that simultaneously foster character development and promote learning. In fact, Character Education promotes academic excellence because it lays a foundation for all learning that takes place in school. While research is young, it is clear that Character Education builds classrooms where students are ready to learn and where teachers are freer to teach.

Isn't Character Education just another “add-on” that adds to teachers' workloads?

Character Education is not an “add-on”, but is instead, a different way of teaching. It is a comprehensive approach that promotes core traits in all phases of school life and permeates the entire school culture. It is not an imposition on already overburdened schools; rather, it helps educators fulfill their fundamental responsibility to prepare young children for their future by laying a foundation for learning by creating caring, respectful school environments. Teachers are reporting that their jobs become easier with the implementation of Character Education because there are less discipline and behavioral problems that detract from teaching time.

How much time each day/week is needed for Character Education?

Character Education should take place throughout the entire school day as administrators, teachers, and other staff are presented with opportunities to model and teach positive character traits. Character Education should not be relegated to a “Character Education class” that is conducted periodically, but should be infused throughout the structures and processes of the entire school curriculum and cultures.

Can Character Education work at all grade levels?

Yes. Varying “age appropriate” strategies and practices are being successfully applied to all grade levels from teaching social and emotional skills in the earliest grades, to service learning and prejudice reduction in secondary schools. It is important to set a strong foundation during the earlier grades and to reinforce and build upon that foundation during the later grades. However, Character Education can be initiated at any grade level.

Isn't Character Education just a new fad or buzzword?

No. Character Education has always been an essential part of our school's mission. In fact, since the founding of our nation's public schools, it was always intended that Character Education be an integral part of schooling along with academics. Today's Character Education movement is a re-emergence of that important mission.

Why is Character Education re-emerging now?

Although Character Education has always been of vital importance, schools strayed from proactive efforts to incorporate character development into their teaching in past decades. Ironically, this negligence came at a time when the need became greater due to increased challenges in raising ethical children. The number of factors, such as a weakening in guidance by some families and communities, brought on widespread reflection and introspection toward the end of the 20th century. The tragedy at Columbine and other fatal shootings at a number of schools punctuated these concerns across the country.

Now, Character Education is becoming a priority in our nation's education reform as we are increasingly realizing that character development must be an intentional part of education rather than just a pro that happens naturally.

Shouldn't parents be the primary character educators?

Developing good character is first and foremost a parental responsibility, but the task must also be shared with schools and the broader community. As today's society provides more and tougher challenges to raising ethical, responsible children, increasingly, parents and communities are looking to schools for assistance. And sadly, school may be the only place where some children are taught virtuous behavior because they live in homes where their families are not serving as positive role models and are not providing adequate character development.

Who decides what Character Education traits are emphasized?

It is very important that each school community reach consensus on what traits should be taught in school in order to create the sense of ownership that is needed to obtain "buy-in" for the program. To be effective, school-based Character Education programs need broad support from all stakeholders in the community – educators, parents, community leaders, youth service groups, businesses, and faith/charitable groups. Early in the planning process, schools should collaborate with parents and the communities to craft a shared vision and objectives. Collectively, they should identify the core traits to be taught in their school, as well as the particular approaches to teaching them. Effective Character Education schools across the country have shown that, despite deep differences, schools and communities can join together around a commitment to our common ethical inheritance. We know there are some things that we all value – for ourselves and for our children. We want our children to be honest. We want them to respect those different from themselves. We want them to make responsible decisions in their lives. We want them to care about their families, communities, and themselves. These things do not happen on their own. It takes all of us, with the support of our schools, to get us there.

Who teaches Character Education in a school?

Inherently, each and every adult in a school is a character educator by virtue of exposure to students. Regardless of whether a school has formalized Character Education, all adults serve as role models. Students constantly watch as all adults in the school – teachers, administrators, counselors, coaches, secretaries, cafeteria aides, bus drivers – serve as models for character – whether good or bad. Beyond modeling, no matter what the academic subject or extra-curricular activity, educators are afforded the opportunity to develop good

character in their students on a daily basis by intentionally selecting character-based lessons and activities and by the way they educate their students.

Are schools qualified to teach Character Education?

Many teachers across the country are being trained in Character Education through staff development and in-services. Meanwhile, it appears that the nation's schools of education are doing very little to prepare for the Advancement of Ethics and Character at Boston University. The study found that while Character Education is very strongly supported by the deans of education at the colleges and universities that are training new teachers, very few of the schools are addressing Character Education during teacher preparation. In order to implement effective initiatives, schools require access to resources and guidance in establishing, maintaining, and assessing their programs.

Is the public supportive?

As Americans examine the moral standards of our society and the quality of our nation's education system, they are increasingly looking to schools and communities to help develop good character in young people. Poll after poll shows that Americans place issues such as ethics and morality high on our list of concerns. For instance:

- Various studies show that more than 90 percent of the population believes schools should teach character traits to students.
- A 1998 Gallup poll found that Americans consider crime and violence; decline in ethics, morals, and family values; and drug usage the issues of most concern in our society today.
- A 1998 poll (The Tarrance Group and Lake Snell Perry & Associates) of 1,000 likely voters showed that Americans want Congress to restore moral traits and improve education more than any other issue.

Does the business community support Character Education?

Since the American workforce ultimately comes from our schools, businesses have a vested interest in seeing that our youth develop into responsible, ethical people. The very qualities that today's workforce needs are character traits and skills that form the building blocks of Character Education. In 1991 the U.S. Department of Labor issued a report – "What Work Requires of Schools," also known as the SC report – which cautioned that students must develop a new set of foundation skills and competencies such as interpersonal skills, individual responsibility, self-esteem, sociability, self-management, and integrity.

More states are stressing Character Education.

Many state boards and departments of education encourage Character Education. Today, 17 states address Character Education through legislation. Nearly half a dozen others are currently pursuing legislation regarding Character Education.

- Ten (10) states mandate Character Education through legislation: Alabama, Arkansas, California, Florida, Georgia, Indiana, Nebraska, Tennessee, Utah and Virginia.

- Seven (7) states encourage Character Education through legislation: Maryland, Mississippi, North Carolina, Oklahoma, Oregon, Washington and West Virginia.

Results of Character Education initiatives

Schools that are infusing Character Education into their curricula and cultures, such as CEP's National Schools of Character, are finding improved academic achievement, behavior, school culture, peer interaction, and parental involvement. They are seeing dramatic transformations: pro-social behaviors such as cooperation, respect, and compassion are replacing negative behaviors such as violence, disrespect, apathy, and underachievement. When you walk into a Character Education school – you know it. You find an atmosphere of mutual caring and respect, where students value learning and care about their teachers, classmates, communities, and themselves. Some specific examples of research conducted on character-based programs include:

- A 2000 evaluation of South Carolina's four-year Character Education initiative, which is a pilot program funded by the U.S. Department of Education, reports dramatic improvements among both students and adults. In surveys of South Carolina administrators, the study found that 93 percent reported improvement in student attitudes, 89 percent reported improvement in student behavior, 100 percent reported improvement in academic performance, and more than 65 percent reported improvement in teacher and staff attitudes, since implementing Character Education. This independent study was conducted by the University of South Carolina's Center for Child Family Studies.
- In three separate studies spanning almost 20 years, the Developmental Studies Center in Oakland, CA, has documented numerous positive outcomes for students who have attended elementary schools that implemented its **Child Development Project**. This research has consistently shown that students in CD-ROMP schools engage in more pro-social behavior (e.g., are helpful and cooperative), are more skilled at resolving interpersonal conflicts, are more concerned about others, and are more committed to democratic traits. Findings from the most recent study of CD-ROMP also showed significant reductions in use of alcohol and marijuana, and in delinquent behaviors (outcome variables which were not examined in earlier studies). Preliminary finding from a follow-up study of students in middle school indicate that, relative to comparison students to former CD-ROMP students, former CD-ROMP students are more "connected" to school, work harder and are more engaged in the middle school classes, and have higher course grades and achievement test scores. In addition, they engage in less misconduct at school and are more involved in positive youth activities (e.g., organized sports, community groups), and report that more of their friends are similarly positively involved in school and their communities than comparison students.
- Students trained in **Second Step**, a violence prevention program, used less physical aggression and hostile, aggressive comments and engaged in more pro-social interactions than peers who were not exposed to the curriculum.

- An independent evaluation of the **Resolving Conflict Creatively Program**, found that of those participating in the program, 64 percent of teachers reported less physical violence and 75 percent reported an increase in student cooperation. Additionally, 92 percent of students felt better about themselves, and more than 90 percent of parents reported an increase in their own communication and problem-solving skills.
- In a study of four schools, using **Positive Action**, the average number of behavioral incidents (including violence and substance abuse) requiring discipline referral dropped by 74 percent after the program was implemented for one year and by an average of 80 percent during the next six years. Additionally, absenteeism decreased between 30 to 60 percent, and achievement scores improved from an average of the 43rd to an average of the 71st percentile range after the first year of implementation to an average of the 88th percentile after two to nine years.
- Longitudinal studies from the **Responsive Classroom** program, which emphasizes social skills and good character, have shown increased academic performance across several grade levels. Iowa Test of Basic Skills scores rose 22 percent for the **Responsive Classroom** students and only 3 percent for the control group. The **Responsive Classroom** has also resulted in above average academic growth between grades four and eight, decreases in discipline referrals, and increased pro-social behaviors.

Through evaluation studies, the impact of Character Education can be seen through changes in school climate, and student attitudes and behavior. For example, many Character Education schools are reporting reduced violence, discipline referrals, and vandalism, and improved attendance and academic performance. While it is challenging for a district or school to assess its programs, educators and administrators agree it is worth the effort. More assessment tools are needed, but some existing tools include school surveys, behavioral observations and statistics, and self-assessment questionnaires. CEP's assessment database provides the most comprehensive information available on assessment and instruments.

Does Character Education create safe schools?

Yes. While Character Education is not a panacea to ridding schools of violence, it is a long-term solution to creating environments where negative and anti-social behaviors are less likely to flourish or go unnoticed and unreported. Character Education creates schools where children feel safe because they are in an atmosphere that values respect, responsibility, and compassion – not because a guard or metal detector is posted at the door.

There is no single script for effective Character Education, but there are some important basic principles. The following eleven principles provided guidance to this committee.

1. *Promotes core ethical traits;*
2. *Teaches students to understand, care about, and act upon these ethical traits;*
3. *Encompasses all aspects of the school culture;*
4. *Fosters a caring school community;*

5. *Offers opportunities for moral action;*
6. *Supports academic achievement;*
7. *Develops intrinsic motivation;*
8. *Includes whole-staff involvement;.*
9. *Requires positive leadership of staff and students;*
10. *Involves parents and community members; and*
11. *Assesses results and strives to improve.*

The committee believes that Character Education should not be seen as an “add-on” or an “extra”, but already in place in our curriculum and in the standards for each subject.

III. Ten Essential Traits Identified by Richland One Students, Teachers, Parents, and other Community Citizens

Below is the list of the ten essential Character Education traits, with definitions, that will guide the district’s Character Education initiative.

Respect: to show high regard for authority, other people, self, and country

Honesty: to always be fair and straightforward in conduct

Cooperation: to play together or work well with others to accomplish a common goal

Good Citizenship: to be actively engaged in demonstrating pride and responsibility in self, school, community, and country

Responsibility: to be held accountable for your own actions

Self-discipline: to demonstrate the ability to control yourself in all situations

Caring: to demonstrate concern through kindness and acceptance while meeting the needs of self and others

Kindness: to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs

Fairness: to play by the rules, to be open-minded to the viewpoints of others

Dependability: to be counted on or trusted

IV. Guide for Integrating Character Education Throughout the Curriculum

School-wide activities

Below are samples of programs and activities currently being implemented in middle schools in the district. Contact the guidance counselor for more information about a specific program.

Programs

- “Advisor/Advisee” – Alcorn Middle
- “High Five Awards” – St. Andrews Middle
- “The Character Wall” – Southeast Middle
- “Project Wisdom” – Hand Middle

Activities

- Student of week/month
- Word of week/month
- Guidance lessons focusing on character education traits
- Use of the school newsletter to promote character education
- During honor roll assemblies, good character awards and good citizen awards are presented

ACADEMIC and CHARACTER EDUCATION AT CRAYTON MIDDLE

Crayton Middle School’s ACE PROGRAM has been created to provide leadership training in a rigorous academic setting for those students with the desire to learn and to become leaders in today’s world. The program is limited to 50 students in the sixth grade class and will be taught by a two-person team of teachers with the aid of parents and administration. Those students selected for the program will use the AAP curriculum. Students in the program must be capable of maintaining a “C” or better average, well-behaved, and able to work independently. Students are expected to complete all homework, follow instructions, show a desire to learn, be self-disciplined, and exhibit leadership potential. Selection for this program will be by teacher recommendation, parental recommendation, or student application. Failure to maintain the specified average, apply one’s self, or an exhibition of disruptive behavior will result in removal from the program.

ACE MISSION STATEMENT

The faculty and administration of the ACE PROGRAM strive to provide a learning community where stable, meaningful, and mutually respected relationships are fundamental. We ensure success by engaging families and the wider community in educating the students by providing a variety of quality learning and leadership experiences and by honoring the diversity of our students.

ACE PROGRAM GOAL

To provide a rigorous, structured curriculum within which students can learn and develop those potentials for leadership that they possess.

CRITERIA

Must maintain a “C” average
Must show leadership potential

Must have a strong desire to learn
Must be self-disciplined

Guidelines for integrating Character Education in Richland One

Structure

The committee recognized that schools have a variety of activities that support character development, and the committee certainly did not suggest that those activities cease. However, in order to ensure that all Ten Essential Character Traits are taught, the committee recommends that all schools adopt the following structure.

- Each school assign the integration of Character Education to a committee.
- At least two people will be trained in how to integrate Character Education throughout the curriculum.
- Those people will train all teachers at the school and will introduce all staff members to the Character Education initiative, so that there will be a school-wide approach.
- A Trait per month will be emphasized. This approach will ensure focus and ensure that all traits identified by students, parents, teachers, and community citizens have been stressed.
- In addition, this approach will position the district to connect to other organizations that are involved in conducting Character Education development activities.

Schedule:

<u>Trait</u>	<u>Month trait is stressed</u>
Respect	August
Honesty	September
Cooperation	October
Good Citizenship	November
Responsibility	December
Self-discipline	January
Caring	February
Kindness	March
Fairness	April
Dependability	May

Guide for grades 6-8

The committee approached the task from the standpoint that Character Education should not be viewed as an “add-on.” Instead, the Ten Essential Character Education Traits should be embedded in the curriculum and daily classroom instruction. The succeeding pages present information to illustrate how Character Education can be integrated throughout the curriculum throughout content areas. Where feasible, the Ten Essential Character Education Traits were correlated to objectives and activities in existing curriculum guides. Otherwise, suggested activities are provided.

RESPECT

Grade: 6

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – discuss tolerance of religious or cultural differences in world religions: Buddhism, Christianity, and Islam. – discuss or study artifacts, oral history, primary and secondary sources – identify ways to relate to and show respect for the elderly – including parents and grandparents – interview parents and grandparents about childhood memories, school, toys, and holidays etc., make a scrapbook, and share with the class. <p><i>Who Am I? Where am I going?</i></p> <ul style="list-style-type: none"> - recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and control - relate an awareness, understanding, and respect for others - define and explain the influence of attitudes and behaviors on interpersonal and peer relationships - identify roadblocks to communication 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ○ The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge. 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* - <i>Who Am I? Where am I going?</i> - <i>Sharing Planet Earth</i> - <i>Did I Hear What You Said?</i> <p>*(Contact your school guidance counselor for the CD.)</p>

	<p>and model ways to overcome them</p> <ul style="list-style-type: none"> - recognize and respect individual differences <p><i>“We all live with the objective of being happy; our lives are all different but yet the same.” Cultural Diversity: Sharing Planet Earth</i></p> <ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes and abilities <p><i>“Effective communication is the foundation of a healthy relationship.” Communication Skills: Did I Hear What You Said?</i></p> <ul style="list-style-type: none"> - increase effective communication skills with peers and adults - explain and interpret interactions between peers and adults - demonstrate a positive attitude toward work and the ability to work together - translate the importance of interpersonal relationships and demonstrate positive interaction with others 		
S.S.	<p><i>“We all live with the objective of being happy; our lives are all different but yet the same.” Cultural Diversity: Sharing Planet Earth</i></p> <ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes, and abilities - See ELA Curriculum Guide 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> o People, Places, and Environments 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* - <i>Sharing Planet Earth</i> - <i>Who Am I? Where am I going?</i> <p>*(Contact your school guidance counselor for the CD.)</p>

Math	<ul style="list-style-type: none"> – discuss ethical issues such as the manipulation of data 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	
Science	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 66 - <i>Lessons in Character</i>, Unit One: I Work Outside – <i>Landscaper</i>: Walter Imahara
Health	<ul style="list-style-type: none"> – demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 6: <ul style="list-style-type: none"> ○ Mental Health, p. 12 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 6, p. 12 - Text: Unit 1 LS 4 p. 22-27; Unit 2 LS 7, p. p. 49; T.G. p. 24-29 - <i>Second Step</i>: Unit 2 LS 4
Related Arts	<ul style="list-style-type: none"> – recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and control 	<ul style="list-style-type: none"> – Students will understand and appreciate self 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) – <i>Brag Day</i>
Guidance	<ul style="list-style-type: none"> – See ELA – recognize and respect individual differences – demonstrate an understanding of different cultures, attitudes, and abilities 	<ul style="list-style-type: none"> – Students will understand and appreciate self – Students will understand and respect others – Students will understand how community awareness relates to work. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* – <i>Who Am I? Where am I going?</i> - <i>Sharing Planet Earth</i> - <i>Did I Hear What You Said?</i> *(Contact guidance counselor)

HONESTY

Grade: 6

Trait: *HONESTY – to always be fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – discuss freedom in government and religion, etc. in early Greek democracy and dictatorships of W.W. I and W.W. II 	<ul style="list-style-type: none"> - English Language Arts – Strands - The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. - The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> – <i>The Language of Literature</i>: McDougal Littell Text Activities – Poems of Brod Bagert – Author Study: Gary Paulsen, selections from his novels Novels – <i>Pinballs</i>, Betsy Byars – <i>Number the Stars</i>, Lois Lowry Nonfiction – “Matthew Henson at the Top of the World” – “Summer of Fire” – “From the Fun of It” Short Stories – “Eleven” – “President Cleveland, Where Are You?” – “Scout’s Honor” – “Nadia the Willful” – “Ghost of the Lagoon”

S.S.	<ul style="list-style-type: none"> – review current events and analyze various political and social actions in relation to honesty 	<ul style="list-style-type: none"> – Time, Continuity, and Change – People, Places, and Environments – Power, Authority, and Governance 	<ul style="list-style-type: none"> – News Web Sites <ul style="list-style-type: none"> ○ cnn.com ○ msnbc.com – <i>The State Newspaper</i>
Math	<p><i>Stress Honesty and Integrity</i></p> <ul style="list-style-type: none"> - cite the importance of these virtues in applying math and science to real-world problems and in completing classwork <p><i>A Classroom Code of Ethics</i></p> <ul style="list-style-type: none"> - create a code of ethics for their classroom - explain key concepts in “primary documents: - the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program - shape a series of principles or guidelines that are suited to their work as young scientists and mathematicians 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – <i>At Home in Our Schools</i>, Family Science Night: www.devstu.org – <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i>: www.globalethics.org – <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org – <i>Ethics in Science</i> web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html – <i>Biographical Index</i> (Famous Mathematicians and related resources: www-gap.dcs.stand.ac.uk /~history/Mathematicians) – <i>Classroom Compass</i>: Collaborative Learning: www.sedl.org/scimath/compass/v01n02/welcome.html – The Math Forum at Swarthmore College: www.forum.swarthmore.edu – National Council of Teachers of Mathematics: www.nctm.org
Science	<ul style="list-style-type: none"> – See Math 	<p>Science – Process Standards</p> <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – See Math – <i>Stress Honesty and Integrity</i> – <i>A Classroom Code of Ethics</i> –

Health	<ul style="list-style-type: none"> – explain why concerns about someone’s potential to harm self or others must always be reported to the appropriate adults – explain why knowledge of weapons on school property must always be reported to the appropriate adults 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 6: <ul style="list-style-type: none"> ○ Mental Health, p. 15, D: b & c 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 6, p. 15 - Text: Unit 1 LS 5, p. 32-33 - Student Discipline Code - School Resource Officer
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 – <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. – Students will understand and respect others 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 7, 69 – <i>Lessons in Character</i>, Unit One: I work with My Hands -- <i>Sculptor</i>: Cindy Debold – <i>Lessons in Character</i>, Unit Four: I Work Outside -- <i>Archaeologist</i>: Michell Marken, Ph.D.

COOPERATION

Grade: 6

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

Focus points:

- *Explain why cooperation is important in your workplace, the school environment.
- *Why is cooperation important in appreciating cultural diversity?
- *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – discuss perseverance or overcoming hardships as early settlers make their way through drought, flooding, and unsettled land in the study of ancient civilizations (Greece, Rome, Indus River Valley) <p><i>“We all live with the objective of being happy; our lives are all different but yet the same.”</i> Cultural Diversity: <i>Sharing Planet Earth</i></p> <ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes, and abilities <p><i>“If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn the forms and content of those traits.”</i> Career Awareness: <i>Showing Good Character in the Workplace</i></p> <ul style="list-style-type: none"> - define the importance of responsibility, punctuality, and integrity in the workplace 	<ul style="list-style-type: none"> – Asian Culture: how people interact – River Valley Civilizations: Ancient Egypt, Mesopotamia, India, and China – Relationships 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* - <i>Sharing Planet Earth</i> – <i>Showing Good Character in the Workplace</i> <p>*(Contact your school guidance counselor for the CD.)</p>
S.S.	<ul style="list-style-type: none"> – <i>“We all live with the objective of being happy; our lives are all different but yet the same.”</i> Cultural Diversity: <i>Sharing</i> 	<ul style="list-style-type: none"> – People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance

	<i>Planet Earth</i> – demonstrate an understanding of different cultures, attitudes, and abilities		Services (CD)* – <i>Sharing Planet Earth</i> *(Contact your school guidance counselor for the CD.)
Math	– utilize opportunities for individual and group reflection through journals, writing assignments, and creative projects	– Mathematics Process Standards ○ Communication	– See Science
Science	– utilize opportunities for individual and group reflection through journals, writing assignments, and creative projects	– Science – Process Standards ○ Observe ○ Communicate	– At Home in Our Schools, Family Science Night: www.devstu.org – <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i> : www.globalethics.org – <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org – <i>Ethics in Science</i> web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html – <i>Biographical Index</i> (Famous Mathematicians and related resources: www-gap.dcs.stand.ac.uk/~history/Mathematicians) – <i>Classroom Compass: Collaborative Learning</i> : www.sedl.org/scimath/compass/v01n02/welcome.html – The Math Forum at Swarthmore College: www.forum.swarthmore.edu – National Council of Teachers of Mathematics: www.nctm.org

Health	<ul style="list-style-type: none"> – demonstrate effective interpersonal communication skills 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 6:</i> * Mental Health, p. 13 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 6, p. 13</i> – <i>Second Step: Unit 2, LS 5</i>
Related Arts	<p>Technology</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character, B. David Brooks, Ph.D., p. 124</i> – <i>Lessons in Character, Unit Seven: I work with Computers -- Graphic Illustrator: Eldon Doty</i>
Guidance	<p><i>“We all live with the objective of being happy; our lives are all different but yet the same.” Cultural Diversity: Sharing Planet Earth</i></p> <ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes, and abilities - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. – Students will understand and respect others – Students will understand how community awareness relates to work. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)*</i> – <i>Young Peoples Lessons in Character, B. David Brooks, Ph.D., p 7, 69</i> - <i>Sharing Planet Earth</i> – <i>Lessons in Character, Unit One: I work with My Hands -- Sculptor: Cindy Debold</i> – <i>Lessons in Character, Unit Four: I Work Outside --Archaeologist: Michell Marken, Ph.D.</i> <p>*(Contact your school guidance counselor for the CD.)</p>

GOOD CITIZENSHIP

Grade: 6

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

- Focus points:**
- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
 - *What are the messages regarding responsible citizenship?
 - *If you could write a class/school constitution, what important information would you include?
 - *How did a particular document affect the lives of citizens in certain countries?
 - *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<p><i>“Reaching your goals and dreams in life depends on activity. This means work!”</i> Goal Setting: <i>School Success: How do I get there?</i></p> <ul style="list-style-type: none"> - demonstrate decision-making and goal-setting skills - explain how studying influences learning and how attitudes influence achievement - explain and develop personal capabilities and cooperation in learning with others <p><i>“What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.”</i> Interpersonal Relationships: <i>Serving Our Community</i></p> <ul style="list-style-type: none"> - identify opportunities to participate in community service - explain the value of teamwork and display the ability to work in teams as well as independently - identify and participate in activities that demonstrate good citizenship 	<p>- English Language Arts – Strands</p> <ul style="list-style-type: none"> * The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. * The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge. * The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> – <i>The Language of Literature: McDougal Littell Text</i> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* - Poems of Brod Bagert – Author Study: Gary Paulsen, selections from his novels - <i>School Success: How Do I Get There?</i> - <i>Serving Our Community</i> <p>*(Contact your school guidance counselor for the CD.)</p> <p>Novels</p> <ul style="list-style-type: none"> – <i>Pinballs</i>, Betsy Byars - <i>Number the Stars</i>, Lois Lowry

			Nonfiction <ul style="list-style-type: none"> – “Matthew Henson at the Top of the World” – “Summer of Fire” – “From the Fun of It” Short Stories <ul style="list-style-type: none"> – “Eleven” – “President Cleveland, Where Are You?” – “Scout’s Honor” – “Nadia the Willful” - “Ghost of the Lagoon”
S.S.	- See ELA	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* – <i>Serving Our Community</i> *(Contact your school guidance counselor for the CD)
Math	- identify character traits that contribute to work ethic and career choices	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 24 – <i>Lessons in Character</i>, Unit Two: I work with Numbers - Math Teacher: Terri Santi
Science	– read the biographies of scientists who have modeled good character and made a difference in the world	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Biographical Index</i> (Famous Mathematicians etc.) www-gap.dcs.stand.ac.uk/~history/ Mathematicians
Health	– advocate for needs and rights of others	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 6: <ul style="list-style-type: none"> ○ Mental Health, p. 13 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 6, p. 13 - Text: Unit 1 LS 5, p. 33

Related Arts	Technology: - identify character traits that contribute to work ethic and career choices	– Students will understand the relationships among personal qualities, education and training, and the world of work.	– <i>Young Peoples Lessons in Character</i> , B. David Brooks, Ph.D., p. 124 – <i>Lessons in Character</i> , Unit Seven: I work with Computers -- <i>Graphic Illustrator</i> : Eldon Doty
Guidance	- See ELA	– Students will understand the relationships among personal qualities, education and training, and the world of work. – Students will demonstrate decision making, goal setting, problem solving, and communication skills. – Students will understand how community awareness relates to work.	– Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* – <i>School Success: How Do I Get There?</i> – <i>Serving Our Community</i> *(Contact your school guidance counselor for the CD.)

RESPONSIBILITY

Grade: 6

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?
- *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – listen for specific information (details, sequence, definition, inference, predict outcomes, draw conclusions, and distinguish informative from persuasive messages – analyze the changing responsibilities of an adolescent in an independent writing assignment to reinforce responsible behavior – practice decision-making process: Step-by-Step Solution – write a multi-paragraph essay on the topic: “Using the Problem-Solving model in My Life” – identify and participate in activities that demonstrate good citizenship - See S.S. 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. * The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge. * The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* – <i>Serving Our Community</i> *(Contact your school guidance counselor for the CD.)

S.S.	<p><i>“What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.”</i></p> <p>Interpersonal Relationships: <i>Serving Our Community</i></p> <ul style="list-style-type: none"> – See ELA – answer the following questions orally or in writing: <ul style="list-style-type: none"> ○ What were the responsibilities of the Ancient Romans? What were the roles of the plebeians, patricians, senators, and slaves in the Roman society? What is republic? How does Rome’s republic work? What is the Pax Romana? How did Rome build up and govern its empire? 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Social Studies, Gr. 6: Ancient Rome, p. 4</i> 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)</i> – <i>Richland One Curriculum Guide, Social Studies, Gr. 6 p. 4</i> - Text: Glencoe – <i>World: Adventures in Time and Place</i> – p. 224-227, 230-235, 236-243, 246-251, 252-257 – <i>Serving Our Community</i>
Math	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character, B. David Brooks, Ph.D., p 24</i> – <i>Lessons in Character, Unit Two: I work with Numbers Math Teacher: Terri Santi</i>
Science	<ul style="list-style-type: none"> – explain the importance of ethics and character to science – write reflective journal entries and compositions which consider the consequences of scientific inquiries done without a commitment to principles such as responsibility 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - Provide Reflection Prompts
Health	<ul style="list-style-type: none"> – demonstrate basic first aid for common injuries such as burns, cuts, bruises and abrasions 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 6:</i> <ul style="list-style-type: none"> ○ Preventing Injuries, p. 14 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 6, p. 14</i> - Text: Unit 10 LS 50, p. 402-417; T.G. p. 412-427

Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits which contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 121, 127 - <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Computer Programmer:</i> Danny Sanchez <i>Computer Design Engineer:</i> Robert Barrett
Guidance	<ul style="list-style-type: none"> - write journal entries in response to following quote: <i>"What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal."</i> Interpersonal Relationships: <i>Serving Our Community</i> - See ELA 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. - Students will understand how community awareness relates to work. 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 4, 13, 19 - <i>Serving Our Community Lessons in Character</i>, Unit One: I work with My Hands – <i>Podiatrist:</i> Michael H. Horowitz <i>Chef:</i> Christy Evans <i>My Work as a Student</i>

SELF-DISCIPLINE

Grade: 6

Trait: **SELF-DISCIPLINE** – to demonstrate the ability to control yourself in all situations

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advise?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - examine the impact of peer pressure and explain its impact on an individual - contribute to class discussion of prevalent situations and support ideas with examples related to students and academic situations - write a multi-paragraph essay on the topic: “Peer Pressure – How to Say No” 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will write effectively for different audiences and purposes * The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> - <i>How Does It Feel</i>
S.S.	<ul style="list-style-type: none"> - participate in a Good Manners Club (GMC) - observe and discuss examples of acceptable verbal and nonverbal behavior - observe and discuss consequences of unacceptable verbal and nonverbal behavior 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> o People, Places, and Environments o Power, Authority, and Governance 	<ul style="list-style-type: none"> - <i>Character Education: An Middle School Resource Guide</i>, State Department of Education, May 1997 <p>Suggested Activity: The GMC (Good Manners Club): Reinforcing positive character development</p> <ul style="list-style-type: none"> - create a GMC, which seeks to define character and explore mores of various societies. Students observe and discuss norms and deviations. The club is designed to decrease peer conflict and have students model acceptable verbal and nonverbal behavior.

Math	<ul style="list-style-type: none"> – read biographies of famous mathematicians – discuss the self-discipline required to make a difference in the world 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/Mathematicians
Science	<ul style="list-style-type: none"> – read biographies of famous scientists – discuss the self-discipline required to make a difference in the world 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/Mathematicians
Health	<ul style="list-style-type: none"> – demonstrate healthful strategies to assess and manage conflict and stress: <ol style="list-style-type: none"> 1) organize school materials to make finding them less stressful 2) allow extra time to find and change classes 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 6:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 11 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 6, p. 11</i> - Text: Unit 1 LS 5, p. 28-33, 43-47; T.G. p. 33-35, 46-48
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 – <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 7, 69 – <i>Lessons in Character</i>, Unit One: I work with My Hands -- <i>Sculptor</i>: Cindy Debold – <i>Lessons in Character</i>, Unit Four: I Work Outside -- <i>Archaeologist</i>: Michell Marken, Ph.D.

CARING

Grade: 6

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Focus points:

- *Have you ever felt like one of the characters in the story? Explain.
- *If you had written the story, what changes might you have made?
- *Do any of the characters remind you of anyone you know? Explain.
- *Identify behaviors of a caring person.

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<ul style="list-style-type: none"> - identify examples of caring actions by characters in various literary works - explain the importance of caring about self and others - seek opportunities to participate in community service - explain the value of team work and display the ability to work in teams as well as independently - identify and participate in activities that demonstrate good citizenship 	<ul style="list-style-type: none"> – Reading – Writing – Communication 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)*</i> *(Contact your school guidance counselor for the CD.) – <i>Serving Our Community</i> Short Stories – “All Summer in a Day” by Ray Bradbury – “Aaron’s Gift” by Myron Levoy – “Short Circuit” by Francisco Jimenéz Poetry – “Night Journey” by Theodore Roethke – “I’m Nobody, Who Are You?” by Emily Dickinson – “It Seems I Test People” by James Berry – “Growing Pains” Jean Little

			Nonfiction – “Chinatown: from the Lost Garden” by Lawrence Yep Novel – Where the Lilies Bloom Internet Article – “Your Family’s History Will Come Alive”: Letter Writing
S.S.	- See Guidance	– Social Studies – Strands ○ People, Places, and Environments	– Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (C..D.)* *(Contact your school guidance counselor for the CD.) – <i>Serving Our Community</i>
Math	- identify character traits that contribute to work ethic and career choices	– Mathematics Process Standards ○ Communication	– <i>Young Peoples Lessons in Character</i> , B. David Brooks, Ph.D., p. 27, 39 – <i>Lessons in Character</i> , Unit Two: I Work with Numbers <i>Insurance Agent</i> : Priscilla Boyles <i>My Work as a Student</i>
Science	– practice and encourage safety in projects and lab activities – explain the importance of ethics to science	– Science – Process Standards ○ Observe ○ Communicate	Suggested Reflection Prompts: - Answer, orally or in writing, the following question: “What would happen if scientific inquiries were done without a commitment to principles like caring?”

Health	<ul style="list-style-type: none"> – demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others. – demonstrate appropriate ways to end an unhealthy friendship 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 6: <ul style="list-style-type: none"> ○ Mental Health, p. 12 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 6, p. 12 - Text: Unit 1 LS 4 p. 22-27; Unit 2 LS 7, p. p. 49; T.G. p. 24-29 - <i>Second Step</i>: Unit 2 LS 4
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 – <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - seek opportunities to participate in community service - explain the value of teamwork and display the ability to work in teams as well as independently - identify and participate in activities that demonstrate good citizenship 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 7, 98 – <i>Serving Our Community</i> – <i>Lessons in Character</i>, Unit One: I work with My Hands <i>Sculptor</i>: Cindy Debold – <i>Lessons in Character</i>, Unit Six: I Work with People <i>Paramedic</i>: F.E. “Skip” Hall, Jr.

KINDNESS

Grade: 6

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<ul style="list-style-type: none"> - identify acts of kindness and explain their importance in various literary works - utilize a variety of strategies to comprehend, interpret, analyze, and evaluate what he/she reads 	<ul style="list-style-type: none"> – Reading – Writing – Communication 	<p>Short Stories</p> <ul style="list-style-type: none"> – “All Summer in a Day” by Ray Bradbury – “Aaron’s Gift” by Myron Levoy – “Short Circuit” by Francisco Jimenéz <p>Poetry</p> <ul style="list-style-type: none"> – “Night Journey” by Theodore Roethke – “I’m Nobody, Who Are You?” by Emily Dickinson – “It Seems I Test People” by James Berry - “Growing Pains” Jean Little <p>Nonfiction</p> <ul style="list-style-type: none"> – “Chinatown: from the Lost Garden” by Lawrence Yep <p>Novel</p> <ul style="list-style-type: none"> – <i>Where the Lilies Bloom</i> <p>Internet Article</p> <ul style="list-style-type: none"> – “Your Family’s History Will Come Alive”: Letter Writing

S.S.	<ul style="list-style-type: none"> - participate in a Good Manners Club (GMC) - observe and discuss examples of acceptable verbal and nonverbal behavior - observe and discuss consequences of unacceptable verbal and nonverbal behavior 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> - <i>Character Education: A Middle School Resource Guide</i>, State Department of Education, May 1997 Suggested Activity: The GMC (Good Manners Club): Reinforcing positive character development <ul style="list-style-type: none"> - create a GMC, which seeks to define character and explore mores of various societies. Students observe and discuss norms and deviations. The club is designed to decrease peer conflict and have students model acceptable verbal and nonverbal behavior
Math	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 27, 39 – <i>Lessons in Character</i>, Unit Two: I Work with Numbers <i>Insurance Agent:</i> Priscilla Boyles My Work as a Student
Science	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 63 – <i>Lessons in Character</i>, Unit Four: I Work Outside <i>Zoo Curator:</i> Lorraine Smith

Health	<ul style="list-style-type: none"> – demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 6:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 12 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 6, p. 12</i> - Text: Unit 1 LS 4 p. 22-27; Unit 2 LS 7, p. p. 49; T.G. p. 24-29 - <i>Second Step: Unit 2 LS 4</i>
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character, B. David Brooks, Ph.D., p. 124</i> – <i>Lessons in Character, Unit Seven: I work with Computers -- Graphic Illustrator: Eldon Doty</i>
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character, B. David Brooks, Ph.D., p. 124</i> – <i>Lessons in Character, Unit One: I work with My Hands -- Sculptor: Cindy Debold</i> – <i>Lessons in Character, Unit Six: I Work with People -- Paramedic: F.E. “Skip” Hall, Jr.</i>

FAIRNESS

Grade: 6

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - identify behaviors associated with fairness - explain why fairness is important in our lives - utilize a variety of strategies to comprehend, interpret, analyze, and evaluate what he/she reads - identify examples of fair and unfair actions by characters in various literary works 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. * The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<p>Novels</p> <ul style="list-style-type: none"> – <i>Dork in Disguise</i> – <i>The True Confessions of Charlotte Doyle</i> – <i>Where the Red Fern Grows</i> – <i>A Ring of Endless Light</i> <p>Short Stories</p> <ul style="list-style-type: none"> – “Cricket in the Road” – “The Southpaw” – “Lob’s Girl” <p>Poetry</p> <ul style="list-style-type: none"> – “Mean Song” – “The Quarrel” – “Fable” – “All That is Gold” – “Walrus ad the Carpenter” – “Where the Sidewalk Ends” <p>Others</p> <ul style="list-style-type: none"> – “My First Dive With the Dolphins”, Essay – Ibrahima, Nonfiction – “High-Tech Helping Hands,” Magazine Article

			<ul style="list-style-type: none"> – Damon & Pythias (taught w/ Greece in S.S., along with other mythology), drama – PACT Coach
S.S.	<ul style="list-style-type: none"> – discuss topics such as ethics in politics, trade agreements, business, and social agenda 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> o People, Places, and Environments 	
Math	<ul style="list-style-type: none"> - explain the importance of the virtues of <i>honesty</i> and <i>integrity</i> in applying math and science to real-world problems and in completing class work – work cooperatively with classmates to create a Code of Ethics for classroom - examine and discuss “primary documents” – the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program - work with other students to shape a series of principles or guidelines that are suited to their work as young scientists and mathematicians 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> – <i>Stress Honesty and Integrity</i> – <i>A Classroom Code of Ethics</i> – At Home in Our Schools, Family Science Night: www.devstu.org – <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i>: www.globalethics.org – <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org – Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html – <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk /~history/Mathematicians – <i>Classroom Compass: Collaborative Learning</i>: www.sedl.org/scimath/compass/v01n02/welcome.html – The Math Forum at Swarthmore College: www.forum.swarthmore.edu – National Council of Teachers of Mathematics: www.nctm.org

Science	<ul style="list-style-type: none"> – See Math 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – See Math – <i>Stress Honesty and Integrity</i> – <i>A Classroom Code of Ethics</i>
Health	<ul style="list-style-type: none"> – demonstrate the ability to advocate for Personal, Family and Community Health - list ways to be an advocate for fairness and justice 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 6:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 13 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 6, p. 13</i> - Text: Unit 1 LS 5, p. 33
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 118 – <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Web Site Designer</i>: Tracy Wieland – <i>My Work as a Student</i>
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 7, 69 – <i>Lessons in Character</i>, Unit One: I work with My Hands -- <i>Sculptor</i>: Cindy Debold – <i>Lessons in Character</i>, Unit Four: I Work Outside -- <i>Archaeologist</i>: Michell Marken, Ph.D.

DEPENDABILITY

Grade: 6

Trait: **DEPENDABILITY** – *to be counted on or trusted*

Focus points:

- *Describe a positive work ethic. Is dependability a desired characteristic of a good work ethic? Why?
- *How do you honor commitments?
- *If one of the characters were sitting next to you, what would they likely tell you about the importance of dependability?
- *Did you learn how a character solved a problem in the story. Could you use this situation to solve similar problems you might have?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – create a reference document listing available support resources – utilize a variety of strategies to comprehend, interpret, analyze, and evaluate what he/she reads – identify character traits that contribute to a work ethic and career choices 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ○ The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 42, 48, 57 – <i>Lessons in Character</i>, Unit 3: I work with Words – <i>Radio Personality and DeeJay</i>: Helen Little - <i>Librarian: Ann Symons</i> - <i>My Work as a Student</i> Suggested Activity: <ul style="list-style-type: none"> – The Pie of Life: Students have an opportunity to explore their support resources through a life support wheel to be kept in a journal for reference.
S.S.	<ul style="list-style-type: none"> - identify character traits that contribute to a work ethic and career choices 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments ○ Power, Authority, and Governance 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 136, 139, – <i>Lessons in Character</i>, Unit Eight: I work for the Government -- <i>Captain, USMC</i>: Patricia Johnson - <i>USDA Forest Service</i>: Hilda Gallegos

Math	<ul style="list-style-type: none"> - identify character traits that contribute to a work ethic and career choices 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 30, 33 - <i>Lessons in Character</i>, Unit Two: I work with Numbers -- <i>Investment Advisor</i>: Steven A. Koch <i>Cashier</i>: Margaret Vazquez
Science	<ul style="list-style-type: none"> – explain the importance of ethics and character to the scientific profession - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 66 – <i>Lessons in Character</i>, Unit Four: I Work Outside -- <i>Landscaper</i>: Walter Imahara <p>Suggested Reflection Prompts: Respond orally or in writing to the following question: What would happen if scientific inquiries and application were done without a commitment to principles like dependability?</p>
Health	<ul style="list-style-type: none"> – demonstrate the ability to locate appropriate services and identify members of informal and formal support systems who can help adolescents experiencing stressful situations 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 6: <ul style="list-style-type: none"> ○ Mental Health, p. 11 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 6, p. 11 - Text: Unit 1 LS 5, p. 31-33; T.G. p 30-35 - Guidance Department

Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 127 – <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Computer Programmer</i>: Danny Sanchez
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 4, 10, 66 – <i>Lessons in Character</i>, Unit One: I work with My Hands – <i>Podiatrist</i>: Michael H. Horwitz <i>Upholsterer</i>: Grant Griffin – <i>Lessons in Character</i>, Unit One: I Work Outside – <i>Landscaper</i>: Walter Imahara

RESPECT

Grade: 7

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<p><i>"We all live with the objective of being happy; our lives are all different but yet the same."</i> Cultural Diversity: <i>Sharing Planet Earth</i></p> <ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes, and abilities <p><i>"Effective communication is the foundation of a healthy relationship."</i> Communication Skills: <i>Did I Hear What You Said?</i></p> <ul style="list-style-type: none"> - increase use of effective communication skills with peers and adults - explain and interpret interactions between peers and adults - demonstrate a positive attitude toward work and the ability to work together - translate the importance of interpersonal relationships and demonstrate positive interaction with others <p><i>Who Am I? Where am I going?</i></p> <ul style="list-style-type: none"> - recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and control 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ○ The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) – <i>Sharing Planet Earth</i> – <i>Did I Hear What You Said?</i> – <i>Who Am I? Where am I going?</i>

	<ul style="list-style-type: none"> - demonstrate an awareness, understanding, and respect for others - define and explain the influence of attitudes and behaviors on interpersonal and peer relationships - identify roadblocks to communication model ways to overcome them - recognize and respect individual difference 		
S.S.	<ul style="list-style-type: none"> – Demonstrate an understanding of different cultures, attitudes, and abilities - See ELA 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) <ul style="list-style-type: none"> – <i>Sharing Planet Earth</i> – <i>Who Am I? Where am I going?</i>
Math	<ul style="list-style-type: none"> – discuss ethical issues such as the manipulation of data 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	
Science	<ul style="list-style-type: none"> – explain the importance of ethics and character to the scientific profession – respond orally or in writing to selected prompts re ethical principles in science 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<p>Suggested Reflection Prompts:</p> <p>1) What would happen if scientific inquiries and application were done without a commitment to principles like respect?</p>

Health	<ul style="list-style-type: none"> – demonstrate ways to communicate consideration and respect for self and others as related to body composition and shape, weight control and dietary choices 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 7:</i> <ul style="list-style-type: none"> ○ Nutrition, p. 27 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 7, p. 27</i> - Text: Unit 4 LS 20, p. 189; T.G. p. 122-126
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 – <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - demonstrate an understanding of cultures, attitudes, and abilities – See ELA 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. – Students will understand how community awareness relates to work. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) – <i>Sharing Planet Earth</i> – <i>Did I Hear What You Said?</i> – <i>Who Am I? Where am I going?</i>

HONESTY

Grade: 7

Trait: **HONESTY** – *to always be fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – write a multi-paragraph essay on the topic: “My Hero is a Person of Good Character” – discuss ways to avoid plagiarism 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will write effectively for different audiences and purposes 	
S.S.	<ul style="list-style-type: none"> - review current events and discuss various political and social actions in relation to honesty – discuss ethics in politics, trade agreements, business/social agendas 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments ○ Power, Authority, and Governance 	<ul style="list-style-type: none"> – News Web Sites cnn.com msnbc.com – <i>The State Newspaper</i>
Math	<ul style="list-style-type: none"> – explain the importance of honesty and integrity in applying math and science to real-world problems and in completing class work - work cooperatively with classmates to create a code of ethics for classroom - explain key concepts in “primary documents: - the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – At Home in Our Schools, Family Science Night: www.devstu.org – <i>Building Decision Skills: A Curriculum on Ethical Decision Making:</i> www.globalethics.org – <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org – Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html

	<ul style="list-style-type: none"> - shape a series of principles or guidelines that are suited to their work as young scientists and mathematicians 		<ul style="list-style-type: none"> - <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/Mathematicians - <i>Classroom Compass: Collaborative Learning</i>: www.sedl.org/scimath/compass/v01n02/welcome.html - The Math Forum at Swarthmore College: www.forum.swarthmore.edu - National Council of Teachers of Mathematics: www.nctm.org - <i>A Classroom Code of Ethics</i> - <i>Stress Honesty and Integrity</i>
Science	<ul style="list-style-type: none"> - See Math 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - See Math - <i>Stress Honesty and Integrity</i> - <i>A Classroom Code of Ethics</i>
Health	<ul style="list-style-type: none"> - tell why knowledge of weapons on school property must be reported to appropriate responsible adults 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 7: Preventing Injuries, p. 32 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 7, p. 32 - Text: Unit 10 LS 47, p. 447 - Student Discipline Code
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 - <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 69 - <i>Lessons in Character</i>, Unit Four: I Work Outside -- <i>Archaeologist</i>: Mitchell Marken Ph.D.

COOPERATION

Grade: 7

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

Focus points:

- *Explain why cooperation is important in your workplace, the school environment.
- *Why is cooperation important in appreciating cultural diversity?
- *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<p><i>“We all live with the objective of being happy; our lives are all different but yet the same.”</i> Cultural Diversity: <i>Sharing Planet Earth</i></p> <ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes, and abilities <p><i>“If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn the forms and content of those traits.”</i></p> <p>Career Awareness: <i>Showing Good Character in the Workplace</i></p> <ul style="list-style-type: none"> - explain the importance of responsibility, dependability, punctuality, and integrity in the workplace 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> o The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)</i> – <i>Showing Good Character in the Workplace</i> – <i>Sharing Planet Earth</i>

S.S.	<p><i>“We all live with the objective of being happy; our lives are all different but yet the same.” Cultural Diversity: Sharing Planet Earth</i></p> <ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes, and abilities 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> o People, Places, and Environments o Power, Authority, and Governance 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) - <i>Sharing Planet Earth</i>
Math	<ul style="list-style-type: none"> - explain, through individual and group reflection, the importance of character traits such as responsibility, dependability, and integrity in journals, writing assignments, and creative projects 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> - See Science
Science	<ul style="list-style-type: none"> - explain, through individual and group reflection, the importance of character traits such as responsibility, dependability, and integrity in journals, writing assignments, and creative projects 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - At Home in Our Schools, Family Science Night: www.devstu.org - <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i>: www.globalethics.org - <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org - Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html - <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk /~history/Mathematicians - <i>Classroom Compass: Collaborative Learning</i>: www.sedl.org/scimath/compass/v01n02/welcome.html - The Math Forum at Swarthmore College: www.forum.swarthmore.edu

			– National Council of Teachers of Mathematics: www.nctm.org
Health	– demonstrate effective interpersonal communication skills	– <i>Richland One Cur. Guide, Health and Safety Education, Gr. 7:</i> ○ Mental Health, p. 31	– <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 7, p. 31</i>
Related Arts	Technology: – identify character traits that contribute to work ethic and career choices	– Students will understand the relationships among personal qualities, education and training, and the world of work.	– <i>Young Peoples Lessons in Character</i> , B. David Brooks, Ph.D., p. 124 – <i>Lessons in Character</i> , Unit Seven: I work with Computers -- <i>Graphic Illustrator</i> : Eldon Doty
Guidance	– demonstrate an understanding of different cultures, attitudes, and abilities	– Students will understand the relationships among personal qualities, education and training, and the world of work. – Students will understand how community awareness relates to work.	– <i>Effective Guidance Activities</i> , SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) – <i>Showing Good Character in the Workplace</i> – <i>Sharing Planet Earth</i>

GOOD CITIZENSHIP

Grade: 7

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- * Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<p><i>“Reaching your goals and dreams in life depends on activity. This means work!”</i></p> <p>Goal Setting: <i>School Success: How do I get there?</i></p> <ul style="list-style-type: none"> - demonstrate decision-making and goal-setting skills - recognize how studying influences learning and how attitudes influence achievement - explain and develop personal capabilities and cooperation in learning with others <p><i>“What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.”</i></p> <p>Interpersonal Relationships: <i>Serving Our Community</i></p> <ul style="list-style-type: none"> - seek opportunities to participate in community service - explain the value of teamwork and display the ability to work in teams as well as independently 	<p>- English Language Arts – Strands</p> <p>*The student will recognize, demonstrate, and analyze the qualities of effective communication</p>	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) – <i>School Success: How do I get there?</i> – <i>Serving Our Community</i> – <i>“Good Worker” Traits: Do I Have What It Takes?</i>

	<ul style="list-style-type: none"> - identify and participate in activities that demonstrate good citizenship <i>“Good Worker” Traits: Do I Have What It Takes?</i> - explain the relationship between personal qualities, school success, and career choices 		
S.S.	<p><i>“What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.”</i> Interpersonal Relationships: <i>Serving Our Community</i></p> <ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)
Math	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 24 – <i>Lessons in Character</i>, Unit Two: I work with Numbers --<i>Math Teacher</i>: Terri Santi
Science	<ul style="list-style-type: none"> – read the biographies of scientists who have modeled good character and made a difference in the world 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/ Mathematicians
Health	<ul style="list-style-type: none"> – demonstrate the ability to utilize resources from home, school, and community that provide valid safety information and services 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 7: <ul style="list-style-type: none"> ○ Preventing Injuries, p. 32 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 7, p. 32 <ul style="list-style-type: none"> ○ Phone Book

Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 – <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - See ELA - explain the relationship between personal qualities, school success, and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. – Students will understand how community awareness relates to work. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* <p>*(Contact the guidance counselor for CD).</p> <ul style="list-style-type: none"> – <i>Serving Our Community</i> – <i>“Good Worker” Traits: Do I Have What It Takes?</i>

RESPONSIBILITY

Grade: 7

Trait: **RESPONSIBILITY** - *to be held accountable for your own actions*

- Focus points:**
- *What are your responsibilities as a student? at home?
 - *What responsibilities will you assume as you get older?
 - *How do you hold others accountable for their behavior?
 - *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - seek opportunities to participate in community service - explain the value of teamwork and display the ability to work in teams as well as independently - identify and participate in activities that demonstrate good citizenship 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will write effectively for different audiences and purposes ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* *(Contact the guidance counselor for the CD) – <i>Serving Our Community</i>
S.S.	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* *(Contact the guidance counselor for the CD) – <i>Serving Our Community</i>

Math	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 24 - <i>Lessons in Character</i>, Unit Two: I work with Numbers <i>Math Teacher</i>: Terri Santi
Science	<ul style="list-style-type: none"> - explain the importance of ethics and character to the scientific profession 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<p>Suggested Reflection Prompts:</p> <ul style="list-style-type: none"> - What would happen if scientific inquiries and application were done without a commitment to principles like responsibility?
Health	<ul style="list-style-type: none"> - demonstrate the ability to utilize resources from home, school, and community that provide valid safety information and services 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 7: <ul style="list-style-type: none"> o Preventing Injuries, p. 32 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 7, p. 32 - Phone Book
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 121, 127 - <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Computer Programmer</i>: Danny Sanchez <i>Computer Design Engineer</i>: Robert Barrett
Guidance	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. - Students will understand how community awareness relates to work. 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)*

			<p>*(Contact the guidance counselor for the CD)</p> <ul style="list-style-type: none"> – <i>Serving Our Community</i> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 42 – <i>Lessons in Character</i>, Unit 3: I work with Words – <i>Radio Personality and DeeJay</i>: Helen Little
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SELF-DISCIPLINE

Grade: 7

Trait: **SELF-DISCIPLINE** – to demonstrate the ability to control yourself in all situations

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advise?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – read poems, short stories, or biographies that demonstrate self-discipline – complete varied writing assignments about self-discipline and the main character or plot etc. 	<ul style="list-style-type: none"> – English Language Arts – Strands * The student will write effectively for different audiences and purposes. * The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads 	
S.S.	<ul style="list-style-type: none"> - participate in a Good Manners Club (GMC) - observe and discuss examples of acceptable verbal and nonverbal behavior - observe and discuss consequences of unacceptable verbal and nonverbal behavior. 	<ul style="list-style-type: none"> – Social Studies – Strands ○ People, Places, and Environments 	<p>- <i>Character Education: An Middle School Resource Guide</i>, State Department of Education, May 1997</p> <p>Suggested Activity: The GMC reinforces positive character development -Create a GMC, which seeks to define character and explore mores of various societies. Students observe and discuss norms and deviations. The club is designed to decrease peer conflict and have students model acceptable verbal and nonverbal behavior.</p>

Math	<ul style="list-style-type: none"> – read and discuss biographies of famous mathematicians and the self-discipline required to make a difference in the world 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> - <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/Mathematicians
Science	<ul style="list-style-type: none"> – read and discuss biographies of famous scientists and the self-discipline required to make a difference in the world 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> – <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/Mathematicians
Health	<ul style="list-style-type: none"> – demonstrate helpful strategies to access and manage conflict and stress – list and discuss steps to use to stay in control when you are very angry – explain how to carry on when you are feeling insecure and unloved 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 7:</i> <ul style="list-style-type: none"> o Mental Health, p. 30 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 7, p. 30</i> - Text: Unit 1 LS 4, p. 34-35; T.G. p. 28-31 - <i>Second Step: Unit 3 Level 2</i>
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 – <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 7, 69 – <i>Lessons in Character</i>, Unit One: I work with My Hands-- <i>Sculptor</i>: Cindy Debold – <i>Lessons in Character</i>, Unit Four: I Work Outside <i>Archaeologist</i>: Michell Marken, Ph.D.

CARING

Grade: 7

Trait: **CARING** – to demonstrate concern through kindness and acceptance while meeting the needs of self and others

Focus points:

- *Have you ever felt like one of the characters in the story? Explain.
- *If you had written the story, what changes might you have made?
- *Do any of the characters remind you of anyone you know? Explain.
- *Identify behaviors of a caring person.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - seek opportunities to participate in community service - explain the value of teamwork and display the ability to work in teams as well as independently - identify and participate in activities that demonstrate good citizenship 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> o The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) – <i>Serving Our Community</i>
S.S.	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> o People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* *(Contact the guidance counselor for the CD) - <i>Serving Our Community</i>
Math	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 27, 39 – <i>Lessons in Character</i>, Unit Two: I Work with Numbers <i>Insurance Agent</i>: Priscilla Boyles <i>My Work as a Student</i>

Science	<ul style="list-style-type: none"> – practice and encourage safety in projects and lab activities – explain the importance of ethics and character to the scientific profession 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	Suggested Reflection Prompts: <ul style="list-style-type: none"> - What would happen if scientific inquiries and application were done without a commitment to principles like caring?
Health	<ul style="list-style-type: none"> – demonstrate ways to communicate consideration and respect for self and others as related to body composition and shape, weight control and dietary choices 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 7:</i> <ul style="list-style-type: none"> ○ Nutrition, p. 27 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 7, p. 27</i> - Text: Unit 4 LS 20, p. 189; T.G. p. 122-126
Related Arts	Technology: <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 – <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. – Students will understand how community awareness relates to work. 	<ul style="list-style-type: none"> – Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 7, 98 – <i>Serving Our Community</i> – <i>Lessons in Character</i>, Unit One: I work with My Hands - <i>Sculptor</i>: Cindy Debold – <i>Lessons in Character</i>, Unit Six: I Work with People -- <i>Paramedic</i>: F.E. “Skip” Hall, Jr.

KINDNESS

Grade: 7

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – practice writing thank-you notes (Social Courtesies) 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will write effectively for different audiences and purposes 	
S.S.	<ul style="list-style-type: none"> - participate in a Good Manners Club (GMC) - observe and discuss examples of acceptable verbal and nonverbal behavior - observe and discuss consequences of unacceptable verbal and nonverbal behavior. 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Character Education: An Middle School Resource Guide</i>, State Department of Education, May 1997 <p>Suggested Activity: The GMC reinforces positive character development</p> <ul style="list-style-type: none"> – Create a GMC, which seeks to define character and explore mores of various societies. Students observe and discuss norms and deviations. The club is designed to decrease peer conflict and have students model acceptable verbal and nonverbal behavior.

Math	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 27, 39 - <i>Lessons in Character</i>, Unit Two: I Work with Numbers <i>Insurance Agent</i>: Priscilla Boyles My Work as a Student
Science	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 63 - <i>Lessons in Character</i>, Unit Four: I Work Outside –<i>Zoo Curator</i>: Lorraine Smith
Health	<ul style="list-style-type: none"> - demonstrate ways to communicate consideration and respect for self and others as related to body composition and shape, weight control and dietary choices 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 7: <ul style="list-style-type: none"> o Nutrition, p. 27 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 7, p. 27 - Text: Unit 4 LS 20, p. 189; T.G. p. 122-126
Related Arts	Technology: <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 - <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 69 - <i>Lessons in Character</i>, Unit Four: I Work Outside -- <i>Archaeologist</i>: Mitchell Marken Ph.D.

FAIRNESS

Grade: 7

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 45 – <i>Lessons in Character</i>, Unit 3: I work with Words –<i>Teleservices Supervisor</i>: Felipe Aguirre
S.S.	<ul style="list-style-type: none"> – discuss topics such as ethics in politics, trade agreements, business, and social agendas 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments ○ Power, Authority, and Governance 	
Math	<ul style="list-style-type: none"> – work cooperatively to create a code of ethics for the classroom - explain and work with “primary documents” – the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program - shape a series of principles or guidelines that are suited to their work as young scientists or mathematicians 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – At Home in Our Schools, Family Science Night: www.devstu.org – <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i>: www.globalethics.org – <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org – Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org

			www.lbl.gov/Education/ELSI/ELSI.html – <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/ Mathematicians – <i>Classroom Compass: Collaborative Learning</i> : www.sedl.org/scimath/compass/v01n02/ welcome.html – The Math Forum at Swarthmore College: www.forum.swarthmore.edu – National Council of Teachers of Mathematics: www.nctm.org – <i>A Classroom Code of Ethics</i>
Science	– See Math	– Science – Process Standards ○ Observe ○ Communicate	– See Math – <i>A Classroom Code of Ethics</i>
Health	– demonstrate strategies for the expressing needs, wants and feelings to adults who have been rude or unfair	– <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 7</i> : ○ Mental Health, p. 31	– <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 7</i> , p. 31 - <i>Second Step</i> : Unit 5, Lev. 2

Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 118 – <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Web Site Designer</i>: Tracy Wieland My Work as a Student
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 7, 69 – <i>Lessons in Character</i>, Unit One: I work with My Hands -- <i>Sculptor</i>: Cindy Debold – <i>Lessons in Character</i>, Unit Four: I Work Outside – <i>Archaeologist</i>: Michell Marken, Ph.D.

DEPENDABILITY

Grade: 7

Trait: **DEPENDABILITY** – *to be counted on or trusted*

Focus points:

- *Describe a positive work ethic. Is dependability a desired characteristic of a good work ethic? Why?
- *How do you honor commitments?
- *If one of the characters were sitting next to you, what would they likely tell you about the importance of dependability?
- *Did you learn how a character solved a problem in the story. Could you use this situation to solve similar problems you might have?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	- identify character traits that contribute to work ethic and career choices	- English Language Arts – Strands * The student will recognize, demonstrate, and analyze the qualities of effective communication.	– <i>Young Peoples Lessons in Character</i> , B. David Brooks, Ph.D., p 42, 48, 57 – <i>Lessons in Character</i> , Unit 3: I work with Words – <i>Radio Personality and DeeJay</i> : Helen Little <i>Librarian</i> : Ann Symons <i>My Work as a Student</i>
S.S.	- identify character traits that contribute to work ethic and career choices	– Social Studies – Strands ○ People, Places, and Environments ○ Power, Authority, and Governance	– <i>Young Peoples Lessons in Character</i> , B. David Brooks, Ph.D., p. 136, 139 – <i>Lessons in Character</i> , Unit Eight: I work for the Government – <i>Captain, USMC</i> : Patricia Johnson <i>USDA Forest Service</i> : Hilda Gallegos
Math	- identify character traits that contribute to work ethic and career choices	- Mathematics Process Standards ○ Communication	– <i>Young Peoples Lessons in Character</i> , B. David Brooks, Ph.D., p. 30, 33 – <i>Lessons in Character</i> , Unit Two: I work with Numbers

			<i>Investment Advisor:</i> Steven A. Koch <i>Cashier:</i> Margaret Vazquez
Science	<ul style="list-style-type: none"> – Explain the importance of ethics and character to the scientific profession 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 66 – <i>Lessons in Character</i>, Unit Four: I Work Outside <i>Landscaper</i>: Walter Imahara <p>Suggested Reflection Prompt:</p> <ul style="list-style-type: none"> - What would happen if scientific inquiries and application were done without a commitment to principles like dependability?
Health	<ul style="list-style-type: none"> – demonstrate the ability to utilize resources from home, school, and community that provide valid safety information and services 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Health and Safety Education, Gr. 7: <ul style="list-style-type: none"> ○ Preventing Injuries, p. 32 	<ul style="list-style-type: none"> – Richland One Curriculum Guide, Health and Safety Education, Gr. 7, p. 32 - Phone Book
Related Arts	Technology: <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 127 – <i>Lessons in Character</i>, Unit Seven: I work with Computers --<i>Computer Programmer</i>: Danny Sanchez
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 69

			– <i>Lessons in Character</i> , Unit Four: I Work Outside – <i>Archaeologist</i> : Mitchell Marken Ph.D.
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RESPECT

Grade: 8

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<ul style="list-style-type: none"> – explain the importance of respecting self and others – give examples of what happens when respect is not demonstrated <p><i>“We all live with the objective of being happy; our lives are all different but yet the same.” Cultural Diversity: Sharing Planet Earth</i></p> <ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes, and abilities <p><i>“Effective communication is the foundation of a healthy relationship.” Communication Skills: Did I Hear What You Said?</i></p> <ul style="list-style-type: none"> - increase use of effective communication skills with peers and adults - explain and interpret interactions between peers and adults - demonstrate a positive attitude toward work and the ability to work together - translate the importance of interpersonal relationships and demonstrate positive interaction with others 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* <p>(Contact guidance counselor for CD)</p> <ul style="list-style-type: none"> - <i>Sharing Planet Earth</i> – <i>Did I Hear What You Said?</i> - <i>Who Am I? Where am I going?</i>

	<p><i>Who Am I? Where am I going?</i></p> <ul style="list-style-type: none"> - recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and control - relate an awareness, understanding, and respect for others - define and explain the influence of attitudes and behaviors on interpersonal and peer relationships - identify roadblocks to communication and model ways to overcome them - recognize and respect individual differences 		
S.S.	<p><i>"We all live with the objective of being happy; our lives are all different but yet the same." Cultural Diversity: Sharing Planet Earth</i></p> <ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes, and abilities <p><i>Who Am I? Where am I going?</i></p> <ul style="list-style-type: none"> - be able to answer the following questions: <ul style="list-style-type: none"> * What are the political struggles that affected African Americans, women, and other ethnic and religious groups? * What were the major domestic and foreign issues at this time? * What is the foundation or basic principles of American democracy? What are the foundations of the American political system? What are the central ideas of SC and the US regarding constitutional government? 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies, Gr. 8:</i> <ul style="list-style-type: none"> * Launching the Nation/The Expanding Nation, p. 12 * Forming a Government, p. 14 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)</i> - <i>Richland One Curriculum Guide, Social Studies, Gr. 8, p. 12, 14</i> - <i>Texts: Call to Freedom –p. 180-214, 260-290; South Carolina – p. 182-207, 210-233; We the People LS5-8, 18-21</i> - <i>Sharing Planet Earth</i> - <i>Who Am I? Where am I going?</i>

	<ul style="list-style-type: none"> * What are the historical, geographic, social and economic factors that shaped American democracy? * What are shared political values and principles of American democracy? How can political parties provide opportunities for citizen participation? <p>- See ELA</p>		
Math	<ul style="list-style-type: none"> - identify sources of employment in the community - explain how economic development influences employment 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> * Communication 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* *(Contact the guidance counselor for the CD) <i>“Where Are the Jobs?”</i>
Science	<ul style="list-style-type: none"> - discuss ethical issues such as the manipulation of data 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	
Health	<ul style="list-style-type: none"> - demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8: <ul style="list-style-type: none"> o Mental Health, p. 50 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8, p. 50 - Text: Unit 2 LS 7 p. 54-57 Unit 2 LS 2,3; T.G. p. 63-69 - <i>Second Step</i>: Unit 2 LS 2-3
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits than contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 - <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty

<p>Guidance</p>	<ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes, and abilities - See ELA - - See Math 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. - Students will understand how community awareness relates to work. 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) - <i>Sharing Planet Earth</i> - <i>Who Am I? Where am I going?</i> - <i>Did I Hear What You Said? "Where Are the Jobs?"</i>
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HONESTY

Grade: 8

Trait: *HONESTY – to always be fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - read current events and discuss various political and social actions in relation to honesty - write a multi-paragraph essay on the topic “My Hero is a Person of Good Character” - discuss ways to avoid plagiarism 	<ul style="list-style-type: none"> - English Language Arts – Strands *The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. 	
S.S.	<ul style="list-style-type: none"> - be able to answer the following questions: <ul style="list-style-type: none"> * What is the foundation of American democracy? What are the Foundations of the American political system? What are the central ideas of S.C. and the U.S. regarding constitutional government? * What are the historical, geographic, social, and economic factors that shaped American democracy? * What are shared political values and principles of American democracy? How can political parties provide opportunities for citizen participation? 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies, Gr. 8:</i> <ul style="list-style-type: none"> o Launching the Nation/The Expanding Nation, p. 12 o Forming a Government, p. 14 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies, Gr. 8, p. 14</i> - Texts: <i>Call to Freedom</i> – p. 180-214; <i>South Carolina</i> – p. 182-20; <i>We the People</i> – LS 5-8

Math	<p><i>Stress Honesty and Integrity</i></p> <ul style="list-style-type: none"> - cite the importance of these virtues in applying math and science to real world problems and in completing class work <p><i>A Classroom Code of Ethics</i></p> <ul style="list-style-type: none"> - work cooperatively with other students to create a code of ethics for their classroom - explain and work with “primary documents” – the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program - shape a series of principles or guidelines that are suited to their work as young scientists or mathematicians 	<p>- Mathematics Process Standards</p> <ul style="list-style-type: none"> * Communication 	<ul style="list-style-type: none"> - At Home in Our Schools, Family Science Night: www.devstu.org - <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i>: www.globalethics.org - <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org - Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html - <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/ Mathematicians - <i>Classroom Compass: Collaborative Learning</i>: www.sedl.org/scimath/compass/v01n02/welcome.html - The Math Forum at Swarthmore College: www.forum.swarthmore.edu - National Council of Teachers of Mathematics: www.nctm.org
Science	<ul style="list-style-type: none"> - See Math 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - See Math - <i>Stress Honesty and Integrity</i> - <i>A Classroom Code of Ethics</i>

Health	<ul style="list-style-type: none"> - demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8: *Mental Health, p. 50 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8, p. 50 - Text: Unit 2 LS 7 p. 54-57; Unit 2 LS 2,3; T.G. p. 63-69 - <i>Second Step</i>: Unit 2 LS 2-3
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 - <i>Lessons in Character</i>, Unit Seven: I work with Computers <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 69- - <i>Lessons in Character</i>, Unit Four: I Work Outside -- <i>Archaeologist</i>: Mitchell Marken Ph.D.

COOPERATION

Grade: 8

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

Focus points:

- *Explain why cooperation is important in your workplace, the school environment.
- *Why is cooperation important in appreciating cultural diversity?
- *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - define the importance of responsibility, dependability, punctuality, and integrity in the workplace - See S.S. 	<ul style="list-style-type: none"> - English Language Arts – Strands * The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) - <i>Sharing Planet Earth</i> - <i>Showing Good Character in the Workplace</i>
S.S.	<ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes, and abilities 	<ul style="list-style-type: none"> - Social Studies – Strands *People, Places, and Environments 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) - <i>Sharing Planet Earth</i>
Math	<ul style="list-style-type: none"> - identify sources of employment in the community - explain how economic development influences employment - explain, through individual and group reflection, the importance of character traits such as responsibility, dependability, and integrity in journals, writing assignments, and creative projects 	<ul style="list-style-type: none"> - Mathematics Process Standards o Communication 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) - “Where Are the Jobs?” - See Science

Science	<ul style="list-style-type: none"> - explain, through individual and group reflection, the importance of character traits such as responsibility, dependability, and integrity in journals, writing assignments, and creative projects 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - At Home in Our Schools, Family Science Night: www.devstu.org - <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i>: www.globalethics.org - <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org - Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html - <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/Mathematicians - <i>Classroom Compass: Collaborative Learning</i>: www.sedl.org/scimath/compass/v01n02/welcome.html - The Math Forum at Swarthmore College: www.forum.swarthmore.edu - National Council of Teachers of Mathematics: www.nctm.org
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Health	<ul style="list-style-type: none"> - demonstrate healthful strategies to assess and manage conflict and stress. 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8: *Mental Health, p. 50 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8, p. 50 - Text: Unit 1 LS 5 p. 34-37; T.G. p. 41-47 - <i>Second Step</i>: Unit 4-5, LV 3
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 - <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - demonstrate an understanding of different cultures, attitudes, and abilities - See ELA - See Math 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. - Students will understand how community awareness relates to work. 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) - <i>Showing Good Character in the Workplace</i> - <i>Sharing Planet Earth</i> - "Where Are the Jobs?"

GOOD CITIZENSHIP

Grade: 8

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- * Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<p><i>“Reaching your goals and dreams in life depends on activity. This means work!” Goal Setting: School Success: How do I get there?</i></p> <ul style="list-style-type: none"> - demonstrate decision-making and goal-setting skills - recognize how studying influences learning and how attitudes influence achievement - explain and develop personal capabilities and cooperation in learning with others <p><i>“What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.” Interpersonal Relationships: Serving Our Community</i></p> <ul style="list-style-type: none"> - See Guidance 	<p>- English Language Arts – Strands</p> <ul style="list-style-type: none"> * The student will recognize, demonstrate, and analyze the qualities of effective communication 	<p>- <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)*</p> <p>(Contact the guidance counselor for the CD)</p> <ul style="list-style-type: none"> - <i>School Success: How do I get there?</i> - <i>Serving Our Community</i> - <i>“Good Worker” Traits: Do I Have What It Takes?</i>

	<p><i>“Good Worker” Traits: Do I Have What It Takes?</i></p> <ul style="list-style-type: none"> - explain the relationship between personal qualities, school success, and career choices 		
S.S.	<p><i>“What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.”</i> Interpersonal Relationships: <i>Serving Our Community</i></p> <ul style="list-style-type: none"> - See ELA - be able to answer the following questions: <ul style="list-style-type: none"> ○ What is the role of citizens in American Democracy? What are civic rights and responsibilities? ○ How does one become a citizen? What are personal, political, and economic rights? ○ Why are citizens important to a democracy? How can Americans monitor and influence politics and government? ○ Why is political leadership and public service important? 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies, Gr. 8: Citizenship and the Constitution, p. 13</i> 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies, Gr. 8, p. 13</i> - Texts: <i>Call to Freedom</i> – p. 216-259; <i>South Carolina</i> – p. 182-207; <i>We the People</i> – LS 3,5 - <i>Serving Our Community</i>
Math	<ul style="list-style-type: none"> - identify sources of employment in the community - relate how economic development influences employment - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> * Communication 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 24 - <i>“Where Are the Jobs?”</i> - <i>Lessons in Character</i>, Unit Two: I work with Numbers <i>Math Teacher: Terri Santi</i>

Science	<ul style="list-style-type: none"> - read the biographies of scientists who have modeled good character and made a difference in the world 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - Biographical Index (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/ Mathematicians
Health	<ul style="list-style-type: none"> - demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others. 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8: * Mental Health, p. 50 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8, p. 50 - Text: Unit 2 LS 7 p. 54-57; Unit 2 LS 2,3; T.G. p. 63-69 - <i>Second Step</i>: Unit 2 LS 2-3
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 - <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - See ELA - See Math - seek opportunities to participate in community service - explain the value of teamwork and display the ability to work in teams as well as independently - identify and participate in activities that demonstrate good citizenship 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. - Students will understand how community awareness relates to work. - Students will demonstrate decision making, goal setting, problem solving, and communication skills. 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* *(Contact guidance counselor for CD) - <i>School Success: How do I get there?</i> - <i>Serving Our Community</i> - <i>“Good Worker” Traits: Do I Have What It Takes?</i>

RESPONSIBILITY

Grade: 8

Trait: **RESPONSIBILITY** - *to be held accountable for your own actions*

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<p><i>"What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal."</i></p> <p>Interpersonal Relationships: <i>Serving Our Community</i></p> <ul style="list-style-type: none"> - seek opportunities to participate in community service - explain the value of teamwork and display the ability to work in teams as well as independently - identify and participate in activities that demonstrate good citizenship 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* (Contact the guidance counselor for the CD) <i>Serving Our Community</i>
S.S.	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> *People, Places, and Environments 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) - <i>Serving Our Community</i>
Math	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 24 - <i>Lessons in Character</i>, Unit Two: I work with Numbers Math Teacher: Terri Santi

Science	- explain the importance of ethics and character to the scientific profession	- Science – Process Standards ○ Observe ○ Communicate	Suggested Reflection Prompts: - What would happen if scientific inquiries and application were done without a commitment to principles like responsibility?
Health	- demonstrate healthful strategies to assess and manage conflict and stress.	- <i>Richland One Curriculum Guide, Health and Safety Education</i> , Gr. 8: ○ Mental Health, p. 50	- <i>Richland One Curriculum Guide, Health and Safety Education</i> , Gr. 8, p. 50 - Text: Unit 1 LS 5 p. 34-37; T.G. p. 41-47 - <i>Second Step</i> : Unit 4-5, LV 3
Related Arts	Technology: - identify character traits that contribute to work ethic and career choices	- Students will understand the relationships among personal qualities, education and training, and the world of work.	- <i>Young Peoples Lessons in Character</i> , B. David Brooks, Ph.D., p. 121, 127 - <i>Lessons in Character</i> , Unit Seven: I work with Computers -- <i>Computer Programmer</i> : Danny Sanchez; <i>Computer Design Engineer</i> : Robert Barrett
Guidance	- See ELA	- Students will understand how community awareness relates to work.	- <i>Effective Guidance Activities</i> , SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)* (Contact the guidance counselor for the CD) - <i>Serving Our Community</i>

SELF-DISCIPLINE

Grade: 8

Trait: **SELF-DISCIPLINE** – *to demonstrate the ability to control yourself in all situations*

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advise?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - read poems, short stories, or biographies that demonstrate self-discipline - complete writing assignments about self-discipline and the main character or plot in selected literary works 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads 	
S.S.	<ul style="list-style-type: none"> - participate in a Good Manners Club (GMC) - observe and discuss examples of acceptable verbal and nonverbal behavior - observe and discuss consequences of unacceptable verbal and nonverbal behavior 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> * People, Places, and Environments 	<ul style="list-style-type: none"> - <i>Character Education: An Middle School Resource Guide</i>, State Department of Education, May 1997 <p>Suggested Activity: The GMC (Good Manners Club) reinforces positive character development -Create a GMC, which seeks to define character and explore mores of various societies. Students observe and discuss norms and deviations. The club is designed to decrease peer conflict and have students model acceptable verbal and nonverbal behavior.</p>

Math	<ul style="list-style-type: none"> - read and discuss biographies of famous mathematicians and the self-discipline required to make a difference in the world 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> - <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/Mathematicians
Science	<ul style="list-style-type: none"> - read and discuss biographies of famous scientists and the self-discipline required to make a difference in the world 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/Mathematicians
Health	<ul style="list-style-type: none"> - demonstrate healthful strategies to assess and manage conflict and stress. 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 8:</i> <ul style="list-style-type: none"> o Mental Health, p. 50 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 8, p. 50</i> <ul style="list-style-type: none"> - Text: Unit 1 LS 5 p. 34-37; T.G. p. 41-47 - <i>Second Step: Unit 4-5, LV 3</i>
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 - <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 69 - <i>Lessons in Character</i>, Unit Four: I Work Outside -- <i>Archaeologist</i>: Mitchell Marken Ph.D.

CARING

Grade: 8

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Focus points:

- *Have you ever felt like one of the characters in the story? Explain.
- *If you had written the story, what changes might you have made?
- *Do any of the characters remind you of anyone you know? Explain.
- *Identify behaviors of a caring person.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<p><i>“What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.”</i></p> <p>Interpersonal Relationships: <i>Serving Our Community</i></p> <ul style="list-style-type: none"> - seek opportunities to participate in community service - explain the value of teamwork and display the ability to work in teams as well as independently - identify and participate in activities that demonstrate good citizenship 	<p>- English Language Arts – Strands</p> <p>*The student will recognize, demonstrate, and analyze the qualities of effective communication</p>	<p>- <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)*</p> <p>(Contact the guidance counselor for the CD)</p> <p><i>Serving Our Community</i></p>
S.S.	<ul style="list-style-type: none"> - See ELA 	<p>- Social Studies – Strands</p> <p>*People, Places, and Environments</p>	<p>- <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD)*</p> <p>(Contact the guidance counselor for the CD)</p> <p>- <i>Serving Our Community</i></p>

Math	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 27, 39 - <i>Lessons in Character</i>, Unit Two: I Work with Numbers -- <i>Insurance Agent</i>: Priscilla Boyles - <i>My Work as a Student</i>
Science	<ul style="list-style-type: none"> - practice and encourage safety in projects and lab activities - explain the importance of ethics and character to the scientific profession 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	Suggested Reflection Prompts: <ul style="list-style-type: none"> - Consider what would happen if scientific inquiries and application were done without a commitment to principles like caring.
Health	<ul style="list-style-type: none"> - demonstrate ways to communicate consideration and respect for self and others as related to body composition and shape, weight control and dietary choices 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8: <ul style="list-style-type: none"> * Nutrition, p. 48 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8, p. 48 - Text: Unit 2 LS 6, p. 47-49; T.G. p. 53-60
Related Arts	Technology: <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 - <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. - Students will understand how community awareness relates to work 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 7, 98 - <i>Serving Our Community</i>

			<ul style="list-style-type: none"> - <i>Lessons in Character</i>, Unit One: I work with My Hands – <i>Sculptor</i>: Cindy Debold - <i>Lessons in Character</i>, Unit Six: I Work with People – <i>Paramedic</i>: F.E. “Skip” Hall, Jr.
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KINDNESS

Grade: 8

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	- write thank-you notes (Social Courtesies)	- English Language Arts – Strands * The student will write effectively for different audiences and purposes	
S.S.	- participate in a Good Manners Club (GMC) - observe and discuss examples of acceptable verbal and nonverbal behavior - observe and discuss consequences of unacceptable verbal and nonverbal behavior	- Social Studies – Strands * People, Places, and Environments	- <i>Character Education: An Middle School Resource Guide</i> , State Department of Education, May 1997 Suggested Activity: The GMC (Good Manners Club) reinforces positive character development - Create a GMC, which seeks to define character and explore mores of various societies. Students observe and discuss norms and deviations. The club is designed to decrease peer conflict and have students model acceptable verbal and nonverbal behavior.

Math	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 27, 39 - <i>Lessons in Character</i>, Unit Two: I Work with Numbers – <i>Insurance</i> Agent: Priscilla Boyles <i>My Work as a Student</i>
Science	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 63 - <i>Lessons in Character</i>, Unit Four: I Work Outside -Zoo Curator: Lorraine Smith
Health	<ul style="list-style-type: none"> - demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others. 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8: <ul style="list-style-type: none"> o Mental Health, p. 50 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8, p. 50 <ul style="list-style-type: none"> - Text: Unit 2 LS 7 p. 54-57; Unit 2 LS 2,3; T.G. p. 63-69 - <i>Second Step</i>: Unit 2 LS 2-3
Related Arts	Technology: <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 124 - <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic</i> Illustrator: Eldon Doty
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 69 - <i>Lessons in Character</i>, Unit Four: I Work Outside – Archaeologist: Mitchell Marken Ph.D.

FAIRNESS

Grade: 8

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - English Language Arts – Strands * The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 45 - <i>Lessons in Character</i>, Unit 3: I work with Words -- <i>Teleservices Supervisor</i>: Felipe Aguirre
S.S.	<ul style="list-style-type: none"> - answer the following questions: <ul style="list-style-type: none"> * What is the foundation or basic principles of American democracy? What are the foundations of the American political system? What are the central ideas of SC and the US regarding constitutional government? * What are the historical, geographic, social and economic factors that shaped American democracy? * What are shared political values and principles of American democracy? How can political parties provide opportunities for citizen participation? 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies</i>, Gr. 8: <ul style="list-style-type: none"> * Launching the Nation/The Expanding Nation, p. 12 * Forming a Government, p. 14 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Social Studies</i>, Gr. 8, p. 12, 14 - Texts: <i>Call to Freedom</i> – p. 180-214, 260-290; <i>South Carolina</i> – p. 182-207, 210-233; <i>We the People</i> – LS 5-8, 18-21

Math	<p><i>A Classroom Code of Ethics</i></p> <ul style="list-style-type: none"> - work cooperatively with other students to create a code of ethics for the classroom - read and explain “primary documents” – the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program - shape a series of principles or guidelines that are suited to their work as young scientists and mathematicians - answer the following questions: <ul style="list-style-type: none"> * What are the political struggles that affected African Americas, women, and other ethnic and religious groups? * What were the major domestic and foreign issues at this time? 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> * Communication 	<ul style="list-style-type: none"> - At Home in Our Schools, Family Science Night: www.devstu.org - <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i>: www.globalethics.org - <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org - Ethics in Science web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html - <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk /~history/Mathematicians - <i>Classroom Compass: Collaborative Learning</i>: www.sedl.org/scimath/compass/v01n02/welcome.html - The Math Forum at Swarthmore College: www.forum.swarthmore.edu - National Council of Teachers of Mathematics: www.nctm.org - <i>Richland One Curriculum Guide, (Social Studies)</i> p 12
Science	<ul style="list-style-type: none"> - See Math 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - See Math - <i>A Classroom Code of Ethics</i>

Health	<ul style="list-style-type: none"> - compare and contrast how fairness influences emotional and social health 	<i>-Richland One Curriculum Guide, Health and Safety Education, Gr. 8:</i> *Mental Health, p. 50	<i>- Richland One Curriculum Guide, Health and Safety Education, Gr. 8, p. 50</i> <ul style="list-style-type: none"> - Text: Unit 2 LS 9 p. 67-69; T.G. p. 78-85 - <i>Second Step</i>: Unit 4-5, LV 3
Related Arts	Technology: <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 118 - <i>Lessons in Character</i>, Unit Seven: I work with Computers --<i>Web Site Designer</i>: Tracy Wieland <i>My Work as a Student</i>
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices. 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 7, 69 - <i>Lessons in Character</i>, Unit One: I work with My Hands -- <i>Sculptor</i>: Cindy Debold - <i>Lessons in Character</i>, Unit Four: I Work Outside -- <i>Archaeologist</i>: Michell Marken, Ph.D

DEPENDABILITY

Grade: 8

Trait: **DEPENDABILITY** – *to be counted on or trusted*

Focus points:

- *Describe a positive work ethic. Is dependability a desired characteristic of a good work ethic? Why?
- *How do you honor commitments?
- *If one of the characters were sitting next to you, what would they likely tell you about the importance of dependability?
- *Did you learn how a character solved a problem in the story. Could you use this situation to solve similar problems you might have?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - describe the importance of being dependable - identify characteristics of a person who is dependable - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> * The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads * The student will recognize, demonstrate, and analyze the qualities of effective communication 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 42, 48, 57 - <i>Lessons in Character</i>, Unit 3: I work with Words -- <i>Radio Personality and DeeJay</i>: Helen Little; <i>Librarian</i>: Ann Symons - <i>My Work as a Student</i>
S.S.	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> * People, Places, and Environments * Power, Authority, and Governance 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 136, 139, - <i>Lessons in Character</i>, Unit Eight: I work for the Government – <i>Captain, USMC</i>: Patricia Johnson <i>USDA Forest Service</i>: Hilda Gallegos
Math	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 30, 33 - <i>Lessons in Character</i>, Unit Two: I work with Numbers <i>Investment Advisor</i>: Steven A. Koch

			- <i>Cashier: Margaret Vazquez</i>
Science	<ul style="list-style-type: none"> - explain the importance of ethics and character to the scientific profession - write or discuss in response to selected reflection prompts 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p 66 - <i>Lessons in Character</i>, Unit Four: I Work Outside - <i>Landscaper: Walter Imahara</i> <p>Suggested Reflection Prompt:</p> <ul style="list-style-type: none"> - Consider what would happen if scientific inquiries and application were done without a commitment to principles like dependability.
Health	<ul style="list-style-type: none"> - demonstrate healthful strategies to assess and manage conflict and stress. 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8: <ul style="list-style-type: none"> ○ Mental Health, p. 50 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 8, p. 50 <ul style="list-style-type: none"> - Text: Unit 1 LS 5 p. 34-37; T.G. p. 41-47 - <i>Second Step: Unit 4-5, LV 3</i>
Related Arts	<p>Technology:</p> <ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 127 - <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Computer Programmer: Danny Sanchez</i>
Guidance	<ul style="list-style-type: none"> - identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> - Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> - <i>Young Peoples Lessons in Character</i>, B. David Brooks, Ph.D., p. 69 - <i>Lessons in Character</i>, Unit Four: I Work Outside -- <i>Archaeologist: Mitchell Marken Ph.D.</i>

V. Resources

Books

- Beady, J.P. (1997). *Positive learning Using Sports: Developing Youth sports programs That Teach Positive Values*. New Hampton, NH: Project Adventure, Inc.
- Beady, J.P. & Zero, T. (1999). *After School PLUS Manual*. New Hampshire, NH: Project Adventure Inc.
- Beady, Jeffrey, Zero, Tom, & Gough, Russell, (2000). *Effective Guidelines for Character Education through Sports*. Washington, DC: Character Education Partnership.
- Beedy, Jeffrey Pratt. (1997). *Sports Plus: Developing Youth Sports Program that Teach Positive Values*. Hamilton, MA: Project Adventure.
- Bennett, William J. (1993). *The Book of Virtues: A Treasury of Great Moral Stories*. New York: Simon & Schuster Trade.
- Boatwright, Becki H., Ph.D., Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Equipped to Stop Bullying*.
- Bredemeier, J.J., & Shields, D.L. (1995). *Character Development and Physical Activity*. Champaign, IL: Human Kinetics Press.
- Boyer, Ernest L.(1997). *The Basic School: A Community for Learning*. San Francisco, CA.: Jossey-Bass.
- Brooks, Dr. David, Ph.D. *Lessons in Character, K-12 Curriculum*. Young People's Press, 800-231-9774.
- Castillo, Sara, Ph.D., Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Face to Face with Your Fears*.
- Clifford, Craig & Feezell, Randolph M. (1997). *Coaching for Character – Reclaiming the Principles of Sportsmanship*. Champaign, IL: Human Kinetics.
- Covey, Sean (1998). *Seven Habits of Highly Effective Teens: The Ultimate Teenage Success Guide*.
- Craft, William & Craft, Ellen (1999). *Running a Thousand Miles for Freedom: The Escape of William and Ellen Craft*. Athens, GA: University of Georgia Press.
- Developmental Studies Center (1994). *At Home in Our Schools: A Guide to Schoolwide Activities that Build Community*. Oakland, CA: Developmental Studies Center.
- Developmental Studies Center (1996). *Ways We Want Our Class to Be: Class Meetings that Build Commitment to Kindness and Learning*. Oakland, CA: Developmental Studies Center.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting A Grip on ADD*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting A Life of Your Own*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting Over the Blues*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting With It: A Kid's Guide to Forming Good Relationships and "Fitting In"*.
- Gauld, Joseph W (1993). *Character First: The Hyde School Difference*. Bath, ME: Hyde School.
- Glasser, William A. (1998). *The Quality School: Managing Students Without Coercion*. New York: Harper Collins Publishers.
- Gough, R. (1997). *Character Is Everything: Promoting Ethical Excellence in Sports*. Forth Worth, TX: Harcourt Brace.
- Kreidler, William J. & Furlong, Lisa (1996). *Adventures in Peacemaking: A Conflict Resolution Guide for School-Age Children*. Cambridge, MA: Educators for Social Responsibility.
- Lumpkin, Angela; Stoll, Sharon Kay; and Beller, Jennifer, M. (1999). *Sport Ethics: Applications for Fair Play*. Second edition. Dubuque, IA; McGraw-Hill.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Ahead: Strategies to Motivate and Assist Students with Classroom Learning*.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Your Life on Track: A Female Teen's Guide to Saying No to Sex*.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Your Second Wind: Living a Smoke-Free Life, A Kid's Guide to Saying No to Smoking*.
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- Ryan, Kevin and Bohlin, Karen. *Building Character in Schools*. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104, tel: 800-956-7739, fax: 800-605-2665.

- Shields, David Lyle Light, & Bredemeier, Brenda Jo Light (1995). *Character Development and Physical Activity*. Champaign, IL: Human Kinetics.
- Steele, Eden & Schilling, Dianne (1994). *Peace Patrol: Creating a New Generation of Problem Solvers and Peacemakers*. Carson, CA: Jalmar Press/Innerchoice Publishing.
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- Wolff, R. (1997). *Good Sports: The Concerned Parent's Guide to Competitive Youth Sports*. Champaign, IL: Sports Publishing, Inc.

Videos

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- Krutein, Werner & Pomeranz, David (1985, VHS, 5 min., \$10.00). *It's in Every One of Us*. Insight Metaphysical Books, 505 South First St., Champaign, IL 61820; Tel:(888) 326-5683 or (217) 352-5683.

Resource Kits – Books & Videos

- Begun, Ruth W. *Ready-to-Use Social Skills Lesson* (4 levels: Pre K-K; 1-3; 4-6; 7-12) West Nyack, NY: Center for Applied Research, 1994. \$29.95 each
- Benson, Peter L., Galbraith, Judy, & Espeland, Pamela. *What Teens Need To Succeed*. Minneapolis, MN: Free Spirit Press, 1998. \$14.95
- Block, Martin, *A Teachers Guide to Including Students with Disabilities in General Physical Education Programs*. Brookes Publishing, 2000. \$44.95
- Bocchino, Rob. *Emotional Literacy: To Be a Different Kind of Smart*. Thousand Oaks. CA: Corwin Press, 1999. \$24.95
- Character Connections Monthly Newsletter*. Port Chester, NY: National Professional Resources (Publisher). \$99.00 yearly subscription
- Christesen, Mirka. *Character Kaleidoscope*. Port Chester, NY: National Professional Resources, 2000. \$29.95
- Cohen, Jonathan. *Educating Minds & Hearts*. New York, NY: Teacher's College Press, 1999. \$21.95
- Csikszentmihalyi, Mihaly. *Finding Flow*. New York, NY: Basic Books, 1997. \$13.00
- Dotson, Anne C., & Dotson, Karen D. *Teaching Character/Teacher's Guide*. Chapel Hill, NC: Character Development Publishing, 1997. \$24.95
- Garbarino, James. *Lost Boys*. New York, NY: The Free Press, 1999. \$25.00
- Girard, Kathryn & Koch, Susan J. *Conflict Resolution in the Schools: A Manual for Educators*. San Francisco, CA: Jossey-Bass, 1996. \$35.00
- Glasser, William. *Building A Quality School: A Matter of Responsibility* (Video). Port Chester, NY: National Professional Resources, 1998. \$99.00
- Glasser, William. *Choice Theory*. New York, NY: Harper Collins, 1998. \$23.00
- Goleman, Daniel. *Emotional Intelligence: A New Vision For Educators* (Video). Port Chester, NY: National Professional Resources, 1996. \$89.95
- Goleman, Daniel. *Emotional Intelligence: Why It Can Matter More Than IQ*. New York, NY: Bantam Books, 1995. \$13.95
- Harris, Pat, et al. *Character Education: Application in the Classroom*, Secondary Edition (Video). Port Chester, NY: National Professional Resources, 1998. \$89.95
- Kagan, Spencer. *Building Character Through Cooperative Learning* (Video). Port Chester, NY: National Professional Resources, 1999. \$99.99
- Kagan, Laurie, et al. *Teambuilding*. San Clemente, CA: Kagen Cooperative Learning, 1997. \$25.00
- Kohn, Alfie. *Punished By Rewards*. New York, NY: Houghton Mifflin Co., 1998. \$13.95
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- Macan, Lynn, et al. *Character Education: Application in the Classroom, Elementary Edition* (Video). Port Chester, NY: National Professional Resources, 1998. \$89.95
- McKay, Linda et al. *Service Learning: Curriculum, Standards and the Community* (Video). Port Chester, NY: National Professional Resources, 1998. \$99.00
- Packer, Alex, J. *How Rude! The Teenager's Guide to Good Manners, Proper Behavior And Not Grossing People Out*. Minneapolis, MN: Free Spirit Publishing, 1997 \$19.95

- Perlstein, Ruth & Thrall, Gloria. *Ready-to-Use Conflict Resolution Activities for Secondary Students*. West Nyack, NY: Center for Applied Research in Education, 1996. \$29.95
- Pert, Candace. *Emotion: Gatekeeper to Performance – The Mind/Body Connection* (Video). Port Chester, NY: National Professional Resources, 1999. \$99.00
- Pollack, William. *Real Boys*. New York, NY: Henry Holt & Co., 1999. \$13.95
- Renzulli, Joseph. *Developing the Gifts & Talents of ALL Students* (Video). Port Chester, NY: National Professional Resources, 1999. \$99.95
- Salovey, Peter et al. *Optimizing Intelligences: Thinking, Emotion & Creativity* (Video). Port Chester, NY: National Professional Resources, 1998. \$99.95
- Scully, Jennifer. *The Power of Social Skills in Character Development: Helping Diverse Learners Succeed*. Port Chester, NY: National Professional Resources, 2000. \$29.95
- Sizer, Ted. *Crafting of America's Schools* (Video). Port Chester, NY: National Professional Resources, 1997. \$99.95
- Stirling, Diane, Archibald, Georgia, McKay, Linda & Berg, Shelley. *Character Education Connections for School, Home and Community*. Port Chester, NY: National Professional Resources, 2000. \$39.95
- Teele, Sue. *Rainbows of Intelligence: Raising Student Performance Through Multiple Intelligence* (video). Port Chester, NY: National Professional Resources, 1999. \$99.95
- Teolis, Beth. *Ready-to-Use Conflict Resolution Activities, Elementary Edition*. West Nyack, NY: Center for Applied Research in Education, 1998. \$29.95

All books and videos available for purchase from National Professional Resources, 1-800-453-7461. For additional current resources, see the web site: www.nprinc.com

Building Character Schoolwide-Creating a Caring Community in Your School (Guide) 6 copies*
Wise Lives 6-8*

*Available at Student Support Services, Waverley Building, 1225 Oak St., Columbia, SC 29204

Articles

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- Beedy, J.P. (1988). *Understanding the interpersonal world of youth sports*. Unpublished Dissertation.
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- Gough, R. (1997). Building character through sports. *Character Building for a Democratic, Civil Society* (Task Force Reports). Washington, DC: Communitarian Network.
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- Malmberg, E. (2000). The sport report: A character assessment and teaching tool. *Strategies*. NASPE/AAHPERD.

Character and Sport Organizations

The Center for Character Education
 at the Culver Academies
 Attn: John Yeager – Box 72
 1300 Academy Road
 Culver, Indiana 46511
 (219) 842-8159
www.culver.org

Positive Learning Using Sports
 PO Box 219
 New Hampton, NH 03256
 (603) 744-5401
plusinfor@sportsplus.org
www.sportsplus.org

Positive Coaching Alliance
 Department of Athletics, Stanford University
 Stanford, CA 94305-6150
 650-725-0024 (telephone)
 650-725-7242 (fax)
pca@positivecoach.org
www.positivecoach.org

MomsTeam, Inc.
 60 Thoreau Street
 Suite 288
 Concord, MA 01742
www.momsteam.com

Center for Sport, Character & Culture
University of Notre Dame
Notre Dame, IN 46556
219-631-4445
csc@nd.edu

National Alliance For Youth Sports
2050 Vista Parkway
West Palm Beach, FL 33411
561-684-1141/Fax-561-684-2546
800-729-2057/800-688-KIDS
nays@nays.org

The Character Education Partnership
1600 K Street, NW Suite 501
Washington, DC 20006
202-296-7743
www.character.org

The Center for the Advancement of
Ethics and Character
Boston University
605 Commonwealth Ave.
Boston, MA 02215
617-353-3262
[www.bu.edu/education/
centersresources/centeradvethicscha](http://www.bu.edu/education/centersresources/centeradvethicscha)

Miscellaneous

www.character.org

1999 National Schools of Character: Best Practices & New Perspectives

Slide Presentation VIDEO

1999 National Schools of Character Book & Video Special

1998 National Schools of Character

Eleven Principles of Effective Character Education

Eleven Principles of Effective Character Education VIDEO

Character Education Questions & Answers

Educating for Character: How Our Schools Can Teach Respect and Responsibility

Character Education: Restoring Respect and Responsibility VIDEO

Character Education Resource Guide

Building Community Consensus for Character Education

Developing a Character Education Program

Teachers as Educators of Character: Are the Nation's Schools of Education Coming Up Short?

Character Education: The Foundation for Teacher Education (Publication of the Association of Teacher Educators)

A Primer for Evaluating a Character Education Initiative

Their Best Selves: Building Character Education and Service Learning Together in the Lives of Young People

Character Education: Reclaiming America's Values for Tomorrow's Workforce Guidelines for Effective Character

Education Through Sports (Feb., 2000)

Commitment to Character VIDEO

Best Practices, Activities, and Ideas

Below are ideas for supporting Character Education, based on best practices.

100 Ways to Bring Character Education to Life

Building a Community of Virtue

1. Develop a school "Code of Ethics." Distribute it to every member of the school community. Refer to it often. Display it prominently. All school policy should reflect an implicit code of ethics.
2. Institute a student-to-student tutoring program.

3. Promote school-wide or intraclass service clubs with real missions to serve the school, class, or external community.
4. Encourage students to identify a charity or in-school need, collect donation, and help administer the distribution of funds.
5. Ensure that the schools' recognition systems cover both character and academics.
6. Recognize a variety of achievements, e.g., surpassing past personal achievements or meeting a predetermined goal.
7. Consistently prohibit gossip and, when appropriate, address/discuss its damaging consequences.
8. Enforce a zero-tolerance policy on swearing. Prohibit vulgar and obscene language in the classroom and on school property.
9. Use morning announcements, school/classroom bulletin boards, and/or the school newsletter to highlight the various accomplishments-particularly character oriented ones-of students and faculty members.
10. When conflicts arise around the school or class, teach about discretion, tact, and privacy, and about discreetly informing appropriate adults of the conflict.
11. Have students in self-contained classrooms take turns caring for class pets and taking them home over weekends and holidays. Discuss and demonstrate the responsibility required to care for living creatures.
12. Invite student volunteers to clean up their community. With parental support, encourage students to build a community playground, pick up litter, rake leaves, plant trees, paint a mural, remove graffiti, or clean up a local park or beach.
13. What is the significance behind your school's traditions? Find out, and emphasize the traditions which build school unity.
14. Display the school flag. Learn the school song. If you don't have either, have a contest!
15. Does your school have ceremonies to mark the beginning and end of the school year? A farewell ceremony for teachers and staff members?
16. Examine school assemblies. Do a minority of students control the majority of assemblies? How could more students be involved? Are the chants at pep assemblies appropriate? Do they build school spirit without demeaning other schools?
17. Ensure students behave responsibly and respectfully when watching athletic competitions.
18. In physical education and sports programs, place a premium on good sportsmanship. Participation in sports should provide good habits for the life beyond sports.
19. Hang pictures of heroes and heroines in classrooms and halls. Include appropriate explanatory text.
20. Is the school a welcoming place for teachers? Can people walking through the school halls get a good idea of what is happening in classrooms? Is the principal frequently visible to students? Are there clear welcome signs prominently placed near the school's main door?
21. Start a school scrapbook with photos, news stories, and memorabilia reflecting the school's history and accomplishments. Involve school members in contributing to and maintaining the collection. Show it off to visitors and new families.
22. Publicly recognize the work of the school's "unsung heroes" who keep the school running: The custodians, repairmen, secretaries, cafeteria workers, and volunteers.
23. Develop a system of welcoming and orienting new students to the school.
24. Prohibit the display of any gang symbols or paraphernalia on school property. Remove graffiti immediately – including in student bathrooms.
25. Let students take some responsibility for the maintenance and beautification of the school. Classes could "adopt a hallway," shelve misplaced books, plant flowers, etc. Post signs identifying the caretakers.

Mining the Curriculum

26. Have students do a major paper on a living public figure ("My Personal Hero") focusing on the moral achievements and virtues of the individual. First, do the groundwork of helping them to understand what constitutes a particularly noble life.
27. In history and literature classes, regularly weave in a discussion of motivations, actions, and consequences.
28. Insist that quality matters. Homework should be handed in on time, neat and complete. Details do count.
29. Include the study of "local heroes" in social studies classes.
30. Help students form friendships. When forming cooperative learning groups, keep in mind both the academic and emotional needs of the students. These groups can be an opportunity to group students who might not otherwise interact with one another.
31. Ensure students have a firm understanding of what constitutes plagiarism and of the school's firm policy against it. But, more importantly, help them to understand why it is wrong.
32. Celebrate the birthdays of heroes and heroines with discussion of their accomplishments.

33. Choose the finest children's and adult literature to read with your students – literature rich with meaning and imagery. Don't waste time with mediocre or unmemorable texts.
34. Don't underestimate the power of stories to build a child's moral imagination. Read aloud to students daily.
35. Conduct literature discussions-even in the youngest grades. Ask questions which encourage reflection. Don't immediately jump to the "moral of the story" while ignoring the richness, beauty or complexity of the texts. General questions could include: What did this book make you think about or feel? Tell me about [a character's name]-what kind of person was he? Why do you think the author wrote this book-what did she want to say to the reader?
Don't leave a story, however, without having students grapple with its moral message.
36. Build empathy in literature and social studies classes by teaching children to "put themselves in the shoes" of the people they are reading about/studying.
37. Read and discuss biographies from all subject areas. Help students identify the person's core or defining characteristics.
38. While studying about great men and women, do not consistently avoid the subject of personal weakness-especially in the upper grades. A study of a person's "whole" character can provide a powerful lesson in discernment and compassion. Consider a thoughtful discussion of the following question: Can a person be "great" (and good) and still have some character flaws?
39. Teach students to write thoughtful letters: thank you notes, letters to public officials, letters to the editor, etc.
40. Assign homework that stimulates and challenges students. Engaging and demanding assignments will give rise to self-discipline and perseverance.
41. Set up a buddy reading system between an older and younger class. Carefully teach the older students techniques that will help make their teaching experience successful. Impress upon them the responsibility and patience required when helping those who are both younger and less skilled in a subject than they are.
42. Have students memorize poetry and important prose selections such as the Preamble or the Gettysburg Address. In the process, make sure they understand the ideas that make these works worthy of committing to memory.
43. In science, address with each unit (when appropriate) the ethical considerations of that field of study. Students need to see that morality and ethics are not confined to the humanities.
44. In math classes, specifically address the habits-such as courage, perseverance and hard work-required to be a successful math student. Class rules and homework policies should reflect and support these habits.
45. In social studies, examine-and reexamine yearly, if the curriculum affords opportunities-the responsibilities of the citizen. What can students do right now to build the habits of a responsible citizenship?

Teachers, Administrators, and Staff

46. Choose a personal motto or mission statement.
47. Tell your students who your heroes are and why you chose them.
48. Lead by example. Pick up the piece of paper in the hall. Leave the classroom clean for the next teacher. Say, "Thank you."
49. Employ the language of virtue in conversations with colleagues: responsibility, commitment, perseverance, courage, etc.
50. Make your classroom expectations clear and hold students accountable.
51. Admit mistakes and seek to make amends. Expect and encourage students to do likewise.
52. Follow through. Do what you say you will do. For example, administer tests when they are scheduled; don't cancel at the last minute after students have prepared.
53. If you engage in community or church service, let your students know in an appropriate, low-key manner.
54. Illustrate integrity: let students see that you live the expectations of hard work, responsibility, gratitude, and perseverance that you place upon them.
55. Give students sufficient and timely feedback when you evaluate their work. This demonstrates to students that their work matters and that teachers take a stake in their improvement and success.
56. Teach justice and compassion by helping students separate the doer from the deed.
57. Stand up for the underdog or student who is being treated poorly by classmates. But use discretion: sometimes an immediate response, sometimes a private small group meeting-perhaps the person ought not be present.
58. Use constructive criticism (individually and collectively), tempered by compassion. Use class discussions as a time to teach students do the same when responding to one another.
59. Include in faculty/staff meetings and workshops discussions of the school's "moral climate." How can the ethos of the school be improved?
60. Begin a bulletin board where teachers and administrators can share their own "100 Ways..."

Parents, the Primary Moral Educators

61. Create a written code of behavior for the classroom and the school. Ask parents to read and sign the code, as a pledge of mutual support.
62. Consider having a parent representative present while developing such school codes.
63. Make the effort to notify parents of student misbehavior via notes, phone calls, and personal visits.
64. “Catch students being good” and write or call parents to report it.
65. Communicate with parents appropriate ways they can help students with their schoolwork.
66. Send a letter home to parents before the school year starts, introducing yourself, your classroom, your enthusiasm, and your expectations, particularly your hope that they will help you help their child.
67. Start a PTO or expand the current program to include as many parents as possible.
68. Frequently share the school’s vision and high ideals for its students with the parents.
69. Open a dialogue with parents. They can be a teacher’s greatest ally in helping students succeed. They can provide pertinent, invaluable information about their children’s academic/social background, interest, talents, difficulties, etc.
70. In the school newsletter, inform parents of *upcoming* events, units of study and opportunities to participate in school and after-school activities.
71. Develop a list of suggested reading and resources in Character Education and share it with parents.
72. When appropriate, provide literacy classes/tutors for parents.
73. Provide parents with access to the school library. Provide a suggested reading list of books with solid moral content that make good read-alouds.
74. Structure opportunities for parents to meaningfully participate in classrooms (beyond providing refreshments and chaperoning field-trips); e.g., reading with students, presenting a lesson in an area of expertise, tutoring, sharing family heirlooms, helping organize class plays or projects.
75. Are teachers encouraged, expected, or required to send out monthly newsletters to parents? Do these messages include character as well as academic goals?
76. Include anecdotes of commendable student performance in the school newsletter.
77. Include a “parents’ corner” in the newsletter, where parents can share parenting tips, book titles, homework helps, etc.
78. When your school welcomes a new student, how does it welcome the student’s family?
79. What can your school do to encourage greater attendance at parent-teacher conferences? Examine the times they are held and how they are advertised. What is being done to reach out to the parents who never come?
80. During parent-teacher conferences, ask parents, “What are your questions or concerns?” Then, listen carefully to their answers.

Helping Students Take Their Own Character Building Seriously

81. Begin a service program in which students “adopt-an-elder” from the community. Arrange opportunities for students to visit, write letters, read to, or run errands for their adoptee.
82. Structure opportunities for students to perform community service.
83. Prohibit students from being unkind or using others as scapegoats in the classroom.
84. Make it clear to students that they have a moral responsibility to work hard in school.
85. Impress upon students that being a good student means far more than academic success.
86. After students have developed an understanding of honesty and academic integrity, consider instituting an honor system for test-taking and homework assignments.
87. Provide opportunities for students to both prepare for competition and engage in cooperation.
88. Help students acquire the power of discernment-including the ability to judge the truth, worth, and bias of what is presented on the TV, radio, and internet.
89. Invite graduates of the high school to return and talk about their experience in the next stage of life. Ask them to discuss what habits or virtues could make the transition to work/college successful. What bad habits or vices cause problems?
90. Have students identify a substantive quote or anecdote from which they can begin to develop a personal motto.
91. Overtly teach courtesy.
92. Make every effort to instill a work ethic in students. Frequently explain the responsibility of trying one’s best; create minimum standards for the quality of work you will accept-then, don’t accept work that falls short.

93. During election years, encourage students to research candidates' positions, listen to debates, participate in voter registration drives and, if eligible, vote.
94. Use the language of virtue with students: responsibility, respect, integrity, diligence, etc. and teach them to use this language.
95. In large middle and high schools, what is being done to keep students from "falling through the cracks?" Every student needs at least one teacher or counselor to take specific interest in them.
96. In middle and high school, consider instituting (or strengthening) an advising program. Advisors should do more than provide job/college information-they should take an interest in the intellectual and character development of their advisees.
97. Hold students accountable to a strict attendance and tardiness policy.
98. Through story, discussion, and example, teach students about true friendship. Help them recognize the characteristics of true friends and the potentially destructive power of false friendships.
99. Doing the "right thing" is not always an easy choice-especially in the face of peer pressure. Students, both individually and as a class, may need help seeing long-term consequences-and may need the support of a responsible adult both before and after choices are made.
100. Remind students-and yourself-that character building is not an easy or one-time project. Fashioning our character is the work of a lifetime.

*Center for the Advancement of Ethics and Character
Boston, MA*

Classroom strategies for Individual Teachers

In his book, *Educating for Character*, Thomas Lickona discusses classroom strategies that individual teachers can use. These strategies are listed below along with three school-wide strategies.

Classroom Strategies

In classroom practice, a comprehensive approach to character building calls upon the *individual teacher* to:

1. *Act as a caregiver, model, and mentor:* Treat students with love and respect, setting a good example, supporting prosocial behavior, and correcting hurtful actions through one-on-one guidance and whole-class discussion.
2. *Create a moral community:* Help students know each other as persons, respect and care about each other, and feel valued membership in, and responsibility to, the group.
3. *Practice moral discipline:* Use the creation and enforcement of rules as opportunities to foster moral reasoning, voluntary compliance with rules, and a generalized respect for others.
4. *Create a democratic classroom environment:* Involve students in collaborative decision-making and shared responsibility for making the classroom a good place to be and learn.
5. *Teach character through the curriculum:* Use the ethically rich content of academic subjects (such as literature, history, and science) as a vehicle for studying the virtues; ensure that the sex, drugs, and alcohol education programs promote self-control and other high character standards taught elsewhere in the curriculum (e.g., Napier, 1996, and National Guidelines for Sexuality and Character Education, 1996).
6. *Use cooperative learning:* Through collaborative work, develop students' appreciation of others, perspective taking, and ability to work toward common goals.
7. *Develop the "conscience of craft":* Foster students' valuing of learning, capacity for working hard, commitment to excellence, and public sense of work as affecting the lives of others.
8. *Encourage moral reflection:* Foster moral thinking and thoughtful decision-making through reading, research, essay writing, journaling, discussion, and debate.
9. *Teach conflict resolution:* Help students acquire the moral skills of solving conflicts fairly and without force.

School-wide Strategies

Besides making full use of the moral life of classrooms, a comprehensive approach calls upon the school as a whole to:

10. *Foster service learning beyond the classroom:* Use positive role models to inspire altruistic behavior and provide opportunities at every grade level for service learning.
11. *Create a positive moral culture in the school:* Develop a total moral environment (through the leadership of the principal, schoolwide discipline, a schoolwide sense of community, meaningful student government, a moral community among adults, and making time for discussing moral concerns) that supports and amplifies the virtues taught in classrooms.
12. *Recruit parents and the community as partners in Character Education:* Inform parents that the school considers them their child's first and most important moral teacher, give parents specific ways they can reinforce the character expectations the school is trying to promote, and seek the help of the community (including faith communities, businesses, local government, and the media) in promoting the core traits.

Integrating Character and Academics

By Dr. Helen Legette

English and Language Arts

Poems, novels, biographies, short stories, plays, essays.

Writing assignments (What did the main character do that showed respect, responsibility, etc.?)

Write an essay: “My hero is a person of good character.”)

Social courtesies (Teach students to write thank you notes; help them to understand the etiquette of interview situations.)

Class discussions on character issues.

Media Literacy (What are the character messages that are being communicated in popular TV programs and movies? How can students become more critical media consumers?)

History and Social Studies

Biographies, autobiographies (Discuss motivation, person’s character, and effects of decisions.)

Historical documents (What are the messages regarding responsible citizenship?)

Write a class constitution. How did a particular document affect the lives of citizens in the country involved?

Current events (Analyze various political and social actions in relation to character issues.)

Mock elections

Class discussions on topics such as ethics in politics, trade agreements, business, and social agendas.

Science and Math

Biographies, autobiographies of famous scientists and mathematicians (Discuss the character issues in their lives and work. Contrast the actions of various individuals.)

Class discussions on ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns.

Music and Fine Arts

Depiction of heroic deeds

Posters illustrating good character

Patriotic music, art, drama

Biographies and autobiographies of great artists and musicians

Performances at rest homes and work with handicapped

Class discussions on current music (What are the messages related to character that are being expressed in the lyrics of some hard rock and “gangsta’ rap” music?)

Health, P.E., and Athletics

Good sportsmanship in class and in athletic competition

Care and respect of the body, especially in relation to sex, drugs, and alcohol.

Sports “heroes” (Are they real heroes?)

Cooperative learning, team building

Service projects to help younger kids develop positive attitudes, resist drugs and alcohol, and promote healthy living.

Vocational and Business Education

“Conscience of craft” (positive work ethic)

Class discussions on ethical issues, such as honoring commitments, complying with business law, and not cutting corners.

Computer issues (confidentiality, copyright laws, and legal and moral issues related to the internet)
Service projects to help school or community

Student Government

Community and school service projects, such as school cleanup and beautification initiatives
Discussion of issues such as an honor code, student ethics, cheating, and responsible behavior
School pride
School safety issues
Student elections as a democratic (citizenship) issue
Student recognition programs related to good character
Orientation programs and assistance to new students
School “ambassadors” to help with visitors to the school

All Subjects

Cooperative learning
Service projects (tutoring younger students, assisting the handicapped, etc.)
Displays related to the principles of character
Thought for the day
Inspirational stories and readings
Character-based rules and disciplinary procedures
Emphasis on good manners and the practice of the principles of character
Use of the “teachable moment.”

Guidelines for Effective Character Education Through Sports

By Jeffrey P. Beedy, Ed.D., and Russell W. Gough, Ph.D.

1. Create and implement a guiding sports philosophy that promotes core, ethical traits.
2. Define the program’s traits behaviorally.
3. Balance the drive to win with the program’s core traits.
4. Design a proactive game plan for building character.
5. Create a positive learning environment.
6. Promote positive role modeling.
7. Respect individual and developmental differences.
8. Develop community-wide support for character-based sports.
9. Link sports to other areas of an athlete’s life.
10. Evaluate the program’s effectiveness.

Songs That Emphasize Character Traits

Grades K – 12

CHARACTER TRAIT	SONG	MUSICIAN
Kindness/Respect	Don't Laugh at Me	Mark Wills
Respect	Respect Yourself	Staple Singers
Kindness/Caring	Because You Loved Me	Celine Dion
Caring/Kindness	Stand For What Is Right	Lauren Vision
Caring/Kindness	Don't Save It All For Christmas Day	Celine Dion
Respect	Smile	Vitamin C
Caring	What About Your Friends	
Respect	Rudolph the Red-Nosed Reindeer	Jackson Five
Caring/Kindness	Helping Hands	Amy Grant
Caring/Respect	Got to Care	Lauren Vision
Respect	Hero	Mariah Carey
Caring/Kindness	Lean on Me	
Caring/Kindness	The Things We Do	Yolanda Adams
Good Citizenship	God Bless the USA	Lee Greenwood
Self-discipline	Born to Fly	Sara Evans
Cooperation/Respect	Pay Attention	Valeria Andrews/Ryan Tody
Self-discipline	Stronger	Brittany Spears
Caring/Kindness	We Need Love	The McClurkin Project
Caring/Kindness	Too Much Heaven	Winans
Self-discipline	Independent Women	Destiny's Child
Honesty	Victim of the Game	Garth Brooks
Respect	Everyday	Dave Matthews Band
Respect	Do What You Want To Do	Vitamin C
Respect	Who I Am	Jessica Andrews
Caring/Kindness	The Perfect Fan	Backstreet Boys
Caring/Kindness	That's the Way It Is	Celine Dion
Respect	One-Syllable Words	Carolyn Arends
Responsibility	Burn	JoDee Messina
Good Citizenship/Responsibility	All or Nothing	Anthena Cage
Good Citizenship/Responsibility	Reach	Gloria Estefan
Respect/Cooperation	One Voice	Billy Gillman
Caring	Fly Like An Eagle	Seal
Fairness/caring/Kindness	What If	Reba McIntyre

PARALLEL READING LIST

Grade 6-8

NAME OF BOOK/AUTHOR	TRAITS									
	Respect	Honesty	Cooperation	Good Citizenship	Responsibility	Self-discipline	Caring	Kindness	Fairness	Dependability
<i>Jennifer Murdley's Toad</i> (Covette)	*							*		*
<i>Jeremy Thatcher Dragon Catcher</i> (Covette)	*							*		*
<i>Johnny Tremain</i> (Forbes)	*		*	*						
<i>Little Women</i> (Alcott)	*	*	*				*	*		*
<i>Missing May</i> (Rylant)								*		
<i>Shiloh</i> (Naylor)	*				*					
<i>Summer of the Swans</i> (Byars)	*	*	*	*			*	*	*	*
<i>Where the Lilies Bloom</i> (Cleaver)			*				*	*		*
<i>Wrinkle in Time</i> (L'Engle)	*	*						*		

Richland One Character Education Guide

Grades 9-12

Integrating Character Education into the Curriculum: Grades 9-12

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I. Introduction

History of Character Education in Richland One

Character Education has long been an area of focus for Richland County School District One and has been addressed through various methods of programs in the district's schools for years. More formal discussions began in the mid 1990s, with a Character Education Task Force being formed in 1996 to review the needs of the district.

The revision of the district's strategic plan in 2000 created a renewed interest in Character Education, as Strategy Number Six focused on how to integrate Character Education into the district's curriculum. The strategy is: *We will integrate Character Education throughout the system in partnership with families and community, so that staff and students consistently demonstrate citizenship and appreciate our diversity.*

The development of Action Plans for Strategy Six began in March of 2000, with Dr. Carlos Smith serving as chair of a twenty-member committee. The committee worked for two months and focused on behaviors that should be introduced, reinforced, modeled and praised, without regard to race, religion, gender, or socio-economic status. Further, committee members agreed that Character Education should not be perceived as an add-on program, but infused throughout the curriculum.

The task for the committee in the 2001-02 school year was to identify essential traits to guide Character Education in the district and craft a policy to present to the School Board of Commissioners for review/adoption. The process for identifying ten essential traits is described below:

- Numerous publications by professionals in the Character Education were reviewed.
- A survey, listing twenty-three traits, with definitions, was developed.
- Four community meetings were conducted in the district to provide citizens an opportunity to have input in identifying essential traits.
- All teachers and school-based administrators completed the survey.
- Community leaders completed the survey at a Greater Columbia Chamber of Commerce meeting.
- Students in grades five, eight, and twelve, and their parents, completed the survey.
- The ten traits that received the highest number of endorsements were crafted into a draft policy for Board review. The policy was adopted in the spring of 2002.
- The ten traits are:

Respect	Cooperation	Responsibility	Caring
Fairness	Honesty	Good Citizenship	Self-discipline
Kindness	Dependability		

Committee to develop guidelines for integrating Character Education throughout the curriculum

The following people serve on the Service Integration Team that assisted with developing the guidelines for integrating Character Education into the curriculum: Kerry Able, Sharon Bodie, Demetria Clemons, Delores Gilliard, June Todd, Tom Teuber, Peggy Perry, Linda Jones, Adrian Sampson, and Dr. Sandra Calliham as Project Manager.

Consultant assistance with the project

Mrs. Teresea Mathis, an adjunct professor at Columbia College, served as the external consultant for this project. Mrs. Mathis has extensive experience in developing programs for Character Education and is the co-author of *Getting Equipped to Stop Bullying: A Kid's Survival Kit for Understanding and Coping with Violence in Schools*; *Getting Face to Face with Your Fears*; *Getting Your Second Wind*; and *Getting Your Life on Track*. Public education experience includes over twenty years in various school and district-level positions.

II. Purpose of Character Education

When you enter a school where Character Education is promoted, you see evidence. You find an atmosphere of mutual caring and respect, where students value learning and care about their teachers, classmates, community, and themselves.

What is Character Education?

Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through emphasis on universal traits that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their students important core ethical traits such as caring, honesty, fairness, responsibility, and respect for self and others. Character Education is not a “quick fix”. It provides long-term solutions that address moral, ethical, and academic issues that are of growing concern about our society and the safety of our schools.

- Character Education not only cultivates minds, it nurtures hearts.
- Character Education gets to the heart of the matter – literally.

Why do we need Character Education?

As Dr. Thomas Lickona, author of *Educating for Character*, stated, “Moral education is not a new idea. It is, in fact, as old as education itself. Down through history, in countries all over the world, education has had two great goals: to help young people become smart and to help them become good.” Good character is not formed automatically; it is developed over time through a sustained process of teaching, example, learning, and practice – it is developed through Character Education. The intentional teaching of good character is particularly important in today's society since our youth face many opportunities and dangers unknown to earlier generations. They are bombarded with many more negative influences through the media and other external sources prevalent in today's culture. And at the same time, there are many more day-to-day pressures impinging on the time that parents and children have together. Studies show that children spend only 38.5 minutes a week (33.4 hours a year) in meaningful conversation with his or her parents, while they spend 1,500 hours watching television (American Family Research Council, 1990 and *Harper's*, November, 1999). Since children spend about 900 hours a year in school, it is essential that schools resume a proactive role in assisting families, and, in order to create our schools as the caring and respectful communities we know they can be, we must look deeper. We must be intentional, proactive, and comprehensive in our work to encourage the development of good character in young people.

How does Character Education work?

To be effective, Character Education must include the entire school community and must be infused throughout the entire school curriculum and culture. Character Education promotes core traits in all phases of school life and includes proactive strategies and practices that help children not only to understand core, ethical traits, but also to care about and act upon them.

Schools: According to Dr. Lickona, when a comprehensive approach to Character Education is used, schools create a **positive moral culture** in the school, developing a total school environment that supports the traits taught in the classroom. This is accomplished through the leadership of the principal, school-wide discipline, a sense of community, democratic student government, a moral community among adults, and opportunities to address moral concerns. They recruit parents and the community as partners and foster caring beyond the classroom by using inspiring role models and opportunities for community service to help students learn to care by giving care.

Teachers: Teachers act as a **caregiver, model and mentor**, treating students with love and respect, setting a good example and supporting pro-social behavior, and correcting hurtful actions. The teacher creates a **moral community**, helping students respect and care about each other and feel valued within the group, and a **democratic classroom environment**, where students are involved in decision-making. They practice **moral discipline**, using the creation and application of rules as opportunities to foster moral reasoning, self-control, and a respect for others, and to teach traits through the curriculum by using academic subjects as a vehicle for examining ethical traits. They use **cooperative learning** to teach children to work together and they help develop their students' **academic responsibility** and regard for the value of learning and work. They encourage **moral reflection** through reading, writing, discussion, decision-making exercises, and debate, and they teach conflict resolution to help students learn to resolve conflicts in fair, non-violent ways.

What are the goals of Character Education?

- to develop students socially, ethically, and academically by infusing character development into every aspect of the school culture and curriculum
- to help students develop good character, which includes knowing, caring about, and acting upon core ethical traits such as respect, responsibility, honesty, fairness, and compassion

What is a school of character like?

There is no one particular look or formula, but schools of character have one thing in common: a socially wide commitment to nurture the “whole” child. They develop students socially, ethically, and academically by infusing character development into every part of their curriculum and culture. Specifically, a school committed to Character Education explicitly names and publicly stands for specific core traits and promulgates them to all members of the school community. They define the traits and terms of behaviors that can be observed in the life of the school, and they model, study, and discuss them, and use them as the basis for all human relations in the school. They uphold the traits by manifestation in the school and community. Character Education works in nearly every school environment, from small to large, and from urban to suburban to rural.

Is Character Education as important as academics?

Absolutely! The social, ethical, and emotional development of young people is just as important as the academic development. As Theodore Roosevelt stated: “To educate a man in mind and not in morals is to educate a menace to society.” After all, we know that good workers, citizens, parents, and neighbors all have their roots in good character. Therefore, it is critical to create schools that simultaneously foster character development and promote learning. In fact, Character Education promotes academic excellence because it lays a foundation for all learning that takes place in school. While research is young, it is clear that Character Education builds classrooms where students are ready to learn and where teachers are freer to teach.

Isn't Character Education just another “add-on” that adds to teachers' workloads?

Character Education is not an “add-on”, but is instead, a different way of teaching. It is a comprehensive approach that promotes core traits in all phases of school life and permeates the entire school culture. It is not an imposition on already overburdened schools; rather, it helps educators fulfill their fundamental responsibility to prepare young children for their future by laying a foundation for learning by creating caring, respectful school environments. Teachers are reporting that their jobs become easier with the implementation of Character Education because there are less discipline and behavioral problems that detract from teaching time.

How much time each day/week is needed for Character Education?

Character Education should take place throughout the entire school day as administrators, teachers, and other staff are presented with opportunities to model and teach positive character traits. Character Education should not be relegated to a “Character Education class” that is conducted periodically, but should be infused throughout the structures and processes of the entire school curriculum and cultures.

Can Character Education work at all grade levels?

Yes. Varying “age appropriate” strategies and practices are being successfully applied to all grade levels from teaching social and emotional skills in the earliest grades, to service learning and prejudice reduction in secondary schools. It is important to set a strong foundation during the earlier grades and to reinforce and build upon that foundation during the later grades. However, Character Education can be initiated at any grade level.

Isn't Character Education just a new fad or buzzword?

No. Character Education has always been an essential part of our school's mission. In fact, since the founding of our nation's public schools, it was always intended that Character Education be an integral part of schooling along with academics. Today's Character Education movement is a re-emergence of that important mission.

Why is Character Education re-emerging now?

Although Character Education has always been of vital importance, schools strayed from proactive efforts to incorporate character development into their teaching in past decades. Ironically, this negligence came at a time when the need became greater due to increased challenges in raising ethical children. The number of factors, such as a weakening in guidance by some families and communities, brought on widespread reflection and introspection toward the end of the 20th century. The tragedy at Columbine and other fatal shootings at a number of schools punctuated these concerns across the country.

Now, Character Education is becoming a priority in our nation's education reform as we are increasingly realizing that character development must be an intentional part of education rather than just a pro that happens naturally.

Shouldn't parents be the primary character educators?

Developing good character is first and foremost a parental responsibility, but the task must also be shared with schools and the broader community. As today's society provides more and tougher challenges to raising ethical, responsible children, increasingly, parents and communities are looking to schools for assistance. And sadly, school may be the only place where some children are taught virtuous behavior because they live in homes where their families are not serving as positive role models and are not providing adequate character development.

Who decides what Character Education traits are emphasized?

It is very important that each school community reach consensus on what traits should be taught in school in order to create the sense of ownership that is needed to obtain "buy-in" for the program. To be effective, school-based Character Education programs need broad support from all stakeholders in the community – educators, parents, community leaders, youth service groups, businesses, and faith/charitable groups. Early in the planning process, schools should collaborate with parents and the communities to craft a shared vision and objectives. Collectively, they should identify the core traits to be taught in their school, as well as the particular approaches to teaching them. Effective Character Education schools across the country have shown that, despite deep differences, schools and communities can join together around a commitment to our common ethical inheritance. We know there are some things that we all value – for ourselves and for our children. We want our children to be honest. We want them to respect those different from themselves. We want them to make responsible decisions in their lives. We want them to care about their families, communities, and themselves. These things do not happen on their own. It takes all of us, with the support of our schools, to get us there.

Who teaches Character Education in a school?

Inherently, each and every adult in a school is a character educator by virtue of exposure to students. Regardless of whether a school has formalized Character Education, all adults serve as role models. Students constantly watch as all adults in the school – teachers, administrators, counselors, coaches, secretaries, cafeteria aides, bus drivers – serve as models for character – whether good or bad. Beyond modeling, no matter what the academic subject or extra-curricular activity, educators are afforded the opportunity to develop good

character in their students on a daily basis by intentionally selecting character-based lessons and activities and by the way they educate their students.

Are schools qualified to teach Character Education?

Many teachers across the country are being trained in Character Education through staff development and in-services. Meanwhile, it appears that the nation's schools of education are doing very little to prepare for the Advancement of Ethics and Character at Boston University. The study found that while Character Education is very strongly supported by the deans of education at the colleges and universities that are training new teachers, very few of the schools are addressing Character Education during teacher preparation. In order to implement effective initiatives, schools require access to resources and guidance in establishing, maintaining, and assessing their programs.

Is the public supportive?

As Americans examine the moral standards of our society and the quality of our nation's education system, they are increasingly looking to schools and communities to help develop good character in young people. Poll after poll shows that Americans place issues such as ethics and morality high on our list of concerns. For instance:

- Various studies show that more than 90 percent of the population believes schools should teach character traits to students.
- A 1998 Gallup poll found that Americans consider crime and violence; decline in ethics, morals, and family values; and drug usage the issues of most concern in our society today.
- A 1998 poll (The Tarrance Group and Lake Snell Perry & Associates) of 1,000 likely voters showed that Americans want Congress to restore moral traits and improve education more than any other issue.

Does the business community support Character Education?

Since the American workforce ultimately comes from our schools, businesses have a vested interest in seeing that our youth develop into responsible, ethical people. The very qualities that today's workforce needs are character traits and skills that form the building blocks of Character Education. In 1991 the U.S. Department of Labor issued a report – "What Work Requires of Schools," also known as the SC report – which cautioned that students must develop a new set of foundation skills and competencies such as interpersonal skills, individual responsibility, self-esteem, sociability, self-management, and integrity.

More states are stressing Character Education.

Many state boards and departments of education encourage Character Education. Today, 17 states address Character Education through legislation. Nearly half a dozen others are currently pursuing legislation regarding Character Education.

- Ten (10) states mandate Character Education through legislation: Alabama, Arkansas, California, Florida, Georgia, Indiana, Nebraska, Tennessee, Utah and Virginia.

- Seven (7) states encourage Character Education through legislation: Maryland, Mississippi, North Carolina, Oklahoma, Oregon, Washington and West Virginia.

Results of Character Education initiatives

Schools that are infusing Character Education into their curricula and cultures, such as CEP's National Schools of Character, are finding improved academic achievement, behavior, school culture, peer interaction, and parental involvement. They are seeing dramatic transformations: pro-social behaviors such as cooperation, respect, and compassion are replacing negative behaviors such as violence, disrespect, apathy, and underachievement. When you walk into a Character Education school – you know it. You find an atmosphere of mutual caring and respect, where students value learning and care about their teachers, classmates, communities, and themselves. Some specific examples of research conducted on character-based programs include:

- A 2000 evaluation of South Carolina's four-year Character Education initiative, which is a pilot program funded by the U.S. Department of Education, reports dramatic improvements among both students and adults. In surveys of South Carolina administrators, the study found that 93 percent reported improvement in student attitudes, 89 percent reported improvement in student behavior, 100 percent reported improvement in academic performance, and more than 65 percent reported improvement in teacher and staff attitudes, since implementing Character Education. This independent study was conducted by the University of South Carolina's Center for Child Family Studies.
- In three separate studies spanning almost 20 years, the Developmental Studies Center in Oakland, CA, has documented numerous positive outcomes for students who have attended elementary schools that implemented its **Child Development Project**. This research has consistently shown that students in CD-ROMP schools engage in more pro-social behavior (e.g., are helpful and cooperative), are more skilled at resolving interpersonal conflicts, are more concerned about others, and are more committed to democratic traits. Findings from the most recent study of CD-ROMP also showed significant reductions in use of alcohol and marijuana, and in delinquent behaviors (outcome variables which were not examined in earlier studies). Preliminary finding from a follow-up study of students in middle school indicate that, relative to comparison students to former CD-ROMP students, former CD-ROMP students are more "connected" to school, work harder and are more engaged in the middle school classes, and have higher course grades and achievement test scores. In addition, they engage in less misconduct at school and are more involved in positive youth activities (e.g., organized sports, community groups), and report that more of their friends are similarly positively involved in school and their communities than comparison students.
- Students trained in **Second Step**, a violence prevention program, used less physical aggression and hostile, aggressive comments and engaged in more pro-social interactions than peers who were not exposed to the curriculum.

- An independent evaluation of the **Resolving Conflict Creatively Program**, found that of those participating in the program, 64 percent of teachers reported less physical violence and 75 percent reported an increase in student cooperation. Additionally, 92 percent of students felt better about themselves, and more than 90 percent of parents reported an increase in their own communication and problem-solving skills.
- In a study of four schools, using **Positive Action**, the average number of behavioral incidents (including violence and substance abuse) requiring discipline referral dropped by 74 percent after the program was implemented for one year and by an average of 80 percent during the next six years. Additionally, absenteeism decreased between 30 to 60 percent, and achievement scores improved from an average of the 43rd to an average of the 71st percentile range after the first year of implementation to an average of the 88th percentile after two to nine years.
- Longitudinal studies from the **Responsive Classroom** program, which emphasizes social skills and good character, have shown increased academic performance across several grade levels. Iowa Test of Basic Skills scores rose 22 percent for the **Responsive Classroom** students and only 3 percent for the control group. The **Responsive Classroom** has also resulted in above average academic growth between grades four and eight, decreases in discipline referrals, and increased pro-social behaviors.

Through evaluation studies, the impact of Character Education can be seen through changes in school climate, and student attitudes and behavior. For example, many Character Education schools are reporting reduced violence, discipline referrals, and vandalism, and improved attendance and academic performance. While it is challenging for a district or school to assess its programs, educators and administrators agree it is worth the effort. More assessment tools are needed, but some existing tools include school surveys, behavioral observations and statistics, and self-assessment questionnaires. CEP's assessment database provides the most comprehensive information available on assessment and instruments.

Does Character Education create safe schools?

Yes. While Character Education is not a panacea to ridding schools of violence, it is a long-term solution to creating environments where negative and anti-social behaviors are less likely to flourish or go unnoticed and unreported. Character Education creates schools where children feel safe because they are in an atmosphere that values respect, responsibility, and compassion – not because a guard or metal detector is posted at the door.

There is no single script for effective Character Education, but there are some important basic principles. The following eleven principles provided guidance to this committee.

1. *Promotes core ethical traits;*
2. *Teaches students to understand, care about, and act upon these ethical traits;*
3. *Encompasses all aspects of the school culture;*
4. *Fosters a caring school community;*

5. *Offers opportunities for moral action;*
6. *Supports academic achievement;*
7. *Develops intrinsic motivation;*
8. *Includes whole-staff involvement;.*
9. *Requires positive leadership of staff and students;*
10. *Involves parents and community members; and*
11. *Assesses results and strives to improve.*

The committee believes that Character Education should not be seen as an “add-on” or an “extra”, but already in place in our curriculum and in the standards for each subject.

III. Ten Essential Traits Identified by Richland One Students, Teachers, Parents, and other Community Citizens

Below is the list of the ten essential Character Education traits, with definitions, that will guide the district’s Character Education initiative.

Respect: to show high regard for authority, other people, self, and country

Honesty: to always be fair and straightforward in conduct

Cooperation: to play together or work well with others to accomplish a common goal

Good Citizenship: to be actively engaged in demonstrating pride and responsibility in self, school, community, and country

Responsibility: to be held accountable for your own actions

Self-discipline: to demonstrate the ability to control yourself in all situations

Caring: to demonstrate concern through kindness and acceptance while meeting the needs of self and others

Kindness: to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs

Fairness: to play by the rules, to be open-minded to the viewpoints of others

Dependability: to be counted on or trusted

IV. Guide for Integrating Character Education Throughout the Curriculum

School-wide activities

Below are samples of activities currently being implemented in high schools in the district. Contact the guidance counselor for more information about a specific activity.

Activities

- Morning news that emphasizes traits
- Use of the school news letter
- Recognition programs Blue Print newspaper
- Guidance lessons focusing on character education traits
- JROTC Program
- Leadership development class
- SAVE club
- Saturday school

Guidelines for integrating character education in Richland One

Structure

The committee recognized that schools have a variety of activities that support character development; and the committee certainly did not suggest that those activities cease. However, in order to ensure that all Ten Essential Character Traits are taught, the committee recommends that all schools adopt the following structure.

- Each school assign the integration of character education to a committee.
- At least two people will be trained in how to integrate character education throughout the curriculum.
- Those people will train all teachers at the school and will introduce all staff members to the character education initiative, so that there will be a school-wide approach.
- A Trait, per month will be emphasized. This approach will ensure focus and ensure that all traits identified by students, parents, teachers, and community citizens have been stressed.
- In addition, this approach will position the district to connect to other organizations that are involved in conducting character education development activities.

Schedule:

<u>Trait</u>	<u>Month trait is stressed</u>
Respect	August
Honesty	September
Cooperation	October
Good Citizenship	November
Responsibility	December
Self-discipline	January
Caring	February
Kindness	March
Fairness	April
Dependability	May

Guide for grades 9-12

The committee approached the task from the standpoint that character education should not be viewed as an “add-on.” Instead, the Ten Essential Character Education Traits should be embedded in the curriculum and daily classroom instruction. The succeeding pages present information to illustrate how character education can be integrated throughout the curriculum throughout content areas. Where feasible, the Ten Essential Character Education Traits were correlated to objectives and activities in existing curriculum guides. Otherwise, suggested activities are provided.

RESPECT

Grade: 9-12

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<p>Respecting Differences: <i>Are We More Alike Than Different?</i></p> <ul style="list-style-type: none"> - demonstrate ways to recognize and respect differences - recognize that all people have responsibilities - broaden opportunities and resources to participate in community service <p>Interpersonal Skills: <i>No "Dissing" Allowed</i></p> <ul style="list-style-type: none"> - identify, recognize, accept, respect, and appreciate individual differences - explain interaction and cooperation between peers and adults - use and interpret effective/appropriate communication skills - demonstrate how to apply conflict resolution skills - explain the positive/negative aspect of peer pressure - demonstrate cooperative behavior - respect and accept alternative points of view 	<ul style="list-style-type: none"> - English Language Arts – Strands <ul style="list-style-type: none"> o The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>Are We More Alike Than Different?</i> - <i>No "Dissing" Allowed</i> - <i>Smart Choices</i> - <i>I Am #1</i>

	Self Protection: <i>Smart Choices</i> - See Health Self Awareness: <i>I Am #1</i> - See Guidance		
S.S.	Respecting Differences: <i>Are We More Alike Than Different?</i> - See ELA - Self Protection: <i>Smart Choices</i> - See Health	- Social Studies – Strands ○ People, Places, and Environments	- <i>Effective Guidance Activities</i> , SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>Are We More Alike Than Different?</i> - <i>Smart Choices</i>
Math	- study autobiographies of outstanding persons such as Benjamin Franklin, Alexander Graham Bell, and Albert Einstein - describe what role respect played in the success of outstanding individuals	- Mathematics Process Standards ○ Communication	
Science	- study autobiographies of outstanding persons such as Benjamin Franklin, Alexander Graham Bell, and Albert Einstein - describe what role respect played in the success of outstanding individuals	- Science – Process Standards ○ Observe ○ Communicate	
Health	- Self Protection: <i>Smart Choices</i> - assert boundaries when rights and privacy are threatened - apply knowledge about the dangers of substance abuse - demonstrate assertiveness skills for “pressure” situations	- Students will demonstrate the ability to practice behaviors that enhance health and reduce risks.	- <i>Effective Guidance Activities</i> , SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>Smart Choices</i>

<p>Related Arts/Electives</p> <p>(Art, Dance, Career, Vocation and Technology)</p>	<p>Self Protection: <i>Smart Choices</i></p> <ul style="list-style-type: none"> - See Health 	<ul style="list-style-type: none"> – Students will demonstrate the ability to practice behaviors that enhance health and reduce risks. 	<ul style="list-style-type: none"> – See Health – <i>Smart Choices</i>
<p>Guidance</p>	<p>Respecting Differences: <i>Are We More Alike Than Different?</i></p> <ul style="list-style-type: none"> - See ELA <p>Interpersonal Skills: <i>No “Dissing” Allowed</i></p> <ul style="list-style-type: none"> - See ELA <p>Self Awareness: <i>I Am #1</i></p> <ul style="list-style-type: none"> - demonstrate a positive attitude toward self - describe personal attitudes and beliefs - identify and appreciate the factors that influence self-concept - explain how change is part of growth - analyze and interpret interests, abilities, and aptitudes as components of personal uniqueness 	<ul style="list-style-type: none"> – Students will understand and appreciate self. – Students will understand and respect others. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>Are We More Alike Than Different?</i> – <i>No “Dissing” Allowed</i> – <i>I Am #1</i>

HONESTY

Grade: 9-12

Trait: **HONESTY** – *to always be fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	Assertiveness: <i>Express Yourself</i> <ul style="list-style-type: none"> - demonstrate positive, assertive communication skills - demonstrate assertiveness skills for “pressure” situations 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> * The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Express Yourself</i>
S.S.	<ul style="list-style-type: none"> - See ELA 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> * People, Places, and Environments 	<ul style="list-style-type: none"> – See ELA – <i>Express Yourself</i>
Math	<i>Stress Honesty and Integrity</i> <ul style="list-style-type: none"> - cite the importance of honesty and integrity in applying math and science to real-world problems and in completing class work <i>A Classroom Code of Ethics</i> <ul style="list-style-type: none"> - work cooperatively with classmates to create a code of ethics for their classroom - read, analyze, and apply “primary documents” – the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> * Communication 	<ul style="list-style-type: none"> – At Home in Our Schools, Family Science Night: www.devstu.org – <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i>: www.globalethics.org – <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org – <i>Ethics in Science</i> web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html – <i>Biographical Index</i> (Famous Mathematicians and related resources: www-gap.dcs.stand.ac.uk/~history/)

	<ul style="list-style-type: none"> - shape a series of principles or guidelines that are suited to their work as young scientists and mathematicians 		<p>Mathematicians</p> <ul style="list-style-type: none"> – <i>Classroom Compass: Collaborative Learning:</i> www.sedl.org/scimath/compass/v01n02/welcome.html – The Math Forum at Swarthmore College: www.forum.swarthmore.edu – National Council of Teachers of Mathematics: www.nctm.org - <i>Stress Honesty and Integrity</i> - <i>A Classroom Code of Ethics</i>
Science	<ul style="list-style-type: none"> - See Math 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> * Observe * Communicate 	<ul style="list-style-type: none"> – See Math – <i>Stress Honesty and Integrity</i> – <i>A Classroom Code of Ethics</i>
Health	<ul style="list-style-type: none"> – See ELA 	<ul style="list-style-type: none"> – Students will demonstrate the ability to use interpersonal communication skills to enhance health. 	<ul style="list-style-type: none"> – See ELA – <i>Express Yourself</i>
<p>Related Arts/Electives</p> <p>(Art, Dance, Career, Vocation and Technology)</p>	<p><i>What Would You Do?</i></p> <ul style="list-style-type: none"> - practice making honest decisions - role-play various decision-making scenarios 	<ul style="list-style-type: none"> – Students will demonstrate the ability to use interpersonal communication skills to enhance health. 	<ul style="list-style-type: none"> - <i>What Would You Do?</i> <p>Suggested Scenarios:</p> <ul style="list-style-type: none"> - Role-play situations open to honest or dishonest decision-making. For example: “You have an important part in a group project with three other students. You told them it would be done on time, but the night before it was due, your dad wanted you to go to baseball game.” What would you do?
Guidance	<ul style="list-style-type: none"> – See ELA 	<ul style="list-style-type: none"> – Students will understand and appreciate self. 	<ul style="list-style-type: none"> – See ELA – <i>Express Yourself</i>

COOPERATION

Grade: 9-12

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

Focus points:

- *Explain why cooperation is important in your workplace, the school environment.
- *Why is cooperation important in appreciating cultural diversity?
- *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – identify volunteer opportunities in school and community – analyze benefits of cooperation and service to individual and community – contribute to class discussion using appropriate speaking and listening skills 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> – Think of some kind of volunteer work you might like to do. Describe it and tell why. If you have done volunteer work in the past describe what it was like and what you got out of it.
S.S.	<ul style="list-style-type: none"> – analyze importance of cooperation in democratic societies – write multi-paragraph essay on assigned topic re essential character traits 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Writing Prompt:</p> <ul style="list-style-type: none"> - In ancient Greece, people felt that it was important for all people to try to leave Athens better than they found it. Write an essay in which you apply this principle to your own community.
Math	<p>Preparing for Employment: <i>Traits of Desirable Workers</i></p> <ul style="list-style-type: none"> - apply job readiness skills to seek employment opportunities - demonstrate marketable skills for employment - acquire employability (SCANS) skills necessary to obtain and maintain 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – See Science – <i>Traits of Desirable Workers</i>

	<p>work/career</p> <ul style="list-style-type: none"> - demonstrate awareness of the products and services utilized by local employers - explain how community awareness relates to work/career 		
Science	<ul style="list-style-type: none"> - Explain, through individual and group reflection, the importance of character traits such as responsibility, dependability, and integrity in journals, writing assignments, and creative projects 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - At Home in Our Schools, Family Science Night: www.devstu.org - <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i>: www.globalethics.org - <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org - <i>Ethics in Science</i> web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html - <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/ Mathematicians - <i>Classroom Compass: Collaborative Learning</i>: www.sedl.org/scimath/compass/v01n02/ welcome.html - The Math Forum at Swarthmore College: www.forum.swarthmore.edu - National Council of Teachers of Mathematics: www.nctm.org

Health	<ul style="list-style-type: none"> – demonstrate the effective use of communication skills in pressure situations 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 9-12:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 12 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 9-12, p. 12</i> - Text: Unit 1 LS 5, p. 30-36; T.G. p. 20-23
<p>Related Arts/Electives</p> <p>(Art, Dance, Career, Vocation and Technology)</p>	<ul style="list-style-type: none"> – be divided into small groups. Have each group develop a list of do's and don'ts for good citizenship. (<i>See our checklist at the top of this column or on page 5 of the discussion guide.</i>) Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines. What happens when they don't? In what ways does apathy or failure to act as good citizens affect our community and society? How can young people demonstrate civic responsibility? 	<ul style="list-style-type: none"> – Students will develop a sense of community. 	
Guidance	<p>Preparing for Employment: <i>Traits of Desirable Workers</i></p> <ul style="list-style-type: none"> - See Math 	<ul style="list-style-type: none"> – Students will understand the relationships among personal qualities, education and training, and the world of work. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Traits of Desirable Workers</i>

GOOD CITIZENSHIP

Grade: 9-12

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> - demonstrate ways to recognize and respect differences - recognize that all people have responsibilities - broaden opportunities and resources to participate in community service 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> * The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>Are We More Alike Than Different?</i>
S.S.	<ul style="list-style-type: none"> – See ELA 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> ○ People, Places, and Environments 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Are We More Alike Than Different?</i>
Math	<p><i>Biography-Based Character Education</i></p> <ul style="list-style-type: none"> - read the biographies of scientists and mathematicians who have modeled good character and made a difference in the world – Albert Einstein, James Watson, Marie Curie, and Francis Crick – connect students with these fields 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – At Home in Our Schools, Family Science Night: www.devstu.org – <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i>: www.globalethics.org – <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org

	<ul style="list-style-type: none"> - identify and discuss the wide of scientific career through biography-based Character Education 		<ul style="list-style-type: none"> - <i>Ethics in Science</i> web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html - <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/Mathematicians - <i>Classroom Compass: Collaborative Learning</i>: www.sedl.org/scimath/compass/v01n02/welcome.html - The Math Forum at Swarthmore College: www.forum.swarthmore.edu - National Council of Teachers of Mathematics: www.nctm.org - <i>Biography-Based Character Education</i>
Science	<ul style="list-style-type: none"> - See Math 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - See Math - <i>Biography-Based Character Education</i>
Health	<ul style="list-style-type: none"> - demonstrate the ability to influence and support others in making positive health choices 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 9-12: <ul style="list-style-type: none"> o Mental Health, p. 13 	<ul style="list-style-type: none"> - <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 9-12, p. 13 - Text: Unit 8 LS 79, p. 580-583; T.G. p. 321-325
<p>Related Arts/Electives</p> <p>(Art, Dance, Career, Vocation and Technology)</p>	<ul style="list-style-type: none"> - perform a Service Project 	<ul style="list-style-type: none"> - Students will develop a sense of community. 	<ul style="list-style-type: none"> - www.goodcharacter.com - www.goodcharacter.cm/teacherresources.html <p>Suggested Activity: Have the class (as a whole, or in groups) evaluate real needs in the school or community and plan a service project to meet those needs. Then, implement the plan and document its activities.</p>

Guidance	– See ELA	– Students will understand and respect others.	– <i>Effective Guidance Activities</i> , SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>Are We More Alike Than Different?</i>
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RESPONSIBILITY

Grade: 9-12

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?
- *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<p>Career Decision Making: <i>The First Step – “Who Am I?”</i></p> <ul style="list-style-type: none"> - demonstrate an awareness of personal abilities, skills, interests, and motivations - identify how personal preferences and interests influence career choices and successes - apply decision-making and goal-setting to career planning/transitions - demonstrate the importance of planning and goal setting - identify ways in which abilities, interests, work values, and personality traits influence and impact career options <p>Self Protection: <i>Smart Choices</i></p> <ul style="list-style-type: none"> - See Health <p>Improving Academic Skills: <i>Time Management</i></p> <ul style="list-style-type: none"> - See Math <p>Academic Success: <i>The “Big” Test</i></p> <ul style="list-style-type: none"> - See Guidance 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will recognize, demonstrate, and analyze the qualities of effective communication. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) – <i>The First Step – “Who Am I?”</i> – <i>Smart Choices</i> – <i>Time Management</i> – <i>The “Big” Test</i>

S.S.	<p>Career Decision Making: <i>The First Step</i> – “Who Am I?”</p> <ul style="list-style-type: none"> - See ELA - Career Decision Making: <i>Exploring Careers</i> - identify ways in which occupations can be organized into career paths/clusters - identify resources for obtaining information about career paths - participate in a work-based exploration experience - identify and evaluate the ability to generate alternatives, gather information on choices and how they affect future decisions and goals <p>Self Protection: <i>Smart Choices</i></p> <ul style="list-style-type: none"> - See Health 	<ul style="list-style-type: none"> - Social Studies – Strands <ul style="list-style-type: none"> o People, Places, and Environments 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>The First Step</i> – “Who Am I?” - <i>Exploring Careers</i> - <i>Smart Choices</i>
Math	<p>Improving Academic Skills: <i>Time Management</i></p> <ul style="list-style-type: none"> - establish and practice realistic academic goals - learn and apply effective study skills - upgrade study skills and apply them to learning situations - develop and demonstrate time management skills - identify and practice ways to maintain a balance between academic, extracurricular activities, family responsibilities, and life - practice academic and study skills at home and in community - use time management skills to balance school, work, and leisure activities 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> - <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>Time Management</i>

Science	<ul style="list-style-type: none"> – identify available resources related to “responsibility” – apply computer skills in development of web page based on research – share research findings with classmates and community at large 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	Suggested Activity: <ul style="list-style-type: none"> - Search for the word "responsibility" on the Internet. Make a list of resources. Then create a Responsibility Web Page with links to these resources. E-mail this list to several of the websites recommending that they link to these resources.
Health	Self Protection: <i>Smart Choices</i> <ul style="list-style-type: none"> - assert boundaries when rights and privacy are threatened - apply knowledge about the dangers of substance abuse - demonstrate assertiveness skills for “pressure” situations Improving Academic Skills: <i>Time Management</i> <ul style="list-style-type: none"> - See Math 	<ul style="list-style-type: none"> – Students will demonstrate the ability to practice behaviors that enhance health and reduce risks. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>Smart Choices</i> – <i>Time Management</i>
Related Arts/Electives (Art, Dance, Career, Vocation and Technology)	Self Protection: <i>Smart Choices</i> <ul style="list-style-type: none"> - See Health 	<ul style="list-style-type: none"> – Students will demonstrate the ability to practice behaviors that enhance health and reduce risks. 	<ul style="list-style-type: none"> – See Health – <i>Smart Choices</i>

<p>Guidance</p>	<p>Career Decision Making: <i>The First Step –“ Who Am I?”</i></p> <ul style="list-style-type: none"> - See ELA <p>Career Decision Making: <i>Exploring Careers</i></p> <ul style="list-style-type: none"> - See S.S. <p>Self Protection: <i>Smart Choices</i></p> <ul style="list-style-type: none"> - See Health <p>Academic Success: <i>The “Big” Test</i></p> <ul style="list-style-type: none"> - demonstrate being responsible for actions - explain how prejudices are formed and examine their consequences - demonstrate personal capabilities, attitudes, and behaviors that facilitate learning - display cooperation in learning and in responding to adult leadership - evaluate how effective study efforts influence effective habits in the life span - display positive interest in learning and work - explain and analyze how successes/mistakes are natural in the learning process - demonstrate high quality work standards by producing quality schoolwork 	<ul style="list-style-type: none"> – Students will understand and appreciate self. – Students will make decisions, set goals, and take actions. – Students will develop safety and survival skills. – Students will employ strategies to improve school success. – Students will explore careers and the connection of school and work. 	<ul style="list-style-type: none"> – <i>Effective Guidance Activities</i>, SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD-ROM) - <i>The First Step –“ Who Am I?”</i> – <i>Smart Choices</i> – <i>The “Big” Test</i>
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SELF-DISCIPLINE

Grade: 9-12

Trait: **SELF-DISCIPLINE** – to demonstrate the ability to control yourself in all situations

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advise?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – write a multi-paragraph essay related to essential character traits 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will recognize, demonstrate, and analyze the qualities of effective communication. ○ The student will write effectively for different audiences and purposes. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Essay Topics:</p> <ul style="list-style-type: none"> - Have you ever felt that pressures from your peers prevented you from accomplishing something you wanted? Have you ever been affected by negative comments people have made about your abilities? What can you do about these kinds of external pressures when they get in the way of your success? - What is diligence? What is discipline? What is perseverance? How would you rate yourself in each of these areas? How could you improve? - How could you personally benefit by becoming a more diligent person?

S.S.	<ul style="list-style-type: none"> – write a speech describing the essential balance of rights and responsibilities in our democracy. Try to convince your fellow classmates that in a democracy, the preservation of our rights depends on our exercise of responsibility. – write an essay applying the following principle to your own community: In ancient Greece, people felt that it was important for all people to try to leave Athens better than they found it.. 	<ul style="list-style-type: none"> – Social Studies – Strands <ul style="list-style-type: none"> * People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com
Math	<ul style="list-style-type: none"> – conduct a survey of students in school on goal-setting – analyze results and share findings with classmates 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> * Communication 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Break up into small groups, and conduct a survey in your school, asking questions like these: Where do you want to be in five years, in ten years? What are you now doing to get to where you want to be? What are the most serious obstacles that prevent people from accomplishing their goals? Analyze the results and share with the entire class.
Science	<ul style="list-style-type: none"> - work cooperatively with classmates to complete research project re famous scientist - identify key character traits and work habits that contributed to his/her success - present findings to class 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> * Observe * Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> --Research life of Edison or Einstein. What general principles can you glean from his methods and work habits that apply to your own studies.? Make a list of these principles, and present as a bulletin board or group report.

Health	<ul style="list-style-type: none"> – demonstrate the ability to practice behaviors, which enhance health and reduce risk – develop strategies for positive self-concepts throughout life – demonstrate the ability to assess and adjust behavior to respond appropriately to anger and other strong emotions. 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide</i>, (personal Health-Mental Health) 	<ul style="list-style-type: none"> – <i>Here's Looking at You</i> – <i>Get Real About Violence</i>
Related Arts/Electives (Art, Dance, Career, Vocation and Technology)	<ul style="list-style-type: none"> – conduct a survey on goal-setting - See Math 	<ul style="list-style-type: none"> – Students will make decisions, set goals, and take actions. 	<ul style="list-style-type: none"> – www.goodcharacter.com – See Math
Guidance	<ul style="list-style-type: none"> – discuss the following: <ul style="list-style-type: none"> ○ Successful people get that way by being lucky. Agree, or disagree? Explain. ○ If I try hard and don't succeed it's not my fault. Agree, or disagree? Explain. ○ Does attitude have anything to do with success? If so, what? ○ How do your expectations about yourself affect what you will accomplish? 	<ul style="list-style-type: none"> – Students will make decisions, set goals, and take actions. – Students will employ strategies to achieve school success. 	<ul style="list-style-type: none"> – www.goodcharacter.com

CARING

Grade: 9-12

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Focus points:

*Have you ever felt like one of the characters in the story? Explain.

*If you had written the story, what changes might you have made?

*Do any of the characters remind you of anyone you know? Explain.

*Identify behaviors of a caring person.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – read poems novels, biographies, short stories, plays etc. and complete writing assignments – identify caring behaviors in characters of selected literary works – write an essay on the topic “My hero is a person of good character” – write thank you notes in correct format 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> ○ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ○ The student will write effectively for different audiences and purposes. 	
S.S.	<ul style="list-style-type: none"> – discuss computer issues such as confidentiality, copyright laws, and legal and moral issues related to the internet 	<ul style="list-style-type: none"> – Time, Continuity, and Change – Power, Authority, and Governance 	
Math	<ul style="list-style-type: none"> – mentor younger students in math 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> * Communication 	
Science	<ul style="list-style-type: none"> – practice and encourage safety in project and lab situations 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	

Health	<ul style="list-style-type: none"> – demonstrate ways to communicate care, consideration, and respect for self, for parents, and for the diversity of others – demonstrate the ability to influence and support others in making choices that reduce the risks of intentional and unintentional injury 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 9-12: <ul style="list-style-type: none"> ○ Mental Health, p. 12 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education</i>, Gr. 9-12, p. 12 - Text: Unit 2 LS 11, p. 88-95; Unit 1 LS 6, p. 38-45; T.G. p. 41-43, 24-26
Related Arts/Electives (Art, Dance, Career, Vocation and Technology)	<ul style="list-style-type: none"> – demonstrate good sportsmanship in classes and in athletic competition – analyze sports heroes (Are they really heroes?) – demonstrate cooperative learning and team building – discuss computer issues such as confidentiality, copyright laws, and legal and moral issues related to the internet 	<ul style="list-style-type: none"> – Students will understand and respect others. 	
Guidance	<ul style="list-style-type: none"> – participate in service projects (tutoring young students, assist the handicapped, etc.) 	<ul style="list-style-type: none"> – Students will develop a sense of community 	

KINDNESS

Grade: 9-12

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others' feelings and beliefs*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration	Standards	Resources
	The student will...		
ELA	<ul style="list-style-type: none"> – participate in group discussion or write an essay about essential character traits, as assigned by teacher 	<ul style="list-style-type: none"> – English Language Arts Strands *The student will write effectively for different audiences and purposes. 	Suggested Essay Topics: <ul style="list-style-type: none"> - A lot of people say that teenagers are self-absorbed and don't care about anything but themselves. Do you agree or disagree? - In what ways is this a kind world? In what ways is it unkind? What could each of us do to make this a more caring world? - When someone is unkind how does that affect friends, school and community? Give examples. - To what extent would you inconvenience yourself for another person?

S.S.	<ul style="list-style-type: none"> – work in cooperative small groups to analyze consequences of kind and unkind behaviors on individuals and societies 	<ul style="list-style-type: none"> – People, Places, and Environments 	<p>Suggested Activity:</p> <ul style="list-style-type: none"> - Divide into small groups. Have each group develop a list of do's and don'ts for kind behavior. Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines. What happens when they don't? In what ways do kindness and unkind behavior affect our community and society?
Math	<ul style="list-style-type: none"> – plan and carry out a service project 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> – Consider having students help younger children learn math or science. (For suggestions and help with planning a service project go to "Great Web Resources for Teachers". On this website, you will find several service learning resources listed.)
Science	<ul style="list-style-type: none"> – See Math 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – www.goodcharacter.com – See Math
Health	<ul style="list-style-type: none"> – demonstrate ways to communicate care, consideration, and respect for self, for parents, and for the diversity of others – demonstrate the ability to influence and support others in making choices that reduce the risks of intentional and unintentional injury 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 9-12:</i> <ul style="list-style-type: none"> ○ Mental Health, p. 12 	<ul style="list-style-type: none"> – <i>Richland One Curriculum Guide, Health and Safety Education, Gr. 9-12, p. 12</i> - Text: Unit 2 LS 11, p. 88-95; Unit 1 LS 6, p. 38-45; T.G. p. 41-43, 24-26

<p>Related Arts/Electives</p> <p>(Art, Dance, Career, Vocation and Technology)</p>	<ul style="list-style-type: none"> – plan and carry out a service project. (Consider having them help younger children learn something valuable, or going and visiting senior citizens.) – brainstorm ways to make your school environment more caring. Create a list of recommendations, and place them in your school newspaper or on a poster. Find a way to deal with the cynics who will sneer at the whole idea. 	<ul style="list-style-type: none"> – Students will develop a sense of community 	<ul style="list-style-type: none"> – www.goodcharacter.com
<p>Guidance</p>	<ul style="list-style-type: none"> – complete a self-evaluation analyzing interactions with others 	<ul style="list-style-type: none"> – Students will understand and appreciate self. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Evaluation:</p> <ul style="list-style-type: none"> - I am never mean, cruel, or insensitive. - I treat people with kindness and generosity. - I am charitable. - I give of myself for the benefit of others. - I am responsive to the concerns and needs of others. - I conclude that: <hr/>

FAIRNESS

Grade: 9-12

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – write about the following: <ul style="list-style-type: none"> ○ Think of a time when you've taken unfair advantage of a person or a situation, or when someone has taken unfair advantage of you. Describe it. What was unfair about it? How did it make you feel? What did you learn from the experience? 	<ul style="list-style-type: none"> – English Language Arts – Strands <ul style="list-style-type: none"> *The student will write effectively for different audiences and purposes. 	<ul style="list-style-type: none"> – www.goodcharacter.com
S.S.	<ul style="list-style-type: none"> – discuss the following <ul style="list-style-type: none"> ○ Agree or disagree: It's an unfair world, and nothing I do is going to change that. ○ Research and write about how the legal system in a democracy attempts to administer fairness or justice. What are the elements of the legal system that are designed to make justice work? 	<ul style="list-style-type: none"> – People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com

Math	<p><i>A Classroom Code of Ethics</i></p> <ul style="list-style-type: none"> - work cooperatively with classmates to create a code of ethics for the classroom - explain and work with “primary documents” – the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program - shape a series of principles or guidelines that are suited to their work as young scientists and mathematicians 	<ul style="list-style-type: none"> – Mathematics Process Standards <ul style="list-style-type: none"> ○ Communication 	<ul style="list-style-type: none"> – At Home in Our Schools, Family Science Night: www.devstu.org – <i>Building Decision Skills: A Curriculum on Ethical Decision Making</i>: www.globalethics.org – <i>The Giraffe Project</i> (scientists who have modeled good character by “sticking their necks out”): www.giraffe.org – <i>Ethics in Science</i> web sites: www.chem.vt.edu/ethics/ethics.html onlineethics.org www.lbl.gov/Education/ELSI/ELSI.html – <i>Biographical Index</i> (Famous Mathematicians and related resources): www-gap.dcs.stand.ac.uk/~history/Mathematicians – <i>Classroom Compass: Collaborative Learning</i>: www.sedl.org/scimath/compass/v01n02/welcome.html – The Math Forum at Swarthmore College: www.forum.swarthmore.edu – National Council of Teachers of Mathematics: www.nctm.org – <i>A Classroom Code of Ethics</i>
Science	<ul style="list-style-type: none"> – See Math 	<ul style="list-style-type: none"> – Science – Process Standards <ul style="list-style-type: none"> ○ Observe ○ Communicate 	<ul style="list-style-type: none"> – See Math – <i>A Classroom Code of Ethics</i>
Health	<ul style="list-style-type: none"> – analyze real-life examples of fair and unfair behaviors – evaluate possible consequences of fair and unfair behaviors 	<ul style="list-style-type: none"> – Students will demonstrate an ability to use interpersonal communication skills to enhance health. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Think of a time when they have taken unfair advantage of a person or a situation, or when someone has taken unfair advantage of them. Describe it. What was

			unfair about it? How did it make you feel? What did you learn from the experience?
<p>Related Arts/Electives</p> <p>(Art, Dance, Career, Vocation and Technology)</p>	<ul style="list-style-type: none"> – research opportunities for involvement in activities related to fairness and justice – plan and carry out an activity designed to enhance fairness and justice in society 	<ul style="list-style-type: none"> – Students will develop a sense of community. 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity: Visit the website www.goodcharacter.com and click on "Opportunities for Action." There they will find opportunities to become involved in activities and issues relating to fairness and justice. For students interested in child labor and human rights, our website provides links to Free The Children and other organizations involved with these issues.</p>
<p>Guidance</p>	<ul style="list-style-type: none"> - define <i>fairness</i> and <i>unfairness</i> and provide real-life examples of fair and unfair behaviors 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> – Participate in a group discussion on the following topics: <ul style="list-style-type: none"> ○ What does treating people fairly mean? Does fairness mean everyone gets the same amount, like an equal piece of a chocolate bar? Does fairness mean enforcing the rules for everyone, even if it means losing a game? Is it possible to treat everyone fairly?

DEPENDABILITY

Grade: 9-12

Trait: **DEPENDABILITY** – *to be counted on or trusted*

Focus points:

- *Describe a positive work ethic. Is dependability a desired characteristic of a good work ethic? Why?
- *How do you honor commitments?
- *If one of the characters were sitting next to you, what would they likely tell you about the importance of dependability?
- *Did you learn how a character solved a problem in the story. Could you use this situation to solve similar problems you might have?

Subject	Suggestions for Integration The student will...	Standards	Resources
ELA	<ul style="list-style-type: none"> – write a multi-paragraph essay analyzing your own behavior on trust issues 	<ul style="list-style-type: none"> – English Language Arts – Strands <li style="padding-left: 20px;">* The student will write effectively for different audiences and purposes. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Writing Prompts:</p> <ul style="list-style-type: none"> - Are you a trustworthy person? In what ways are you trustworthy? In what ways are you, perhaps, not so trustworthy? What could you do to improve? - Write about a time you lost somebody's trust or somebody lost your trust. Was this trust ever regained? How? What did you learn from the experience?
S.S.	<ul style="list-style-type: none"> – evaluate actions of political leaders on issue of <i>dependability</i> – conduct research using variety of print and non-print sources – write a multi-paragraph essay on issues related to essential character traits, as assigned by teacher 	<ul style="list-style-type: none"> – People, Places, and Environments 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activities:</p> <ul style="list-style-type: none"> - Develop a checklist for evaluating the dependability of political leaders. Many people complain that political leaders are not dependable. Test out your checklist by listening to a politician speaking on TV. You can see entire speeches on C-SPAN.

			<ul style="list-style-type: none"> - Write an essay describing what this society might be like if nobody were trustworthy, if suspicion, dishonesty, and betrayal were the norm, if nobody could be counted on to keep commitments.
Math	<ul style="list-style-type: none"> - research resources available to students having academic problems - share information with other students 	<ul style="list-style-type: none"> - Mathematics Process Standards <ul style="list-style-type: none"> o Communication 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - As a group, research resources in your school and in your community that will provide support for students who are having difficulty in their studies. Assemble these resources into a folder and distribute it to all class members. Perhaps share this information with other classes.
Science	<ul style="list-style-type: none"> - respond in discussion or writing to the following: Benjamin Franklin said, "Diligence is the mother of good luck." What does that mean? How true is it? - work cooperatively with classmates to complete research project re famous scientist - identify key character traits and work habits that contributed to his/her success - present findings to class 	<ul style="list-style-type: none"> - Science – Process Standards <ul style="list-style-type: none"> o Observe o Communicate 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> --Research life of Thomas Edison. What general principles can you glean from his methods and work habits that apply to your own studies.? Make a list of these principles, and present as a bulletin board or group report.
Health	<ul style="list-style-type: none"> - observe interactions with others in terms of trustworthiness - analyze actions and develop a plan for self-improvement in that area 	<ul style="list-style-type: none"> - Students will demonstrate an ability to use interpersonal communication skills to enhance health. 	<ul style="list-style-type: none"> - www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Keep a journal for a month that focuses on your relationships with your friends and family in the area of

			trustworthiness. If there are things that displease you, develop some ideas for improving the situation.
<p>Related Arts/Electives</p> <p>(Art, Dance, Career, Vocation and Technology)</p>	<ul style="list-style-type: none"> – identify characteristic behaviors of a trustworthy person 	<ul style="list-style-type: none"> – Students will understand and respect others. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Watch a movie, TV drama or sitcom, paying particular attention to the behavior of the main characters with regard to trustworthiness. How much trustworthy behavior did they find? How much untrustworthy behavior? Have a class discussion about these issues.
<p>Guidance</p>	<ul style="list-style-type: none"> – complete a self-evaluation analyzing interactions with others - work in cooperative groups to identify characteristics of a trustworthy person 	<ul style="list-style-type: none"> – Students will understand and respect others. – Students will understand and appreciate self. 	<ul style="list-style-type: none"> – www.goodcharacter.com <p>Suggested Evaluation:</p> <ul style="list-style-type: none"> - I am never mean, cruel, or insensitive. - I treat people with kindness and generosity. - I am charitable. - I give of myself for the benefit of others. - I am responsive to the concerns and needs of others. - I conclude that: <hr/> <p>Suggested Activity:</p> <ul style="list-style-type: none"> - Divide into small groups. Have each group develop a list of do's and don'ts for being a trustworthy person. Have them make oral reports to the class addressing the following questions: What happens when

			<p>people live in accordance with these guidelines? What happens when they don't? In what ways does trustworthy and untrustworthy behavior affect our community and society? In what ways can/do young people demonstrate trustworthiness?</p>
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V. Resources

Books

- Beady, J.P. (1997). *Positive learning Using Sports: Developing Youth sports programs That Teach Positive Values*. New Hampton, NH: Project Adventure, Inc.
- Beady, J.P. & Zero, T. (1999). *After School PLUS Manual*. New Hampshire, NH: Project Adventure Inc.
- Beady, Jeffrey, Zero, Tom, & Gough, Russell, (2000). *Effective Guidelines for Character Education through Sports*. Washington, DC: Character Education Partnership.
- Beedy, Jeffrey Pratt. (1997). *Sports Plus: Developing Youth Sports Program that Teach Positive Values*. Hamilton, MA: Project Adventure.
- Bennett, William J. (1993). *The Book of Virtues: A Treasury of Great Moral Stories*. New York: Simon & Schuster Trade.
- Boatwright, Becki H., Ph.D., Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Equipped to Stop Bullying*.
- Bredemeier, J.J., & Shields, D.L. (1995). *Character Development and Physical Activity*. Champaign, IL: Human Kinetics Press.
- Boyer, Ernest L.(1997). *The Basic School: A Community for Learning*. San Francisco, CA.: Jossey-Bass.
- Brooks, Dr. David, Ph.D. *Lessons in Character, K-12 Curriculum*. Young People's Press, 800-231-9774.
- Castillo, Sara, Ph.D., Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Face to Face with Your Fears*.
- Clifford, Craig & Feezell, Randolph M. (1997). *Coaching for Character – Reclaiming the Principles of Sportsmanship*. Champaign, IL: Human Kinetics.
- Covey, Sean (1998). *Seven Habits of Highly Effective Teens: The Ultimate Teenage Success Guide*.
- Craft, William & Craft, Ellen (1999). *Running a Thousand Miles for Freedom: The Escape of William and Ellen Craft*. Athens, GA: University of Georgia Press.
- Developmental Studies Center (1994). *At Home in Our Schools: A Guide to Schoolwide Activities that Build Community*. Oakland, CA: Developmental Studies Center.
- Developmental Studies Center (1996). *Ways We Want Our Class to Be: Class Meetings that Build Commitment to Kindness and Learning*. Oakland, CA: Developmental Studies Center.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting A Grip on ADD*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting A Life of Your Own*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting Over the Blues*.
- Frank, Kim "Tip", Ed. S. and Smith-Rex, Susan, Ed.D., *Getting With It: A Kid's Guide to Forming Good Relationships and "Fitting In"*.
- Gauld, Joseph W (1993). *Character First: The Hyde School Difference*. Bath, ME: Hyde School.
- Glasser, William A. (1998). *The Quality School: Managing Students Without Coercion*. New York: Harper Collins Publishers.
- Gough, R. (1997). *Character Is Everything: Promoting Ethical Excellence in Sports*. Forth Worth, TX: Harcourt Brace.
- Kreidler, William J. & Furlong, Lisa (1996). *Adventures in Peacemaking: A Conflict Resolution Guide for School-Age Children*. Cambridge, MA: Educators for Social Responsibility.
- Lumpkin, Angela; Stoll, Sharon Kay; and Beller, Jennifer, M. (1999). *Sport Ethics: Applications for Fair Play*. Second edition. Dubuque, IA; McGraw-Hill.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Ahead: Strategies to Motivate and Assist Students with Classroom Learning*.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Your Life on Track: A Female Teen's Guide to Saying No to Sex*.
- Mathis, Teresea A., Ed.S., and Smith-Rex, Susan, Ed.D. *Getting Your Second Wind: Living a Smoke-Free Life, A Kid's Guide to Saying No to Smoking*.
- McNamee, M.J. & Parry, S.J., (eds.) (1998). *Ethics and Sport*. New York: Routledge.
- Murphy, Shane. (1999). *The Cheers and Tears – A Healthy Alternative to the Dark Side of Youth Sports Today*. San Francisco: Jossey-Bass.
- Power, Clark F., Higgins, A. & Kohlberg, L. (1991). *Lawrence Kohlberg's Approach to Moral Education*. New York: Columbia University Press.
- Romain, Trevor and Verdick, Elizabeth (1997). *Bullies Are a Pain in the Brain*. Minneapolis, MN: Free Spirit Publishing.
- Ryan, Kevin and Bohlin, Karen. *Building Character in Schools*. Jossey-Bass Publishers, 350 Sansome Street, San Francisco, CA 94104, tel: 800-956-7739, fax: 800-605-2665.

- Shields, David Lyle Light, & Bredemeier, Brenda Jo Light (1995). *Character Development and Physical Activity*. Champaign, IL: Human Kinetics.
- Steele, Eden & Schilling, Dianne (1994). *Peace Patrol: Creating a New Generation of Problem Solvers and Peacemakers*. Carson, CA: Jalmar Press/Innerchoice Publishing.
- Thompson, J. (1995). *Positive Coaching: Building Character and Self-Esteem Through Sports*. Portola Valley, CA: Warde Publishing Co., Inc.
- Wolff, R. (1997). *Good Sports: The Concerned Parent's Guide to Competitive Youth Sports*. Champaign, IL: Sports Publishing, Inc.

Videos

- Beedy, J.P. (1996). Our children, Ourselves. *The Case for Character Education*. New Hampton: New Hampton School. (603-744-5401).
- Krutein, Werner & Pomeranz, David (1985, VHS, 5 min., \$10.00). *It's in Every One of Us*. Insight Metaphysical Books, 505 South First St., Champaign, IL 61820; Tel:(888) 326-5683 or (217) 352-5683.

Resource Kits – Books & Videos

- Begun, Ruth W. *Ready-to-Use Social Skills Lesson* (4 levels: Pre K-K; 1-3; 4-6; 7-12) West Nyack, NY: Center for Applied Research, 1994. \$29.95 each
- Benson, Peter L., Galbraith, Judy, & Espeland, Pamela. *What Teens Need To Succeed*. Minneapolis, MN: Free Spirit Press, 1998. \$14.95
- Block, Martin, *A Teachers Guide to Including Students with Disabilities in General Physical Education Programs*. Brookes Publishing, 2000. \$44.95
- Bocchino, Rob. *Emotional Literacy: To Be a Different Kind of Smart*. Thousand Oaks. CA: Corwin Press, 1999. \$24.95
- Character Connections Monthly Newsletter*. Port Chester, NY: National Professional Resources (Publisher). \$99.00 yearly subscription
- Christesen, Mirka. *Character Kaleidoscope*. Port Chester, NY: National Professional Resources, 2000. \$29.95
- Cohen, Jonathan. *Educating Minds & Hearts*. New York, NY: Teacher's College Press, 1999. \$21.95
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All books and videos available for purchase from National Professional Resources, 1-800-453-7461. For additional current resources, see the web site: www.nprinc.com

Building Character Schoolwide-Creating a Caring Community in Your School (Guide) 6 copies*

Wise Skills Curriculum for Building Character Education: Wisdom for Life 9-12*

*Available at Student Support Services, Waverley Building, 1225 Oak St., Columbia, SC 29204

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Character and Sport Organizations

The Center for Character Education
at the Culver Academies
Attn: John Yeager – Box 72
1300 Academy Road
Culver, Indiana 46511
(219) 842-8159
www.culver.org

Positive Learning Using Sports
PO Box 219
New Hampton, NH 03256
(603) 744-5401
plusinfor@sportsplus.org
www.sportsplus.org

Positive Coaching Alliance
Department of Athletics, Stanford University
Stanford, CA 94305-6150
650-725-0024 (telephone)
650-725-7242 (fax)
pca@positivecoach.org
www.positivecoach.org

MomsTeam, Inc.
60 Thoreau Street
Suite 288
Concord, MA 01742
www.momsteam.com

Center for Sport, Character & Culture
University of Notre Dame
Notre Dame, IN 46556
219-631-4445
csc@nd.edu

National Alliance For Youth Sports
2050 Vista Parkway
West Palm Beach, FL 33411
561-684-1141/Fax-561-684-2546
800-729-2057/800-688-KIDS
nays@nays.org

The Character Education Partnership
1600 K Street, NW Suite 501
Washington, DC 20006
202-296-7743
www.character.org

The Center for the Advancement of
Ethics and Character
Boston University
605 Commonwealth Ave.
Boston, MA 02215
617-353-3262
[www.bu.edu/education/
centersresources/centeradvethicscha](http://www.bu.edu/education/centersresources/centeradvethicscha)

Miscellaneous

www.character.org

1999 National Schools of Character: Best Practices & New Perspectives

Slide Presentation VIDEO

1999 National Schools of Character Book & Video Special

1998 National Schools of Character

Eleven Principles of Effective Character Education

Eleven Principles of Effective Character Education VIDEO

Character Education Questions & Answers

Educating for Character: How Our Schools Can Teach Respect and Responsibility

Character Education: Restoring Respect and Responsibility VIDEO

Character Education Resource Guide

Building Community Consensus for Character Education

Developing a Character Education Program

Teachers as Educators of Character: Are the Nation's Schools of Education Coming Up Short?

Character Education: The Foundation for Teacher Education (Publication of the Association of Teacher Educators)

A Primer for Evaluating a Character Education Initiative

Their Best Selves: Building Character Education and Service Learning Together in the Lives of Young People

Character Education: Reclaiming America's Values for Tomorrow's Workforce Guidelines for Effective Character

Education Through Sports (Feb., 2000)

Commitment to Character VIDEO

Best Practices, Activities, and Ideas

Below are ideas for supporting Character Education, based on best practices.

100 Ways to Bring Character Education to Life

Building a Community of Virtue

1. Develop a school "Code of Ethics." Distribute it to every member of the school community. Refer to it often. Display it prominently. All school policy should reflect an implicit code of ethics.
2. Institute a student-to-student tutoring program.

3. Promote school-wide or intraclass service clubs with real missions to serve the school, class, or external community.
4. Encourage students to identify a charity or in-school need, collect donation, and help administer the distribution of funds.
5. Ensure that the schools' recognition systems cover both character and academics.
6. Recognize a variety of achievements, e.g., surpassing past personal achievements or meeting a predetermined goal.
7. Consistently prohibit gossip and, when appropriate, address/discuss its damaging consequences.
8. Enforce a zero-tolerance policy on swearing. Prohibit vulgar and obscene language in the classroom and on school property.
9. Use morning announcements, school/classroom bulletin boards, and/or the school newsletter to highlight the various accomplishments-particularly character oriented ones-of students and faculty members.
10. When conflicts arise around the school or class, teach about discretion, tact, and privacy, and about discreetly informing appropriate adults of the conflict.
11. Have students in self-contained classrooms take turns caring for class pets and taking them home over weekends and holidays. Discuss and demonstrate the responsibility required to care for living creatures.
12. Invite student volunteers to clean up their community. With parental support, encourage students to build a community playground, pick up litter, rake leaves, plant trees, paint a mural, remove graffiti, or clean up a local park or beach.
13. What is the significance behind your school's traditions? Find out, and emphasize the traditions which build school unity.
14. Display the school flag. Learn the school song. If you don't have either, have a contest!
15. Does your school have ceremonies to mark the beginning and end of the school year? A farewell ceremony for teachers and staff members?
16. Examine school assemblies. Do a minority of students control the majority of assemblies? How could more students be involved? Are the chants at pep assemblies appropriate? Do they build school spirit without demeaning other schools?
17. Ensure students behave responsibly and respectfully when watching athletic competitions.
18. In physical education and sports programs, place a premium on good sportsmanship. Participation in sports should provide good habits for the life beyond sports.
19. Hang pictures of heroes and heroines in classrooms and halls. Include appropriate explanatory text.
20. Is the school a welcoming place for teachers? Can people walking through the school halls get a good idea of what is happening in classrooms? Is the principal frequently visible to students? Are there clear welcome signs prominently placed near the school's main door?
21. Start a school scrapbook with photos, news stories, and memorabilia reflecting the school's history and accomplishments. Involve school members in contributing to and maintaining the collection. Show it off to visitors and new families.
22. Publicly recognize the work of the school's "unsung heroes" who keep the school running: The custodians, repairmen, secretaries, cafeteria workers, and volunteers.
23. Develop a system of welcoming and orienting new students to the school.
24. Prohibit the display of any gang symbols or paraphernalia on school property. Remove graffiti immediately – including in student bathrooms.
25. Let students take some responsibility for the maintenance and beautification of the school. Classes could "adopt a hallway," shelve misplaced books, plant flowers, etc. Post signs identifying the caretakers.

Mining the Curriculum

26. Have students do a major paper on a living public figure ("My Personal Hero") focusing on the moral achievements and virtues of the individual. First, do the groundwork of helping them to understand what constitutes a particularly noble life.
27. In history and literature classes, regularly weave in a discussion of motivations, actions, and consequences.
28. Insist that quality matters. Homework should be handed in on time, neat and complete. Details do count.
29. Include the study of "local heroes" in social studies classes.
30. Help students form friendships. When forming cooperative learning groups, keep in mind both the academic and emotional needs of the students. These groups can be an opportunity to group students who might not otherwise interact with one another.
31. Ensure students have a firm understanding of what constitutes plagiarism and of the school's firm policy against it. But, more importantly, help them to understand why it is wrong.
32. Celebrate the birthdays of heroes and heroines with discussion of their accomplishments.

33. Choose the finest children's and adult literature to read with your students – literature rich with meaning and imagery. Don't waste time with mediocre or unmemorable texts.
34. Don't underestimate the power of stories to build a child's moral imagination. Read aloud to students daily.
35. Conduct literature discussions-even in the youngest grades. Ask questions which encourage reflection. Don't immediately jump to the "moral of the story" while ignoring the richness, beauty or complexity of the texts. General questions could include: What did this book make you think about or feel? Tell me about [a character's name]-what kind of person was he? Why do you think the author wrote this book-what did she want to say to the reader?
Don't leave a story, however, without having students grapple with its moral message.
36. Build empathy in literature and social studies classes by teaching children to "put themselves in the shoes" of the people they are reading about/studying.
37. Read and discuss biographies from all subject areas. Help students identify the person's core or defining characteristics.
38. While studying about great men and women, do not consistently avoid the subject of personal weakness-especially in the upper grades. A study of a person's "whole" character can provide a powerful lesson in discernment and compassion. Consider a thoughtful discussion of the following question: Can a person be "great" (and good) and still have some character flaws?
39. Teach students to write thoughtful letters: thank you notes, letters to public officials, letters to the editor, etc.
40. Assign homework that stimulates and challenges students. Engaging and demanding assignments will give rise to self-discipline and perseverance.
41. Set up a buddy reading system between an older and younger class. Carefully teach the older students techniques that will help make their teaching experience successful. Impress upon them the responsibility and patience required when helping those who are both younger and less skilled in a subject than they are.
42. Have students memorize poetry and important prose selections such as the Preamble or the Gettysburg Address. In the process, make sure they understand the ideas that make these works worthy of committing to memory.
43. In science, address with each unit (when appropriate) the ethical considerations of that field of study. Students need to see that morality and ethics are not confined to the humanities.
44. In math classes, specifically address the habits-such as courage, perseverance and hard work-required to be a successful math student. Class rules and homework policies should reflect and support these habits.
45. In social studies, examine-and reexamine yearly, if the curriculum affords opportunities-the responsibilities of the citizen. What can students do right now to build the habits of a responsible citizenship?

Teachers, Administrators, and Staff

46. Choose a personal motto or mission statement.
47. Tell your students who your heroes are and why you chose them.
48. Lead by example. Pick up the piece of paper in the hall. Leave the classroom clean for the next teacher. Say, "Thank you."
49. Employ the language of virtue in conversations with colleagues: responsibility, commitment, perseverance, courage, etc.
50. Make your classroom expectations clear and hold students accountable.
51. Admit mistakes and seek to make amends. Expect and encourage students to do likewise.
52. Follow through. Do what you say you will do. For example, administer tests when they are scheduled; don't cancel at the last minute after students have prepared.
53. If you engage in community or church service, let your students know in an appropriate, low-key manner.
54. Illustrate integrity: let students see that you live the expectations of hard work, responsibility, gratitude, and perseverance that you place upon them.
55. Give students sufficient and timely feedback when you evaluate their work. This demonstrates to students that their work matters and that teachers take a stake in their improvement and success.
56. Teach justice and compassion by helping students separate the doer from the deed.
57. Stand up for the underdog or student who is being treated poorly by classmates. But use discretion: sometimes an immediate response, sometimes a private small group meeting-perhaps the person ought not be present.
58. Use constructive criticism (individually and collectively), tempered by compassion. Use class discussions as a time to teach students do the same when responding to one another.
59. Include in faculty/staff meetings and workshops discussions of the school's "moral climate." How can the ethos of the school be improved?
60. Begin a bulletin board where teachers and administrators can share their own "100 Ways..."

Parents, the Primary Moral Educators

61. Create a written code of behavior for the classroom and the school. Ask parents to read and sign the code, as a pledge of mutual support.
62. Consider having a parent representative present while developing such school codes.
63. Make the effort to notify parents of student misbehavior via notes, phone calls, and personal visits.
64. “Catch students being good” and write or call parents to report it.
65. Communicate with parents appropriate ways they can help students with their schoolwork.
66. Send a letter home to parents before the school year starts, introducing yourself, your classroom, your enthusiasm, and your expectations, particularly your hope that they will help you help their child.
67. Start a PTO or expand the current program to include as many parents as possible.
68. Frequently share the school’s vision and high ideals for its students with the parents.
69. Open a dialogue with parents. They can be a teacher’s greatest ally in helping students succeed. They can provide pertinent, invaluable information about their children’s academic/social background, interest, talents, difficulties, etc.
70. In the school newsletter, inform parents of *upcoming* events, units of study and opportunities to participate in school and after-school activities.
71. Develop a list of suggested reading and resources in Character Education and share it with parents.
72. When appropriate, provide literacy classes/tutors for parents.
73. Provide parents with access to the school library. Provide a suggested reading list of books with solid moral content that make good read-alouds.
74. Structure opportunities for parents to meaningfully participate in classrooms (beyond providing refreshments and chaperoning field-trips); e.g., reading with students, presenting a lesson in an area of expertise, tutoring, sharing family heirlooms, helping organize class plays or projects.
75. Are teachers encouraged, expected, or required to send out monthly newsletters to parents? Do these messages include character as well as academic goals?
76. Include anecdotes of commendable student performance in the school newsletter.
77. Include a “parents’ corner” in the newsletter, where parents can share parenting tips, book titles, homework helps, etc.
78. When your school welcomes a new student, how does it welcome the student’s family?
79. What can your school do to encourage greater attendance at parent-teacher conferences? Examine the times they are held and how they are advertised. What is being done to reach out to the parents who never come?
80. During parent-teacher conferences, ask parents, “What are your questions or concerns?” Then, listen carefully to their answers.

Helping Students Take Their Own Character Building Seriously

81. Begin a service program in which students “adopt-an-elder” from the community. Arrange opportunities for students to visit, write letters, read to, or run errands for their adoptee.
82. Structure opportunities for students to perform community service.
83. Prohibit students from being unkind or using others as scapegoats in the classroom.
84. Make it clear to students that they have a moral responsibility to work hard in school.
85. Impress upon students that being a good student means far more than academic success.
86. After students have developed an understanding of honesty and academic integrity, consider instituting an honor system for test-taking and homework assignments.
87. Provide opportunities for students to both prepare for competition and engage in cooperation.
88. Help students acquire the power of discernment-including the ability to judge the truth, worth, and bias of what is presented on the TV, radio, and internet.
89. Invite graduates of the high school to return and talk about their experience in the next stage of life. Ask them to discuss what habits or virtues could make the transition to work/college successful. What bad habits or vices cause problems?
90. Have students identify a substantive quote or anecdote from which they can begin to develop a personal motto.
91. Overtly teach courtesy.
92. Make every effort to instill a work ethic in students. Frequently explain the responsibility of trying one’s best; create minimum standards for the quality of work you will accept-then, don’t accept work that falls short.
93. During election years, encourage students to research candidates’ positions, listen to debates, participate in voter registration drives and, if eligible, vote.

94. Use the language of virtue with students: responsibility, respect, integrity, diligence, etc. and teach them to use this language.
95. In large middle and high schools, what is being done to keep students from “falling through the cracks?” Every student needs at least one teacher or counselor to take specific interest in them.
96. In middle and high school, consider instituting (or strengthening) an advising program. Advisors should do more than provide job/college information-they should take an interest in the intellectual and character development of their advisees.
97. Hold students accountable to a strict attendance and tardiness policy.
98. Through story, discussion, and example, teach students about true friendship. Help them recognize the characteristics of true friends and the potentially destructive power of false friendships.
99. Doing the “right thing” is not always an easy choice-especially in the face of peer pressure. Students, both individually and as a class, may need help seeing long-term consequences-and may need the support of a responsible adult both before and after choices are made.
100. Remind students-and yourself-that character building is not an easy or one-time project. Fashioning our character is the work of a lifetime.

*Center for the Advancement of Ethics and Character
Boston, MA*

Classroom strategies for Individual Teachers

In his book, *Educating for Character*, Thomas Lickona discusses classroom strategies that individual teachers can use. These strategies are listed below along with three school-wide strategies.

Classroom Strategies

In classroom practice, a comprehensive approach to character building calls upon the *individual teacher* to:

1. *Act as a caregiver, model, and mentor:* Treat students with love and respect, setting a good example, supporting prosocial behavior, and correcting hurtful actions through one-on-one guidance and whole-class discussion.
2. *Create a moral community:* Help students know each other as persons, respect and care about each other, and feel valued membership in, and responsibility to, the group.
3. *Practice moral discipline:* Use the creation and enforcement of rules as opportunities to foster moral reasoning, voluntary compliance with rules, and a generalized respect for others.
4. *Create a democratic classroom environment:* Involve students in collaborative decision-making and shared responsibility for making the classroom a good place to be and learn.
5. *Teach character through the curriculum:* Use the ethically rich content of academic subjects (such as literature, history, and science) as a vehicle for studying the virtues; ensure that the sex, drugs, and alcohol education programs promote self-control and other high character standards taught elsewhere in the curriculum (e.g., Napier, 1996, and National Guidelines for Sexuality and Character Education, 1996).
6. *Use cooperative learning:* Through collaborative work, develop students' appreciation of others, perspective taking, and ability to work toward common goals.
7. *Develop the “conscience of craft”:* Foster students' valuing of learning, capacity for working hard, commitment to excellence, and public sense of work as affecting the lives of others.
8. *Encourage moral reflection:* Foster moral thinking and thoughtful decision-making through reading, research, essay writing, journaling, discussion, and debate.
9. *Teach conflict resolution:* Help students acquire the moral skills of solving conflicts fairly and without force.

School-wide Strategies

Besides making full use of the moral life of classrooms, a comprehensive approach calls upon the school as a whole to:

10. *Foster service learning beyond the classroom:* Use positive role models to inspire altruistic behavior and provide opportunities at every grade level for service learning.
11. *Create a positive moral culture in the school:* Develop a total moral environment (through the leadership of the principal, schoolwide discipline, a schoolwide sense of community, meaningful student government, a

- moral community among adults, and making time for discussing moral concerns) that supports and amplifies the virtues taught in classrooms.
12. *Recruit parents and the community as partners in Character Education:* Inform parents that the school considers them their child's first and most important moral teacher, give parents specific ways they can reinforce the character expectations the school is trying to promote, and seek the help of the community (including faith communities, businesses, local government, and the media) in promoting the core traits.

Integrating Character and Academics

By Dr. Helen Legette

English and Language Arts

Poems, novels, biographies, short stories, plays, essays.
Writing assignments (What did the main character do that showed respect, responsibility, etc.?
Write an essay: "My hero is a person of good character.")
Social courtesies (Teach students to write thank you notes; help them to understand the etiquette of interview situations.)
Class discussions on character issues.
Media Literacy (What are the character messages that are being communicated in popular TV programs and movies? How can students become more critical media consumers?)

History and Social Studies

Biographies, autobiographies (Discuss motivation, person's character, and effects of decisions.)
Historical documents (What are the messages regarding responsible citizenship?)
Write a class constitution. How did a particular document affect the lives of citizens in the country involved?
Current events (Analyze various political and social actions in relation to character issues.)
Mock elections
Class discussions on topics such as ethics in politics, trade agreements, business, and social agendas.

Science and Math

Biographies, autobiographies of famous scientists and mathematicians (Discuss the character issues in their lives and work. Contrast the actions of various individuals.)
Class discussions on ethical issues such as the manipulation of data, the human issues in various research projects, and "online" concerns.

Music and Fine Arts

Depiction of heroic deeds
Posters illustrating good character
Patriotic music, art, drama
Biographies and autobiographies of great artists and musicians
Performances at rest homes and work with handicapped
Class discussions on current music (What are the messages related to character that are being expressed in the lyrics of some hard rock and "gangsta' rap" music?)

Health, P.E., and Athletics

Good sportsmanship in class and in athletic competition
Care and respect of the body, especially in relation to sex, drugs, and alcohol.
Sports "heroes" (Are they real heroes?)
Cooperative learning, team building
Service projects to help younger kids develop positive attitudes, resist drugs and alcohol, and promote healthy living.

Vocational and Business Education

“Conscience of craft” (positive work ethic)

Class discussions on ethical issues, such as honoring commitments, complying with business law, and not cutting corners.

Computer issues (confidentiality, copyright laws, and legal and moral issues related to the internet)

Service projects to help school or community

Student Government

Community and school service projects, such as school cleanup and beautification initiatives

Discussion of issues such as an honor code, student ethics, cheating, and responsible behavior

School pride

School safety issues

Student elections as a democratic (citizenship) issue

Student recognition programs related to good character

Orientation programs and assistance to new students

School “ambassadors” to help with visitors to the school

All Subjects

Cooperative learning

Service projects (tutoring younger students, assisting the handicapped, etc.)

Displays related to the principles of character

Thought for the day

Inspirational stories and readings

Character-based rules and disciplinary procedures

Emphasis on good manners and the practice of the principles of character

Use of the “teachable moment.”

Guidelines for Effective Character Education Through Sports

By Jeffrey P. Beedy, Ed.D., and Russell W. Gough, Ph.D.

1. Create and implement a guiding sports philosophy that promotes core, ethical traits.
2. Define the program’s traits behaviorally.
3. Balance the drive to win with the program’s core traits.
4. Design a proactive game plan for building character.
5. Create a positive learning environment.
6. Promote positive role modeling.
7. Respect individual and developmental differences.
8. Develop community-wide support for character-based sports.
9. Link sports to other areas of an athlete’s life.
10. Evaluate the program’s effectiveness.

PARALLEL READING LIST

Grade 9-12

Name of Book/Author	TRAITS									
	Respect	Honesty	Cooperation	Good Citizenship	Responsibility	Self-discipline	Caring	Kindness	Fairness	Dependability
<i>All Creatures Great and Small</i> (Herriot)	*						*			
<i>Animal Farm</i> (Orwell)						*				
<i>Antigone</i> (Sophocles)		*							*	
<i>Beowulf</i> (Unknown)						*				
<i>(The) Count of Monte Cristo</i> (Dumas)	*									
<i>(The) Crucible</i> (Miller)				*		*			*	
<i>Fahrenheit 451</i> (Bradbury)						*			*	
<i>(A) Farewell to Arms</i> (Hemingway)										*
<i>Frankenstein</i> (Shelley)		*					*			
<i>For Whom The Bell Tolls</i> (Hemingway)										*
<i>Great Expectations</i> (Dickens)									*	
<i>(The) Great Gatsby</i> (Fitzgerald)	*	*								
<i>Hamlet</i> (Shakespeare)						*			*	
<i>Jane Eyre</i> (Bronte)						*	*			
<i>(The) Joy Luck Club</i> (Tan)							*	*		

Name of Book/Author	TRAITS									
	Respect	Honesty	Cooperation	Good Citizenship	Responsibility	Self-discipline	Caring	Kindness	Fairness	Dependability
<i>Julius Caesar</i> (Shakespeare)				*						
<i>Last of the Mohicans</i> (Cooper)						*				
<i>Lord of the Flies</i> (Golding)										*
<i>(A) Man For All Seasons</i> (Bolt)										*
<i>Miracle Worker</i> (Gibson)	*									
<i>Moby Dick</i> (Melville)			*							
<i>Native Son</i> (Wright)						*	*			
<i>Old Man and the Sea</i> (Hemingway)		*								
<i>Oedipus Rex</i> (Sophocles)		*								
<i>Our Town</i> (Wilder)			*							
<i>Paradise Lost</i> (Milton)					*					
<i>(The) Piano Lesson</i> (Wilson)					*					
<i>Pilgrim's Progress</i> (Bunyan)						*				
<i>Pride and Prejudice</i> (Austen)		*								
<i>Red Badge of Courage</i> (Crane)						*				
<i>Romeo and Juliet</i> (Shakespeare)							*	*		

Name of Book/Author	TRAITS									
	Respect	Honesty	Cooperation	Good Citizenship	Responsibility	Self-discipline	Caring	Kindness	Fairness	Dependability
<i>(The) Scarlet Letter</i> (Hawthorne)				*						
<i>(A) Separate Peace</i> (Knowles)									*	
<i>Shane</i> (Shaefer)	*					*				
<i>Silas Marner</i> (Eliot)									*	
<i>(A) Streetcar Named Desire</i> (Williams)			*							
<i>To Kill a Mockingbird</i> (Lee)		*							*	
<i>To Sir, With Love</i> (Braithwaite)			*			*				
<i>Walden</i> (Thoreau)			*			*				
<i>(The) Water Is Wide</i> (Conroy)			*			*				
<i>Wise Blood</i> (O'Connor)		*			*					

Songs That Emphasize Character Traits

Grades PK – 12

CHARACTER TRAIT	SONG	MUSICIAN
Kindness/Respect	Don't Laugh at Me	Mark Wills
Respect	Respect Yourself	Staple Singers
Kindness/Caring	Because You Loved Me	Celine Dion
Caring/Kindness	Stand For What Is Right	Lauren Vision
Caring/Kindness	Don't Save It All For Christmas Day	Celine Dion
Respect	Smile	Vitamin C
Caring	What About Your Friends	
Respect	Rudolph the Red-Nosed Reindeer	Jackson Five
Caring/Kindness	Helping Hands	Amy Grant
Caring/Respect	Got to Care	Lauren Vision
Respect	Hero	Mariah Carey
Caring/Kindness	Lean on Me	
Caring/Kindness	The Things We Do	Yolanda Adams
Good Citizenship	God Bless the USA	Lee Greenwood
Self-discipline	Born to Fly	Sara Evans
Cooperation/Respect	Pay Attention	Valeria Andrews/Ryan Tody
Self-discipline	Stronger	Brittany Spears
Caring/Kindness	We Need Love	The McClurkin Project
Caring/Kindness	Too Much Heaven	Winans
Self-discipline	Independent Women	Destiny's Child
Honesty	Victim of the Game	Garth Brooks
Respect	Everyday	Dave Matthews Band
Respect	Do What You Want To Do	Vitamin C
Respect	Who I Am	Jessica Andrews
Caring/Kindness	The Perfect Fan	Backstreet Boys
Caring/Kindness	That's the Way It Is	Celine Dion
Respect	One-Syllable Words	Carolyn Arends
Responsibility	Burn	JoDee Messina
Good Citizenship/Responsibility	All or Nothing	Anthena Cage
Good Citizenship/Responsibility	Reach	Gloria Estefan
Respect/Cooperation	One Voice	Billy Gillman
Caring	Fly Like An Eagle	Seal
Fairness/caring/Kindness	What If	Reba McIntyre

VI. Evaluating the effectiveness of integrating character education into the curriculum

The overall purpose of integrating character education into the instructional program is to educate/develop the “total student,” in a comprehensive manner. Integration of the ten essential character traits into the curriculum will enable students to see the importance of developing acceptable decision-making skills, present them with role models who can have a positive impact on their lives, and promote their development into becoming contributing, responsible citizens in the community.

The evaluation on the succeeding page is presented on the CD provided to the school contact during the August 2003 orientation. Please complete the form and e-mail it to clastinger@richlandone.org by May 10, 2004. Your comments will enable us to access the first year of implementation.

Character Education Evaluation

School _____ Date _____

Name of Person Completing Evaluation _____

1. What format was used to present the character education program to your faculty and staff? Please check those that apply.
☐ Faculty meeting
☐ Separate in-service
☐ Distribution of materials only
☐ Other-Please explain.

2. How did the faculty at your school react to the idea of incorporating character education into the curriculum? Please rank on the scale below with 5 being the most favorable and 1 the least favorable reaction.

_____ 5 _____ 4 _____ 3 _____ 2 _____ 1 _____

3. How frequently is character education incorporated into the classroom curriculum? (check one)
☐ Daily
☐ Weekly
☐ Monthly
☐ Other (Please explain)

4. Which of the following activities does your school use to promote character education outside the classroom?
☐ Word of week/month
☐ Student of week/month
☐ Morning news that emphasizes traits
☐ Student of week/month luncheons/activities
☐ Recognition programs such as "Catch Student Being Responsible," etc
☐ Guidance lessons focusing on character education traits
☐ Essays/posters contest
☐ Other incentive programs
☐ Use of the school newsletter to promote character education
☐ Character Education Program endorsed by school
☐ Other-please list

5. How did you inform your parent community about your character education program?
☐ Newsletter
☐ PTSA
☐ Other Please explain

Richland One Character Education Evaluation

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Berkeley's Health Standards for Character Education

2009 HEALTH STANDARDS

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Berkeley's Health Standards for Education

RESPECT

SEPTEMBER

Grade: K

Trait: **RESPECT - to show high regard for authority, other people, self, and country**

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> make responsible decisions and choices identify examples of consequences and behavior recognize families, schools, and communities' rules and responsibilities 	<ul style="list-style-type: none"> Communication Citizenship
Social Studies	<ul style="list-style-type: none"> describe the similarities and differences among others explain and exhibit appropriate types of communication identify and model skills for conflict resolution 	Social Studies Standards 2005 <ul style="list-style-type: none"> K-1.2 & K-2.1
Math	<ul style="list-style-type: none"> See SOCIAL STUDIES 	Mathematics – Process Standards <ul style="list-style-type: none"> Connections Communication
Science	<ul style="list-style-type: none"> brainstorm ways to treat the earth and its environment with more respect. create a list of recommendations, and place them in school newspaper or on a poster. 	Science – Process Standards <ul style="list-style-type: none"> Observe Communicate
Health	<ul style="list-style-type: none"> recognize individual differences demonstrate ways to communicate care, consideration, respect for self, for parents and family, and for the diversity of others 	Health & Safety Standards 2009 <ul style="list-style-type: none"> I-K.2.1, M-K.4.1, I-K.4.1, I-K.4.2

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		Connections: S. S., ELA
Related Arts	<ul style="list-style-type: none"> make a class contract in which the kids lay out a set of rules for having a respectful classroom. What will be the penalties for violating the rules? 	<ul style="list-style-type: none"> Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> See SOCIAL STUDIES identify different types of feelings identify jobs in the classroom and share in the responsibility of completing the task assigned develop social skills for getting involved in making good choices at home and school list ways personal hygiene can help prevent illness and keep their bodies special create a banner highlighting important personal information 	<ul style="list-style-type: none"> The students acquire the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. The student makes decisions, sets goals, and takes necessary action to achieve goals. The student understands safety.

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RESPONSIBILITY

OCTOBER

Grade: K

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

- Focus points:**
- *What are your responsibilities as a student? at home?
 - *What responsibilities will you assume as you get older?
 - *How do you hold others accountable for their behavior?
 - *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ define the term “responsibility” ▪ identify examples of responsible actions in selected literary works and activities 	<ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Communication
Social Studies	<ul style="list-style-type: none"> ▪ identify and recognize family roles and responsibilities ▪ identify appropriate skills for positive family relationships 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ See SOCIAL STUDIES 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Connections
Science	<ul style="list-style-type: none"> ▪ list ways they are responsible for the earth 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate appropriate ways to express emotion ▪ demonstrate strategies for reducing or avoiding unsafe situations ▪ practice safe behaviors when finding unknown substances objects 	Health & Safety Standards 2009 <ul style="list-style-type: none"> ▪ I-K.2.1, M-K.4.1, I-K.4.1, I-K.4.2 Connections: S. S., ELA
Related Arts	<ul style="list-style-type: none"> ▪ draw a picture of a responsible act they have done ▪ sing a song about responsible acts 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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Guidance	<ul style="list-style-type: none"> ▪ See SOCIAL STUDIES 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate home and family.
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GOOD CITIZENSHIP

NOVEMBER

Grade: K

Trait: ***GOOD CITIZENSHIP – to be actively engaged in demonstrating pride and responsibility in self, school, community, and country***

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> identify actions of characters who demonstrate good citizenship in selected stories and poems 	<ul style="list-style-type: none"> Reading Writing Communication
Social Studies	<ul style="list-style-type: none"> participate in large group discussion identify traits of a viable neighborhood or community identify positive actions which will contribute to their neighborhood or community compare and contrast traits of a good citizen and a bad citizen 	Social Studies Standards <ul style="list-style-type: none"> K-2.1, K-5.2, K-5.1 & K-4.1
Math	<ul style="list-style-type: none"> define “punctuality” contribute to discussion of importance of punctuality in school: <ul style="list-style-type: none"> How does coming to class late or leaving early upset the school day? identify habits they can develop that encourage punctuality 	Mathematics Process Standards <ul style="list-style-type: none"> Connections Representation
Science	<ul style="list-style-type: none"> list needs in the school or community participate in discussion to plan a class service project to meet those needs. 	Science – Process Standards <ul style="list-style-type: none"> Observe Communicate
Health	<ul style="list-style-type: none"> identify and develop safety strategies to avoid violence and injury to self and others 	Health & Safety Standards 2009 <ul style="list-style-type: none"> I-K.2.1 Connections: Physical Education

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Related Arts	<ul style="list-style-type: none"> ▪ draw a picture about a problem in the community that needs to be fixed ▪ listen to a song about citizenship or someone who demonstrated good citizenship. 	<ul style="list-style-type: none"> ▪ Students will develop a sense of community.
Guidance	<ul style="list-style-type: none"> ▪ identify activities they like and do not like to do ▪ identify jobs in the classroom and share in the responsibility of completing the task assigned ▪ demonstrate knowledge of the physical layout of the school 	<ul style="list-style-type: none"> ▪ Students complete school with the academic preparation essential to choose from a wide range of occupations ▪ Students acquire attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

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GENEROSITY

DECEMBER

Grade: K

Trait: **GENEROSITY** –*a willingness to give to others.*

- Focus points:**
- * *How do we share with each other every day?*
 - * *What are ways that we can give or share at school, home, and our community?*
 - * *How does it feel when you share with others? How does it feel when other share with you?*

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ identify examples of sharing in selected stories▪ make a card for someone for the holidays▪ recognize times when sharing occurs▪ describe times sharing and giving occur	<ul style="list-style-type: none">▪ Communication▪ Citizenship
Social Studies	<ul style="list-style-type: none">▪ describe ways we give to each other at school, home and in the community▪ demonstrate good citizenship in classroom behaviors	Social Studies Standards 2005
Math	<ul style="list-style-type: none">▪ brainstorm acts of sharing/giving during center time▪ graph types of sharing that occurs	Mathematics- Process Strands <ul style="list-style-type: none">▪ Connections▪ Communication

Science	<ul style="list-style-type: none"> ▪ identify acts of sharing in the classroom ▪ maintain visual record of acts of sharing that are observed 	Science – Process Strands <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ tell how sharing and giving occur ▪ tell how it feels when they are generous and share 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ Students use interpersonal communication skills to enhance health
Related Arts	<ul style="list-style-type: none"> ▪ make a drawing or card for someone ▪ explore holiday customs of sharing 	<ul style="list-style-type: none"> ▪ Students will develop a sense of community.
Guidance	<ul style="list-style-type: none"> ▪ participate in school-wide community service learning project (food drive, angel trees, etc.) ▪ participate in discussion to answer the following questions: <ul style="list-style-type: none"> ○ What are ways we can give to others? ○ What are ways we share at school and at home? ○ How does it feel when someone shares with you? ○ How does it feel when you share with someone? 	<ul style="list-style-type: none"> ▪ Learning to Live

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SELF-DISCIPLINE

JANUARY

Grade: K

Trait: ***SELF-DISCIPLINE – to demonstrate the ability to control yourself in all situations***

- Focus points:**
- *If you were asked to be on a student committee, working on school safety issues, what would be your advice?
 - *Describe how you organize your school and home responsibilities.
 - *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ follow the class and school rules▪ participate in class activities▪ make “good” or responsible choices	<ul style="list-style-type: none">▪ Reading▪ Writing▪ Communication
Social Studies	<ul style="list-style-type: none">▪ demonstrate the ability to locate community resources and services that contribute to a safe and healthy environment	Social Studies Standards 2005
Math	<ul style="list-style-type: none">▪ See Health	Mathematics Process Standards <ul style="list-style-type: none">▪ Connections
Science	<ul style="list-style-type: none">▪ practice organizational and teamwork skills in maintenance of classroom▪ complete assigned “housekeeping” tasks in classroom▪ exhibit correct manners and behaviors in cafeteria▪ identify examples of safe behavior in selected stories▪ identify examples of healthy lifestyle choices in selected stories	Science – Process Standards <ul style="list-style-type: none">▪ Observe▪ Communicate

Health	<ul style="list-style-type: none"> ▪ identify and describe feelings and actions ▪ explain the importance of a positive self-image ▪ exhibit self-control & individual responsibility ▪ identify strategies for managing stress and emotions ▪ demonstrate use of positive self-management skills ▪ demonstrate positive strategies to reduce stress and anger in relation to identified stressors 	<p>Health & Safety Standards 2009</p> <ul style="list-style-type: none"> ▪ M-K1.1, M-K1.2, M-K.3.1, M-K.4.1, D-K.4.1, I-K.5.1, N-K.6.1 <p>Connections: Fine Arts: Dance, Drama, Music, Visual Arts,</p>
Related Arts	<ul style="list-style-type: none"> ▪ contribute to class discussion similar to the following: <ul style="list-style-type: none"> ○ Who decides where our hands and feet go? ○ Who controls what we say? ○ How do we develop self-control? 	<ul style="list-style-type: none"> ▪ Students will develop safety and survival skills.
Guidance	<ul style="list-style-type: none"> ▪ See Health 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate self.

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KINDNESS & CARING

FEBRUARY

Grade: K

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

- Focus points:**
- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
 - *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
 - *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
 - *How does the character trait of kindness fit into your school setting?

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

- Focus points:**
- *Have you ever felt like one of the characters in the story? Explain.
 - *If you had written the story, what changes might you have made?
 - *Do any of the characters remind you of anyone you know? Explain.
 - *Identify behaviors of a caring person.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ identify acts of kindness performed by characters in selected stories ▪ create alternate endings for selected stories based on characters performing, or not performing, acts of kindness ▪ make a card for someone he/she cares about ▪ listen to <i>Kids’ Random Acts of Kindness</i>, by Dawna Markova ▪ share ideas about how you can be kind at school and at home ▪ maintain a kindness journal 	<ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Communication
Social Studies	<ul style="list-style-type: none"> ▪ read <i>My Friend at School</i>, by Patricia Tefft Cousin, Claudette C. Mitchell, and Gracie Porter ▪ discuss what you can do to make a new student in your class feel welcome 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ K-4.2
Math	<ul style="list-style-type: none"> ▪ brainstorm acts of caring from Recess ▪ count the number of students who witnessed each act on the playground 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Representation

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Science	<ul style="list-style-type: none"> ▪ identify examples of kind acts ▪ maintain visual record of acts of kindness done and/or observed 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ tell how to demonstrate kindness and encourage ▪ list ways to take care of our bodies and prevent the spread of disease at school and at home 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ P-K.1.1, P-K.1.4, P-K.3.1 ▪ N-K.1.1, N-K.1.3, I-K.5.1
Related Arts	<ul style="list-style-type: none"> ▪ make a card for someone he/she cares about ▪ complete a service project from teacher provided choices ▪ demonstrate respect when performing a dance, listening to or singing songs from other cultures. 	<ul style="list-style-type: none"> ▪ Writing ▪ Students will develop a sense of community
Guidance	<ul style="list-style-type: none"> ▪ compose a thank-you note to a classroom partner ▪ participate in discussion to answer questions: <ul style="list-style-type: none"> ○ What things could you do (or, have you done) that would help somebody who needs it? ○ How do you feel when people show that they really care about you? ○ Do you consider yourself a caring person? In what ways are you a caring person? 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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PERSEVERANCE

MARCH

Grade K

Trait: *PERSEVERANCE—being persistent in one’s efforts to accomplish a purpose or goal despite difficulty or obstacles; willingness to try again despite mistakes and failures (Commitment, hard work, patience, endurance; Trying again and again)*

- Focus points:**
- * We all need to have an “I Can” attitude and try our best.
 - * Read The Little Engine That Could and discuss what helped the little engine.
 - * There were many things they didn’t know how to do when they were babies, but now they can.
 - * Trying to do new things and practicing are the only way to learn something.
 - * Asking a friend or grown up for help when frustrated is ok.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ identify examples of perseverance by characters in selected stories ▪ describe how a story would have ended differently if a character had not kept trying 	<ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Communication
Social Studies	<ul style="list-style-type: none"> ▪ See Guidance 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ practice sequencing skills by correctly ordering events in selected stories 	Mathematics – Process Standards <ul style="list-style-type: none"> ▪ Connections ▪ Communication
Science	<ul style="list-style-type: none"> ▪ identify examples of perseverance by characters in selected stories ▪ identify the cause and effect of character’s actions in selected stories 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ Discuss the story of “The Little Engine that Could” and how trying 	Health and Safety Standards 2009

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	your best can make you a better person.	<ul style="list-style-type: none"> ▪ Students will demonstrate the ability to advocate for self.
Related Arts	<ul style="list-style-type: none"> ▪ work on art project from start to finish ▪ practice playing a new instrument ▪ practice a new skill until mastered in PE ▪ listen to song about someone who demonstrated honesty 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate self. ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ share their feelings about how it feels to blame others for something they did wrong ▪ identify reasons why honesty is always the best policy 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate self. ▪ Students will understand and respect others.

HONESTY & INTEGRITY

APRIL

Grade: K

Trait: **HONESTY/INTEGRITY –to be truthful; fair and straightforward in conduct**

- Focus points:**
- *Identify examples of honesty displayed by characters in stories.
 - *Compare and contrast behaviors of famous people who demonstrated honesty r and those who did not.
 - *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ identify examples of honest behavior by characters in selected stories ▪ describe how a story would have ended differently if a character had not exhibited honesty 	<ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Communication
Social Studies	<ul style="list-style-type: none"> ▪ share feelings about children that take things that do not belong to them ▪ state why it is important to tell the truth 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ K-4.2 and K-4.1
Math	<ul style="list-style-type: none"> ▪ practice sequencing skills by correctly ordering events in selected stories 	Mathematics – Process Standards <ul style="list-style-type: none"> ▪ Connections ▪ Communication
Science	<ul style="list-style-type: none"> ▪ identify examples of honest behavior by characters in selected stories 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

Health	<ul style="list-style-type: none"> See Guidance 	Health and Safety Standards 2009 <ul style="list-style-type: none"> #3 Students will demonstrate the ability to advocate for personal, family and community health.
Related Arts	<ul style="list-style-type: none"> draw a picture depicting characters that made honest decisions 	<ul style="list-style-type: none"> Students will understand and appreciate self. Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> share their feelings about how it feels to blame others for something they did wrong identify reasons why honesty is always the best policy 	<ul style="list-style-type: none"> Students will understand and appreciate self. Students will understand and respect others.

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FAIRNESS & COOPERATION

MAY

Grade: K

Trait: ***FAIRNESS-- to play by the rules, to be open minded to the viewpoints of others***

- Focus points:***
- *Identify a character and explain how he/she demonstrated fairness?
 - *Select a story and write a different ending, with the main character acting unfairly.
 - *What do you consider heroic deeds?
 - *Do you want to associate with peers who are not fair? Why?
 - *Describe features of the legal system that are in place to ensure fairness.

COOPERATION –to play together or work well with others to accomplish a common goal

- Focus points:***
- *Explain why cooperation is important in your workplace, the school environment.
 - *Why is cooperation important in appreciating cultural diversity?
 - *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ review classroom and school rules▪ discuss how rules help us get along at school and at home▪ explain why cooperation is important in the school and classroom▪ practice working as a team member in teacher selected activities	<ul style="list-style-type: none">▪ Reading▪ Writing▪ Communication <p>Connections: Health, Physical Educations</p>

Social Studies	<ul style="list-style-type: none"> ▪ Discuss how it feels to be included in a group <ul style="list-style-type: none"> ○ How can we make someone feel included? What does it feel like when you want to be included in a group, but are not? ▪ identify and model skills for conflict resolution ▪ describe the similarities and differences among individuals ▪ describe the process of making and keeping a friend ▪ explain and exhibit appropriate types of communication ▪ demonstrate steps to solve problems and conflicts peacefully in his/her everyday life. ▪ identify reasons people need to communicate with others. The students will list ways to communicate.. ▪ discuss how families and communities cooperate to get what they need. ▪ discuss how members of a family work together 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ K-4.1, K-4.2 & K-2.1
Math	<ul style="list-style-type: none"> ▪ practice measuring and recording heights ▪ compare and contrast objects of different heights work cooperatively on a task ▪ list examples of cooperative behaviors ▪ with teacher assistance, rate self on level of cooperation with others. 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Reasoning and Proof
Science	<ul style="list-style-type: none"> ▪ practice cooperative teamwork skills on selected projects ▪ use teamwork skills to make oral presentation to classmates 	Science – Process Standards <ul style="list-style-type: none"> ▪ Classify ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ talk about safety rules in team sports ▪ demonstrate non-violent strategies to resolve conflicts ▪ See SOCIAL STUDIES 	Health & Safety Standards 2009 <ul style="list-style-type: none"> ▪ I-K.2.1 and I-K.5.1

RESPECT

SEPTEMBER

Grade: 1

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics do they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ See Guidance ▪ describe the similarities and differences among others ▪ explain and exhibit appropriate types of communication ▪ identify and model skills for conflict resolution 	<ul style="list-style-type: none"> ▪ Reading ▪ Communication
Social Studies	<ul style="list-style-type: none"> ▪ demonstrate an understanding of the role of human systems on the Earth ▪ define culture and realize that different places have different cultures 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 1-1.2
Math	<ul style="list-style-type: none"> ▪ See ELA 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ participate in a group discussion about how to treat the earth with respect 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate the ability to use positive communication skills with parents, family members, and peers 	Health and safety Standards 2009 <ul style="list-style-type: none"> ▪ I-1.4.3, P-1.4.2 Connections: ELA, Fine Arts: Visual Arts, Dance, Music, S..S.
Related Arts	<ul style="list-style-type: none"> ▪ identify real-life examples of respectful and disrespectful behavior ▪ analyze elements of respectful and disrespectful behavior 	<ul style="list-style-type: none"> ▪ Students will develop a sense of community.

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Guidance	<ul style="list-style-type: none"> ▪ See ELA ▪ practice effective friendship skills ▪ identify a goal to be accomplished ▪ organize a plan to accomplish chosen goal ▪ brainstorm effective ways to deal with aggressive students ▪ participate in a discussion about school and community resource people ▪ complete a mapping exercise which supports the discussion and acts as a visual reinforcer ▪ list ways he/she is alike and different from peers 	<ul style="list-style-type: none"> ▪ The student acquires the attitudes, knowledge, and interpersonal skills to help them understand and respect self and others. ▪ The student makes decisions, sets goals, and takes necessary action to achieve goals.
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RESPONSIBILITY

OCTOBER

Grade: 1

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?
- *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ identify and recognize family roles and responsibilities ▪ identify appropriate skills for positive family relationships 	<ul style="list-style-type: none"> ▪ Communication
Social Studies	<ul style="list-style-type: none"> ▪ See ELA 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 1-1.4-roles
Math	<ul style="list-style-type: none"> ▪ See ELA 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Connections
Science	<ul style="list-style-type: none"> ▪ identify things students can do together to take more responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.) ▪ make a plan and implement it ▪ share results in an oral report to class 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ describe characteristics needed to be a responsible friend and family member ▪ demonstrate positive strategies to reduce stress and anger in relation to identified stressors ▪ tell how to make healthy (wise, responsible) decisions ▪ tell when to ask a grown-up for help when making a decision 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ P-1.5.1 Connections: Physical Education, Fine Arts: Dance, Drama, Visual Arts, Music

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	<ul style="list-style-type: none"> describe ways to get along with and show respect for your family and friends 	
Related Arts	<ul style="list-style-type: none"> design a "Being Responsible" poster illustrating the six responsible behaviors display poster in classroom 	<ul style="list-style-type: none"> Students will understand and respect others. Students will understand and appreciate self.
Guidance	<ul style="list-style-type: none"> See ELA 	<ul style="list-style-type: none"> Students will understand and appreciate home and family.

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GOOD CITIZENSHIP

NOVEMBER

Grade: 1

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ obtain pen pals directly affected from 9/11 and correspond through letters, pictures and gifts 	<ul style="list-style-type: none"> ▪ Writing
Social Studies	<ul style="list-style-type: none"> ▪ discuss ways to be a good citizen in the classroom, in school, the home, and in the community 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 1-6.3
Math	<ul style="list-style-type: none"> ▪ brainstorm types of volunteer work young students can do ▪ use analytical skills to choose a particular volunteer activity he/she could do 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving
Science	<ul style="list-style-type: none"> ▪ identify things students can do together to take more responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.). ▪ make a plan and implement it. 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ identify a problem in community that needs to be fixed. 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ Standard 8: The students will demonstrate the ability to advocate for personal, family and consumer health.

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Related Arts	<ul style="list-style-type: none"> ▪ identify examples of people demonstrating good citizenship from a newspaper, magazine, TV show, or movie. ▪ listen to or sing a song about someone who demonstrated good citizenship. 	<ul style="list-style-type: none"> ▪ Students will develop a sense of community.
Guidance	<ul style="list-style-type: none"> ▪ identify careers in the community ▪ distinguish which work activities in the school environment are done by specific people ▪ describe what they do and why ▪ listen to and discuss a literary work ▪ illustrate and write about an important lesson learned from the selection ▪ practice speaking, listening, and inquiry skills during “Show and Tell” sessions ▪ explain reasons why mistakes are learning experiences ▪ list uses of math outside the classroom ▪ verbalize examples of his/her niche within the family, school, and community after listening to and discussing selected stories 	<ul style="list-style-type: none"> ▪ The student acquires the attitudes, knowledge, and skills that contribute to effective learning in school and across the life span.

GENEROSITY

DECEMBER

Grade: 1

Trait: *GENEROSITY –a willingness to give to others*

- Focus points:**
- * How do we share with each other every day?
 - * What are ways that we can give or share at school, home, and our community?
 - * How does it feel when you share with others? How does it feel when other share with you?

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none">▪ identify examples of sharing/giving in selected stories▪ create an alternate ending for selected stories based on characters sharing and giving or not sharing or giving.▪ maintain a sharing/giving journal	<ul style="list-style-type: none">▪ Writing▪ Communication▪ Connections
Social Studies	<ul style="list-style-type: none">▪ describe how sharing and giving effects friendships▪ describe the process of sharing or giving▪ explore different holiday customs for giving and sharing in other cultures	Social Studies Standards 2005
Math	<ul style="list-style-type: none">▪ keep a tally of different acts of sharing observed at recess▪ create a graph of acts of sharing or giving observed in the classroom or at holiday times	Mathematics Process Standards <ul style="list-style-type: none">▪ Communication▪ Representation

Science	<ul style="list-style-type: none"> ▪ identify examples of sharing ▪ maintain a visual classroom record of sharing during a given time 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ See S.S 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ Students will demonstrate the ability to use interpersonal communication skills to enhance health.
Related Arts	<ul style="list-style-type: none"> ▪ create drawings for giving at the holidays – to be donated to nursing home or taken home for someone special ▪ participate in songs of sharing and giving ▪ demonstrate sharing when participating in related arts activities 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ participate in school-wide community service learning project (food drive, angel trees, etc.) ▪ participate in discussion to answer the following questions: <ul style="list-style-type: none"> ○ What are ways we can give to others? ○ What are ways we share at school and at home? ○ How does it feel when someone shares with you? ○ How does it feel when you share with someone? 	<ul style="list-style-type: none"> ▪ Learning to Live ▪ Students will understand and respect others.

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SELF-DISCIPLINE

JANUARY

Grade: 1

Trait: ***SELF-DISCIPLINE – to demonstrate the ability to control yourself in all situations***

- Focus points:**
- *If you were asked to be on a student committee, working on school safety issues, what would be your advice?
 - *Describe how you organize your school and home responsibilities.
 - *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ follow the class and school rules ▪ participate in class activities ▪ define “healthy choices” 	<ul style="list-style-type: none"> ▪ Communication
Social Studies	<ul style="list-style-type: none"> ▪ identify positive ways of handling anger ▪ list these positive behaviors on a chart ▪ post the chart in the classroom and refer to it when situations arise. 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ See Health 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Connections
Science	<ul style="list-style-type: none"> ▪ practice organizational skills in maintenance of classroom ▪ complete assigned “housekeeping” tasks in classroom ▪ exhibit correct manners and behaviors in cafeteria ▪ identify examples of safe behavior in stories ▪ identify examples of healthy lifestyle choices in selected stories 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate use of positive self-management skills ▪ demonstrate strategies for reducing or avoiding unsafe situations ▪ identify and describe feelings and actions ▪ explain the importance of a positive self-image ▪ exhibit self-control and individual responsibility 	Health & Safety Standards 2009 <ul style="list-style-type: none"> ▪ I-1.4.3, P-1.5.1, P-1.6.1 <p style="text-align: right;">Connections: ELA, SOCIAL STUDIES</p>

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Related Arts	<ul style="list-style-type: none"> ▪ practice listening skill of following multi-step directions ▪ share drawings with classmates ▪ participate in discussion of importance of following directions carefully 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ See Health 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate self.

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KINDNESS & CARING

FEBRUARY

Grade: 1

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

- Focus points:**
- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
 - *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
 - *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
 - *How does the character trait of kindness fit into your school setting?
 - *Identify behaviors of a caring person.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ maintain a journal to record acts of kindness observed, received, or given to other ▪ list careers that involve caring ▪ identify traits of “caring professions” ▪ identify acts of kindness performed by characters in selected stories ▪ create alternate endings for selected stories based on characters performing, or not performing, acts of kindness 	<ul style="list-style-type: none"> ▪ Writing <p>Connections: Science</p>
Social Studies	<ul style="list-style-type: none"> ▪ describe similarities and differences among individuals ▪ describe the process of making and keeping a friend ▪ explain and exhibit appropriate types of communication ▪ describe similarities and differences among others ▪ describe the process of making and keeping a friend ▪ explain and exhibit appropriate types of communication ▪ demonstrate an understanding of the role of human systems on the Earth. ▪ define <i>culture</i> ▪ be able to explain that different places have different cultures 	<p>Social Studies Standards 2005</p> <ul style="list-style-type: none"> ▪ 1-1.1

Math	<ul style="list-style-type: none"> ▪ list on board acts of caring observed at Recess ▪ list acts of kindness from Recess ▪ count and record the number of students who witnessed each act during recess ▪ count and record number of students who witnessed each act on the playground 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Representation
Science	<ul style="list-style-type: none"> ▪ identify examples of kind acts ▪ maintain a visual classroom record of acts of kindness done or received ▪ identify examples of kind acts ▪ maintain a visual classroom record of acts of ▪ done or received 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate the ability to influence and support others in making positive mental health choices ▪ See SOCIAL STUDIES ▪ <i>Live by the ‘golden rule’, treat others the way you want to be treated</i> 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ P-1.2.1, I-1.4.3, P-1.5.1
Related Arts	<ul style="list-style-type: none"> ▪ participate in class discussion of importance of individual action in making the world a better place to live ▪ brainstorm ideas of actions children can to make the world a better place ▪ display posters in selected public places ▪ publish a class book on how to be a caring person. ▪ draw pictures of caring behaviors ▪ write a description of each caring behavior 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ See SOCIAL STUDIES ▪ <i>Live by the ‘golden rule’, treat others the way you want to be treated</i> 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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PERSEVERANCE

Grade 1

MARCH

Trait: *PERSEVERANCE---being persistent in one's efforts to accomplish a purpose or goal despite difficulty or obstacles; willingness to try again despite mistakes and failures (Commitment, hard work, patience, endurance; Trying again and again)*

Focus points:

- * We all need to have an "I Can" attitude and try our best.
- * Read Stand Tall Molloy Lou Melon and how she was successful.
- * There were many things they didn't know how to do when they were babies, but now they can.
- * Trying to do new things and practicing are the only way to learn something.
- * Asking a friend or grown up for help when frustrated is ok.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ read selected stories about characters who persevere ▪ identify ways character persevered ▪ write alternate ending for story showing what would happen if the character had given up ▪ use non-print media to illustrate written ideas 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will write effectively for different audiences and purposes
Social Studies	<ul style="list-style-type: none"> ▪ See Guidance 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ practice sequencing skills by correctly ordering events in selected stories 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ identify examples of perseverance by characters in selected stories ▪ identify the cause and effect of character's actions in selected stories 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

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Health	<ul style="list-style-type: none"> reflect back to younger years and list times when perseverance helped them learn a new skill (riding a bike, tying shoes, etc.) practice asking for help when frustrated by obstacles 	Health and Safety Standards 2009 <ul style="list-style-type: none"> M-1.1.1
Related Arts	<ul style="list-style-type: none"> try a new skill in PE and practice until mastered. learn to play an instrument work on a multi-step art project to completion 	<ul style="list-style-type: none"> Students will understand and appreciate self.
Guidance	<ul style="list-style-type: none"> learn problem solving skills (see 2nd Step) learn to effectively use an I-message to express frustration identify “self talk” phrases (I can, etc.) to encourage self learn ways to ask for assistance from adults and peers 	<ul style="list-style-type: none"> Students will understand and appreciate self.

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HONESTY & INTEGRITY

APRIL

Grade: 1

Trait: **HONESTY/INTEGRITY- to be truthful; fair and straightforward in conduct**

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ identify examples of honest behavior by characters in selected stories ▪ compare and contrast examples of honest and dishonest behavior 	<ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Communication <ul style="list-style-type: none"> – Connections: Health
Social Studies	<ul style="list-style-type: none"> ▪ conduct a survey in your school or community regarding perceptions of honest and dishonest behavior ▪ compile survey results into a scrapbook or other graphic record 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ complete sequencing activities related to plot events in selected stories 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Reasoning and Proof
Science	<ul style="list-style-type: none"> ▪ conduct a survey in your school or community regarding perceptions of honest and dishonest behavior ▪ compile survey results into a scrapbook or other graphic record 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ write an essay about a situation in which you were dishonest (lied, cheated, or stole). 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ I-1.4.3, P-1.5.1
Related Arts	<ul style="list-style-type: none"> ▪ role-play or use puppets to act out various situations where one or more students are under pressure to be dishonest ▪ videotape presentation and share with other classes 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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Guidance	<ul style="list-style-type: none"> ▪ keep an "Honesty-Dishonesty" journal for one week. ▪ write a summary of journal entries ▪ share findings in oral presentation to classmates 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
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FAIRNESS & COOPERATION

MAY

Grade: 1

Trait: ***FAIRNESS-- to play by the rules, to be open minded to the viewpoints of others***

- Focus points:***
- *Identify a character and explain how he/she demonstrated fairness?
 - *Select a story and write a different ending, with the main character acting unfairly.
 - *What do you consider heroic deeds?
 - *Do you want to associate with peers who are not fair? Why?
 - *Describe features of the legal system that are in place to ensure fairness.

COOPERATION –to play together or work well with others to accomplish a common goal

- Focus points:***
- *Explain why cooperation is important in your workplace, the school environment.
 - *Why is cooperation important in appreciating cultural diversity?
 - *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ review classroom and school rules▪ discuss how rules help us get along at school and at home▪ explain why cooperation is important in the school and classroom▪ practice working as a team member in teacher selected activities	<ul style="list-style-type: none">▪ Reading▪ Writing▪ Communication <p>Connections: Health, Physical Educations</p>

Social Studies	<ul style="list-style-type: none"> ▪ discuss how it feels to be included in a group <ul style="list-style-type: none"> ○ How can we make someone feel included? What does it feel like when you want to be included in a group, but are not? ▪ identify and model skills for conflict resolution ▪ describe the similarities and differences among individuals ▪ describe the process of making and keeping a friend ▪ explain and exhibit appropriate types of communication ▪ demonstrate steps to solve problems and conflicts peacefully in his/her everyday life. ▪ identify reasons people need to communicate with others. The students will list ways to communicate.. ▪ discuss how families and communities cooperate to get what they need. ▪ discuss how members of a family work together 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 1-1.1, 1-3.4, 1-1.5, 1-6.3
Math	<ul style="list-style-type: none"> ▪ practice measuring and recording heights ▪ compare and contrast objects of different heights ▪ work cooperatively on a task ▪ list examples of cooperative behaviors ▪ with teacher assistance, rate self on level of cooperation with others 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Reasoning and Proof
Science	<ul style="list-style-type: none"> ▪ practice cooperative teamwork skills on selected projects ▪ use teamwork skills to make oral presentation to classmates 	Science – Process Standards <ul style="list-style-type: none"> ▪ Classify ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ talk about safety rules in team sports ▪ demonstrate non-violent strategies to resolve conflicts ▪ See SOCIAL STUDIES 	Health and Safety standards 2009 <ul style="list-style-type: none"> ▪ I-1.4.3 ▪ Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health <p style="text-align: right;">Connections: Fine Arts: Drama, SOCIAL STUDIES, ELA</p>

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Related Arts	<ul style="list-style-type: none"> ▪ create a skit about the first day of school, include ideas and lessons that might help friends in school ▪ sing selected songs related to friendship ▪ design and display a "How to Cooperate" poster or drawing that illustrates the cooperative behaviors listed at the top of this column. ▪ display posters on a wall. 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ use books that relate to fairness and cooperation. Discuss the character's behavior, both positive and negative. 	<ul style="list-style-type: none"> ▪ Students will understand and respect others. ▪ Students will understand and appreciate self. ▪ The student makes decisions, sets goals, and takes necessary action to achieve goals.

RESPECT

SEPTEMBER

Grade: 2

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics do they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ describe similarities and differences among others ▪ explain and exhibit appropriate types of communication ▪ identify and model skills for conflict resolution ▪ See Guidance for the following: ▪ <i>If You're Happy! , My Family, Ups and Downs, Choices, Target Practice</i> 	English Language Arts – Strands <ul style="list-style-type: none"> – The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. – The student will recognize, demonstrate, and analyze the qualities of effective communication
Social Studies	<ul style="list-style-type: none"> ▪ identify likenesses and differences in the population of different places 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 2-1.3
Math	<ul style="list-style-type: none"> ▪ See ELA 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ practice organizational skills in maintenance of classroom ▪ complete assigned “housekeeping” tasks in classroom ▪ exhibit correct manners and behaviors in cafeteria ▪ identify examples of safe behavior in stories ▪ identify examples of healthy lifestyle choices in selected stories 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

Health	<ul style="list-style-type: none"> show how to address adults respectfully See Guidance for the following: <i>If You're Happy!, My Family, Ups and Downs, Choices, Target Practice</i> 	<p>Health and Safety Standards 2009</p> <ul style="list-style-type: none"> Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health See Guidance <p>Connections: ELA, Fine Arts - Drama</p>
Related Arts	<ul style="list-style-type: none"> make a class contract to lay out a set of rules for having a respectful classroom. What will be the penalties for violating the rules? brainstorm ways to make your school environment more respectful. create a list of recommendations; place them in your school newspaper or on a poster. 	<ul style="list-style-type: none"> Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> See ELA <i>If You're Happy!</i> <ul style="list-style-type: none"> be able to identify several familiar emotions, relate specific events to these emotions, and consider consequences of emotions <i>My Family</i> <ul style="list-style-type: none"> be able to recognize family roles and identify the individual in their family who fulfills each role <i>Ups and Downs</i> <ul style="list-style-type: none"> be able to identify a given prompt as a positive or negative statement and will be able to describe the feelings it creates <i>Choices</i> <ul style="list-style-type: none"> be able to recognize and create alternatives for specific situations <i>Target practice</i> <ul style="list-style-type: none"> identify a goal, relate it to a target shape, and discuss personal qualities which would help achieve the targeted goal 	<ul style="list-style-type: none"> Students acquire the attitudes, knowledge, and interpersonal skills to help them understand self and others Students make decisions, set goals, and take necessary action to achieve goals

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RESPONSIBILITY

OCTOBER

Grade: 2

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

- Focus points:**
- *What are your responsibilities as a student? at home?
 - *What responsibilities will you assume as you get older?
 - *How do you hold others accountable for their behavior?
 - *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ identify and recognize family roles and responsibilities▪ identify appropriate skills for positive family relationships	English Language Arts – Strands – The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
Social Studies	<ul style="list-style-type: none">▪ See ELA	Social Studies Standards 2005 <ul style="list-style-type: none">▪ 1-1.4
Math	<ul style="list-style-type: none">▪ See ELA	Mathematics Process Standards <ul style="list-style-type: none">▪ Communication

Science	<ul style="list-style-type: none"> ▪ practice organizational skills in maintenance of classroom ▪ complete assigned “housekeeping” tasks in classroom ▪ exhibit correct manners and behaviors in cafeteria ▪ identify examples of safe behavior in stories ▪ identify examples of healthy lifestyle choices in selected stories 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ describe characteristics needed to be a responsible friend and family member ▪ show how to express joy, sadness, frustration, and fear in healthy ways ▪ demonstrate strategies for reducing and avoiding unsafe situations ▪ set a goal and develop a plan for personal responsibility within the family and track its progress 	Health and Safety Standards 2009: <ul style="list-style-type: none"> ▪ M-2.1.2, N-2.1.4, M-2.4.1, I-2.4.1, I-2.4.2, P-2.5.1, I-2.6.1, M-2.7.1, I-2.7.1, N-2.7.1, I-2.8.1, D-2.8.1, P-2.8.1, N-2.8.1 Connections: Fine Arts – Dance, Visual Arts, Music, Drama, and S. S., ELA, Physical Education, Math
Related Arts	<ul style="list-style-type: none"> ▪ contribute to a discussion about classroom responsibility: ▪ What are the kids' responsibilities, and what are the teacher's responsibilities? What are the consequences of being irresponsible? ▪ What are the rewards of being responsible? ▪ Make a chart of these responsibilities on the board 	<ul style="list-style-type: none"> ▪ Students will make decisions, set goals, and take actions. ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ identify and recognize family roles and responsibilities ▪ identify appropriate skills for positive family relationships ▪ describe why school is important ▪ describe how he/she learns something ▪ describe the tools needed to do schoolwork ▪ describe how they plan to do a school assignment 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate home and family. ▪ Students will employ strategies to achieve school success.

GOOD CITIZENSHIP

NOVEMBER

Grade: 2

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

- Focus points:**
- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
 - *What are the messages regarding responsible citizenship?
 - *If you could write a class/school constitution, what important information would you include?
 - *How did a particular document affect the lives of citizens in certain countries?
 - *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ See Guidance 	<ul style="list-style-type: none"> ▪ Reading ▪ Communication
Social Studies	<ul style="list-style-type: none"> ▪ define citizenship ▪ identify ways to demonstrate good citizenship 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ K-4.1
Math	<ul style="list-style-type: none"> ▪ brainstorm types of volunteer work young students can do ▪ use analytical skills to choose a particular volunteer activity he/she could do 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving
Science	<ul style="list-style-type: none"> ▪ identify things students can do together to take more responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.). ▪ make a plan and implement it. ▪ share results in an oral report to class 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate ▪ See www.goodcharacter.com

Health	<ul style="list-style-type: none"> recognize the influences of peers and family on behaviors related to ATOD use 	Health and Safety Standards 2009 <ul style="list-style-type: none"> M-2.1.1, D-2.1.1, I-2.2.1, D-2.2.1, P-2.2.1, N-2.2.1, N-2.2.2, D-2.3.1, I-2.4.1, I-2.7.1, I-2.8.1, D-2.8.1, P-2.8.1, N-2.8.1 See Guidance
Related Arts	<ul style="list-style-type: none"> identify needs in the school or community plan a service project to meet those needs demonstrate respect for other students' work in related arts classes 	<ul style="list-style-type: none"> Students will develop a sense of community Students will understand and respect others. For guidance in planning a service project, visit www.goodcharacter.com and click on "service learning."
Guidance	<ul style="list-style-type: none"> <i>Building a Community</i> <ul style="list-style-type: none"> identify Careers in the community distinguish which work activities in the school environment are done by specific people describe what they do and why <i>Baking Up School Success</i> <ul style="list-style-type: none"> describe why school is important describe how they learn something describe the tools needed to do school work describe how they plan to do a school assignment <i>Big Green Ball</i> <ul style="list-style-type: none"> independently create a green ball of their own after listening to and discussing the Steven Kellogg story, <u>The Mystery of the Magic Green Ball</u> <i>Teacher Says</i> <ul style="list-style-type: none"> practice listening to and following one, two, and three step directions <i>Decisions!</i> <ul style="list-style-type: none"> evaluate choices made by characters in story and will apply some of these skills to personal situations 	<ul style="list-style-type: none"> Students will develop a sense of community Students will understand and respect others.

	<ul style="list-style-type: none"> ▪ <i>I Can!</i> <ul style="list-style-type: none"> ○ realize some of the skills which they have mastered, and will also indicate a skill on which they can work during the year ▪ <i>Work Out!</i> <ul style="list-style-type: none"> ○ be able to indicate at least one way in which schoolwork relates to a specific job 	
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GENEROSITY

DECEMBER

Grade: 2

Trait: **GENEROSITY** – *a willingness to give to others*

- Focus points :**
- * How do we share with each other every day?
 - * What are ways that we can give or share at school, home, and our community?
 - * How does it feel when you share with others? How does it feel when other share with you?
 - * How does the character trait of generosity fit into your school setting?
 - * How does generosity effect friendships?
 - * How does generosity effect our community?

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ read selected stories and answer the following: <ul style="list-style-type: none"> ○ How did giving effect characters in the story/ ○ If you had written the story, what changes would you have made to demonstrate more generosity? Why? ○ Explain how the story would have ended if generosity had taken place or had not taken place. ▪ use non-print media to illustrate written ideas ▪ generate a list of ways we can be generous with during the holidays 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication ▪ The student will write effectively for different audiences and purposes
Social Studies	<ul style="list-style-type: none"> ▪ describe the process of sharing/giving ▪ recognize the similarities and differences in various cultures and generosity during the holidays ▪ state examples of generosity in various holiday customs 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ brainstorm lists of ways to share and give both with and without material objects ▪ make a chart showing the ways to give ▪ measure and weigh food for the food fight ▪ estimate pounds of food collected 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Reasoning and Proof

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Science	<ul style="list-style-type: none"> ▪ keep a tally of different acts of sharing observed at recess ▪ create a graph of acts of sharing or giving observed in the classroom or at holiday times ▪ make a plan for giving and implement it 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ tell how sharing and giving occur ▪ tell how it feels when they are generous and share ▪ write about how it felt when someone share with you and how it felt when you shared with another 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ M-2.4.1 ▪ Students will demonstrate the ability to use interpersonal communication skills to enhance health
Related Arts	<ul style="list-style-type: none"> ▪ create drawings for giving at the holidays – to be donated to nursing home or taken home for someone special ▪ participate in songs of sharing and giving 	<ul style="list-style-type: none"> ▪ Students will develop a sense of community. ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ participate in school-wide community service learning project (food drive, angel trees, etc.) ▪ participate in discussion to answer the following questions: <ul style="list-style-type: none"> ○ What are ways we can give to others? ○ What are ways we share at school and at home? ○ How does it feel when someone shares with you? ○ How does it feel when you share with someone? 	<ul style="list-style-type: none"> ▪ Learning to Live ▪ Students will develop a sense of community. ▪ Students will understand and respect others.

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SELF-DISCIPLINE

JANUARY

Grade: 2

Trait: ***SELF-DISCIPLINE – to demonstrate the ability to control yourself in all situations***

- Focus points:**
- *If you were asked to be on a student committee, working on school safety issues, what would be your advice?
 - *Describe how you organize your school and home responsibilities.
 - *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ identify ways in which they handle their anger in positive ways ▪ list these anger management techniques on a chart ▪ post the chart in the classroom and refer to it when situations arise. ▪ design a "Saying No" poster ▪ display poster in classroom 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will write effectively for different audiences and purposes
Social Studies	<ul style="list-style-type: none"> ▪ understand and appreciate self 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ See Health 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ practice organizational skills in maintenance of classroom ▪ complete assigned “housekeeping” tasks in classroom ▪ exhibit correct manners and behaviors in cafeteria ▪ identify examples of safe behavior in stories ▪ identify examples of healthy lifestyle choices in selected stories 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

Health	<ul style="list-style-type: none"> ▪ <i>Finding Beauty</i> <ul style="list-style-type: none"> ○ identify and describe feelings and actions ○ explain the importance of a positive self-image ○ exhibit self-control and individual responsibility ▪ <i>The M&M Experiment</i> <ul style="list-style-type: none"> ○ understand and appreciate self identify strategies for managing stress and emotions ▪ tell what things cause stress, depression, and anger and explain how to cope ▪ show how to sleep, good nutritional choices and exercise can reduce stress, depression and anger 	<p>Health and Safety Standards 2009</p> <ul style="list-style-type: none"> ▪ N-2.1.1, N-2.1.2, N-2.1.3, N-2.1.4, M-2.4.1, I-2.4.1, I-2.4.2, P-2.5.1, I-2.6.1, P-2.6.1, P-2.6.2, N-2.6.1, N-2.6.2, M-2.7.1, N-2.8.1 <p>Connections: Physical Education, Fine Arts - Visual Arts, Music, Drama, Dance, Math, ELA,</p>
Related Arts	<ul style="list-style-type: none"> ▪ identify and describe feelings and causes of ▪ anger ▪ identify situational stressors that can trigger anger and other negative emotions ▪ select examples of anger in real-life situations 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ See Health 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate self.

KINDNESS & CARING

FEBRUARY

Grade: 2

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

CARING – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Focus points:

- *Have you ever felt like one of the characters in the story? Explain.
- *If you had written the story, what changes might you have made?
- *Do any of the characters remind you of anyone you know? Explain.
- *Identify behaviors of a caring person.
- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ identify behaviors of a caring person ▪ write a response to a print or non-print medium that analyzes the work and supports judgments with specific references to the text ▪ write effectively for a specific purpose ▪ generate variety of examples of acts of kindness ▪ use non-print media to illustrate written ideas 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication ▪ The student will write effectively for different audiences and purposes

Social Studies	<ul style="list-style-type: none"> describe the similarity and differences among others describe the process of making and keeping a friend explain and exhibit appropriate types of communication recognize that the U.S. is made up of a diverse population that reflects specific cultural beliefs relate folktales to people from regions through the world state examples of ways that a nation's heritage is formed by customs and beliefs of people from many cultures. 	Social Studies Standards 2005 <ul style="list-style-type: none"> 2-1.2, 2-1.4
Math	<ul style="list-style-type: none"> contribute to group discussion by practicing appropriate speaking and listening skills brainstorm list of caring and altruistic behaviors evaluate consequences and effects of various actions contribute to group discussion by practicing appropriate speaking and listening skills 	Mathematics Process Standards <ul style="list-style-type: none"> Communication Reasoning and Proof
Science	<ul style="list-style-type: none"> identify things students can do together to take more responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.). make a plan and implement it. use appropriate speaking skills to share results in an oral report to the class generate examples of kind acts maintain a visual classroom record of acts of kindness done or received 	Science – Process Standards <ul style="list-style-type: none"> Observe Communicate
Health	<ul style="list-style-type: none"> show how to help a friend experiencing stress to feel better Explain why it is not nice to label people because of race, gender, or disability See S.S. 	Health and Safety Standards 2009 <ul style="list-style-type: none"> M-2.1.1, M-2.4.1, I-2.4.2, M-2.5.1, P-2.8.1 <p>Connections: Physical Education, ELA, Fine Arts Visual Arts, Drama</p>

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Related Arts	<ul style="list-style-type: none"> ▪ identify needs in the school or community ▪ plan a service project to meet those needs. ▪ develop a sense of community ▪ verbalize connections between all class members ▪ state cause and effect relationship between acts of kindness and sense of community ▪ identify how to help younger children at play 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ See S.S. 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

PERSEVERANCE

Grade 2

MARCH

Trait: PERSEVERANCE---*being persistent in one's efforts to accomplish a purpose or goal despite difficulty or obstacles; willingness to try again despite mistakes and failures (Commitment, hard work, patience, endurance; Trying again and again)*

Focus points:

- * Persistence pays off, examples of famous people who had to keep trying to succeed.
- * From selected stories reflect on how perseverance led the character to success.
- * Discuss phrases used to encourage perseverance such as “stick to it”, “keep trying,” “I can,” “practice makes perfect,” “I think I can,” etc.
- Identify ways to persevere, list ways you can show perseverance.
-

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ read biographies of people who overcame obstacles to be successful. ▪ identify ways character persevered. ▪ make posters for the classroom of phrases or quotes to encourage perseverance ▪ using non-print media, illustrate written ideas 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will write effectively for different audiences and purposes
Social Studies	<ul style="list-style-type: none"> ▪ recognize historical figures who persevered to succeed ▪ -state examples of ways our nation's heritage was formed by perseverance 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ -See ELA and SS 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ Chart progress of skill being practiced 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
	<ul style="list-style-type: none"> ▪ reflect back to younger years and list times when perseverance helped them learn a new skill (riding a bike, tying shoes, etc.) 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ Demonstrate ability to use

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Health	<ul style="list-style-type: none"> Practice asking for help when frustrated by obstacles 	interpersonal skills to enhance health.
Related Arts	<ul style="list-style-type: none"> draw about a time they succeeded by practicing learn a new instrument and practice sing songs about perseverance practice new skills in PE until successful encourage others trying new skills 	<ul style="list-style-type: none"> Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> learn problem solving skills (see 2nd Step) learn to effectively use an I-message to express frustration identify “self talk” phrases (I can, etc.) to encourage self learn ways to ask for assistance from adults and peers 	<ul style="list-style-type: none"> Students will understand and appreciate self.

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HONESTY & INTEGRITY

APRIL

Grade: 2

Trait: **HONESTY/INTEGRITY –to be truthful; fair and straightforward in conduct**

- Focus points:**
- *Identify examples of honesty displayed by characters in stories.
 - *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
 - *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ identify examples of honesty displayed by characters in selected stories 	English Language Arts – Strands <ul style="list-style-type: none"> – The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
Social Studies	<ul style="list-style-type: none"> ▪ conduct a survey in your school or community asking questions like the following: Do you think people are honest enough? What are some examples of dishonesty you really dislike? What are some examples of honesty that you especially appreciate? ▪ compile the results into a scrapbook. 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ correctly sequence plot events in selected stories 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Reasoning and Proof
Science	<ul style="list-style-type: none"> ▪ study the biographies of outstanding persons such as Benjamin Franklin, Alexander Graham Bell, the Wright brothers, Thomas Edison or others ▪ identify examples of honest behavior in their lives 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ Participate in the following discussion: <ul style="list-style-type: none"> ○ Talk about a time somebody broke a promise to you. How did that make you feel? Have you ever broken a promise to someone? How do you think it made that person feel? 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ M-2.4.1, I-2.4.1, I-2.4.2, M-2.5.1

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Related Arts	<ul style="list-style-type: none"> ▪ role-play or use puppets to act out various situations where one or more students are under pressure to be dishonest. Example: lying to cover up for a friend ▪ videotape activity and share it with other classes. 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ keep a daily record of choices made that involve honesty for a week. ▪ analyze choices at the end of the week: How do you feel about the choices you made? How could you do better? 	<ul style="list-style-type: none"> ▪ Students will understand and respect others. ▪ Students will understand and appreciate self.

FAIRNESS & COOPERATION

MAY

Grade: 2

Trait: ***FAIRNESS – to play by the rules, to be open minded to the viewpoints of others***

Focus points: *Identify a character and explain how he/she demonstrated fairness?

*Select a story and write a different ending, with the main character acting unfairly.

*What do you consider heroic deeds?

*Do you want to associate with peers who are not fair? Why?

*Describe features of the legal system that are in place to ensure fairness.

COOPERATION –to play together or work well with others to accomplish a common goal

Focus points: *Explain why cooperation is important in your workplace, the school environment.

*Why is cooperation important in appreciating cultural diversity?

*Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">Identify ways characters in selected stories acted in ways that were <i>fair</i> and <i>just</i>imagine that you get out of bed one morning in a rotten mood feel like being totally uncooperative for the whole day. Write about all the things you could do that would make your friends and teachers look at you and say, "Boy, are you being uncooperative today!"	English Language Arts – Strands <ul style="list-style-type: none">The student will write effectively for different audiences and purposes.

Social Studies	<p><i>Problem Solving Stepping Stones</i></p> <ul style="list-style-type: none"> ▪ identify and model skills for conflict resolution <p><i>Friendship Flowers</i></p> <ul style="list-style-type: none"> ▪ describe the similarities and differences among others ▪ describe the process of making and keeping a friend ▪ recognize the reason rules and laws exist ▪ examine consequences of breaking rules ▪ explain and exhibit appropriate types of communication ▪ identify ways people in America work together as a nation ▪ list major principles and ideals of American democracy. ▪ recognize the importance of citizens working together for a common goal 	<p>Social Studies Standards 2005</p> <ul style="list-style-type: none"> ▪ Review K-2.1, and 1-3.4 ▪ 2-1.1, 2-1.3, 1-1.4
Math	<ul style="list-style-type: none"> ▪ design a "How to Cooperate" poster that illustrates cooperative behaviors ▪ display it on a wall 	<p>Mathematics Process Standards</p> <ul style="list-style-type: none"> ▪ Communication ▪ Representation
Science	<ul style="list-style-type: none"> ▪ practice cooperative teamwork skills on selected projects ▪ use teamwork skills to make oral presentation to classmates ▪ classify classmates according to given categories ▪ generate examples of fair and unfair behaviors ▪ observe connections between concept of fairness and real-life situations 	<p>Science – Process Standards</p> <ul style="list-style-type: none"> ▪ Classify ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ analyze elements of fairness and unfairness, of justice and injustice, in given situations ▪ contribute to class discussion in appropriate ways ▪ make a health plan to help with family chores ▪ describe questions to ask when making decisions with friends ▪ demonstrate how to respond to an angry classmate ▪ See SOCIAL STUDIES 	<p>Health and safety Standards 2009</p> <ul style="list-style-type: none"> ▪ M-2.1.2, M-2.4.1, I-2.4.1, I-2.4.2, I-2.7.1, P-2.2.1, P-2.6.2 <p>Connections: ELA</p>

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Related Arts	<ul style="list-style-type: none"> ▪ work cooperatively in teams to create music ▪ list cooperative behaviors that were necessary to make the music 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ See SOCIAL STUDIES 	<ul style="list-style-type: none"> ▪ Students will develop a sense of community ▪ Students will understand and respect others.

RESPECT

SEPTEMBER

Grade: 3

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

Focus points:

- *What did the main character do that demonstrated respect?
- *Do you respect the main character and why or why not?
- *Who is a figure in your life that you respect and what characteristics to they exhibit?
- *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<p><i>ABCs of Feelings</i></p> <ul style="list-style-type: none"> ▪ describe personal feelings ▪ practice self-control and individual responsibility ▪ apply conflict resolution skills ▪ describe and demonstrate ways to listen and express feelings that enhance effective communication ▪ identify possible solutions to a problem ▪ explain effective coping skills for dealing with problems ▪ identify and outline consequences of decisions and choices 	<ul style="list-style-type: none"> ▪ Reading ▪ Communication

Social Studies	<ul style="list-style-type: none"> ▪ <i>Hands and Mouths</i> ▪ practice self-control and individual responsibility ▪ recognize and explain personal boundaries, rights, and needs ▪ model effective communication skills ▪ identify and explain appropriate and inappropriate touching ▪ identify and understand the role of resource people in the school and community ▪ understand how to seek the help of resource people in the community ▪ practice personal safety habits ▪ give examples of people who exhibited leadership skills in public service ▪ describe how South Carolinians use folklore to perpetuate their ideas and values ▪ explain why people must respect the environment 	<p>Social Studies standards 2005</p> <ul style="list-style-type: none"> ▪ 2-3.2, 2-1.4, 2-2.4
Math	<ul style="list-style-type: none"> ▪ record data in appropriate format ▪ represent findings in appropriate format and share with others 	<p>Mathematics Process Standards</p> <ul style="list-style-type: none"> ▪ Communication ▪ Reasoning and Proof ▪ Representation
Science	<ul style="list-style-type: none"> ▪ See ELA 	<p>Science – Process Standards</p> <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ See ELA ▪ See SOCIAL STUDIES ▪ define culture and explain how cultures differ ▪ explain how to be a loving family member ▪ describe ways to show respect for self and others and what to do if someone does not show respect 	<p>Health & Safety Standards 2009</p> <ul style="list-style-type: none"> ▪ M-3.1.3, D-3.1.4, M-3.2.1, I-3.2.2, M-3.4.1, I-3.4.1, M-3.7.1, M-3.7.2 <p>Connections: ELA, SOCIAL STUDIES, Fine Arts: Drama, Visual Arts,</p>

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Related Arts	<ul style="list-style-type: none"> ▪ identify and analyze real-life examples of respectful and disrespectful behavior ▪ analyze elements of respectful and disrespectful behavior 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ identify his/her positive characteristics and understand that others recognize them too ▪ work together to complete a task ▪ work daily on assigned classroom jobs and indicate on posted chart when the job is completed ▪ recognize and choose consequences for good and bad decisions ▪ distinguish between situations which require the help of peers and those which require the help of adults 	<ul style="list-style-type: none"> ▪ The student acquires the attitudes, knowledge, aptitudes and interpersonal skills to help them understand and respect self and others ▪ The student makes decisions, sets goals, and takes necessary action to achieve goals

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RESPONSIBILITY

OCTOBER

Grade: 3

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

- Focus points:**
- *What are your responsibilities as a student? at home?
 - *What responsibilities will you assume as you get older?
 - *How do you hold others accountable for their behavior?
 - *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ write a narrative composition about responsible or irresponsible behavior ▪ write a composition describing someone you think is very responsible. What do you like about that person? 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none"> ▪ list examples of people who exhibited leadership skills in public service 	Social Studies standards 2005 <ul style="list-style-type: none"> ▪ 3-3.4
Math	<ul style="list-style-type: none"> ▪ explain why found money should be turned in regardless of the amount [move the decimal to the right and add zeros 1.00, 10.00, etc.] 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving ▪ Reasoning and Proof
Science	<ul style="list-style-type: none"> ▪ list appropriate steps in decision-making, problem-solving, and goal-setting processes ▪ identify possible solutions to a problem ▪ identify and recognize consequences of decisions grow plants from seeds and record results of project in a journal ▪ identify behaviors of cooperation and responsibility required for success 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

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Health	<ul style="list-style-type: none"> ▪ explain what to do if a friend plans to do something wrong ▪ explain responsible ways to manage anger ▪ discuss the need to follow rules, laws, and obey authority ▪ describe the steps of responsible decision-making with peers and within the family 	<p>Health and Safety Standards 2009</p> <ul style="list-style-type: none"> ▪ M-3.1.3, _-3.1.2, P-3.1.1, P-3.1.2, P-3.1.3, M-3.4.1, I-3.4.1, _3.5.1, P-3.5.1 <p>Connections: ELA, SOCIAL STUDIES, Fine Arts: Drama, Visual Arts</p>
Related Arts	<ul style="list-style-type: none"> ▪ See Guidance 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ design a "Being Responsible" poster illustrating the six responsible behaviors ▪ display poster on classroom wall ▪ contribute to a discussion about classroom responsibility: What are the kids' responsibilities, and what are the teacher's responsibilities? What are the consequences of being irresponsible? What are the rewards of being responsible? ▪ make a chart of these responsibilities on the board 	<ul style="list-style-type: none"> ▪ Students will understand and respect others. ▪ Students will develop a sense of community

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GOOD CITIZENSHIP

NOVEMBER

Grade: 3

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

- Focus points:**
- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
 - *What are the messages regarding responsible citizenship?
 - *If you could write a class/school constitution, what important information would you include?
 - *How did a particular document affect the lives of citizens in certain countries?
 - *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ write about the consequences of <i>Garbage vs. Recycling</i> ▪ explain effective coping skills for dealing with problems ▪ describe types of situations that make learning easy and/or difficult ▪ develop effective coping skills for dealing with problems ▪ describe why listening is important to learning ▪ describe their responsibilities as students ▪ describe situations that make learning easy and/or difficult ▪ develop and apply listening, speaking, and writing skills necessary for academic success ▪ tell about school and community roles ▪ explain how the personal qualities of responsibility, dependability, punctuality, and integrity contribute to success in the work place 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<ul style="list-style-type: none"> ▪ See ELA ▪ explain why people must respect the environment 	Social Studies standards 2005 <ul style="list-style-type: none"> ▪ 3-1.4

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Math	<ul style="list-style-type: none"> ▪ identify reasons for giving unselfishly of yourself to help others ▪ agree or disagree to statement “it is better to give than receive” 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Reasoning and Proof
Science	<ul style="list-style-type: none"> ▪ See Health 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ explain effective coping skills for dealing with problems ▪ describe types of situations that make learning easy and/or difficult ▪ develop effective coping skills for dealing with problems ▪ describe personal feelings ▪ practice self-control and individual responsibility ▪ apply conflict resolution skills ▪ describe and demonstrate ways to listen and express feelings that enhance effective communication ▪ identify possible solutions to a problem ▪ explain effective coping skills for dealing with problems ▪ identify and outline consequences of decisions and choices 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ Good Citizenship ▪ I-3.1.2, P-3.1.3, P-3.2.2, I-3.2.1, I-3.2.2, I-3.3.1, M-3.4.1, I-3.4.1, I-3.5.1, P-3.5.1, P-3.5.2, P-3.8.1, P-3.8.2 ▪ Students will demonstrate the ability to practice behaviors that enhance health and reduce risks.
Related Arts	<ul style="list-style-type: none"> ▪ identify needs in the school or community ▪ plan a service project to meet those needs 	<ul style="list-style-type: none"> ▪ Students will develop a sense of community.
Guidance	<ul style="list-style-type: none"> ▪ learn how to set goals ▪ distinguish between good and bad study habits ▪ identify and categorize rights and responsibilities ▪ identify effective ways to prepare for tests ▪ recognize and demonstrate responsible behaviors 	<ul style="list-style-type: none"> ▪ The student acquires the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span ▪ The student completes school with the academic preparation essential to choose from a wide variety of substantial occupations

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GENEROSITY

DECEMBER

Grade 3

Trait: **GENEROSITY**—*a willingness to give to others; unselfishness*

- Focus points:**
- *What do you consider an act of generosity?
 - *Identify characters in literature that have demonstrated generosity.
 - *Identify real-life examples of those who have demonstrated generosity.
 - *Write about times you have been generous and the rewards of generosity.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ identify ways characters in selected stories acted in ways that were generous 	English Language Arts—Strands <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
Social Studies	<ul style="list-style-type: none"> ▪ describe similarities and differences among others ▪ examine rewards of generous behaviors 	Social Studies Standards 2005 <ul style="list-style-type: none"> • Native Americans help European settlers in South Carolina
Math	<ul style="list-style-type: none"> ▪ brainstorm “dos and don’ts” of generosity ▪ identify real-life examples of generosity ▪ post lists of generous behaviors in classroom; integrate data collection and graphing 	Mathematics process Standards <ul style="list-style-type: none"> • Communication • Reasoning and Proof • Representation
Science	<ul style="list-style-type: none"> ▪ classify classmates according to acts of generosity ▪ generate examples of generous and selfish behaviors ▪ observe connections between concepts of generosity and real-life situations 	Science—Process Standards <ul style="list-style-type: none"> • Observe • Classify • Communicate

Health	<ul style="list-style-type: none"> ▪ See S.S. ▪ role play generous acts ▪ role play how to respond top a selfish classmate 	Health and Safety Standards 2009 <i>Second Step Curriculum</i> Connections: ELA, Fine Arts-Visual Arts, Drama
Related Arts	<ul style="list-style-type: none"> ▪ identify real-life examples of generous and selfish behavior ▪ analyze elements of generosity and selfishness in given situations ▪ contribute to class discussions in appropriate ways 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ describe similarities and differences among others ▪ describe the process of making and keeping a friend ▪ explain and exhibit appropriate types of communication ▪ examine rewards of generous behaviors 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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SELF-DISCIPLINE

JANUARY

Grade: 3

Trait: ***SELF-DISCIPLINE – to demonstrate the ability to control yourself in all situations***

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advice?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none">▪ analyze feelings and coping strategies▪ write for different audiences and purposes	English Language Arts – Strands ▪ The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none">▪ identify real-life examples of angry behavior▪ list alternative behaviors related to anger management▪ write for various audiences and purposes▪ identify positive and negative results of anger	Social Studies standards 2005
Math	<ul style="list-style-type: none">▪ calculate the amount of time spent watching TV in a week▪ create a color bar graph to record data▪ discuss how too much TV affects self-discipline.	Mathematics Process Standards ▪ Communication ▪ Representation
Science	<ul style="list-style-type: none">▪ practice organizational and teamwork skills in maintenance of classroom▪ complete assigned “housekeeping” tasks in classroom▪ exhibit correct manners and behaviors in cafeteria▪ explain why self-discipline is important in maintaining a healthy lifestyle	Science – Process Standards ▪ Observe ▪ Communicate

Health	<ul style="list-style-type: none"> describe characteristics and behaviors that promote positive mental health demonstrate use of positive self-management skills. (e.g. ways to manage frustration and emotions such as fear, anger, sadness, disappointment, happiness) show how to handle disappointment and success (e.g., journal entries, etc.) demonstrate strategies to resist negative peer pressure show how to practice self-talk that helps prevent giving in to peer pressure 	<p>Health and Safety Standards 2009</p> <ul style="list-style-type: none"> M-3.1.1, M-3.1.3, I-3.1.2, P-3.1.1, P-3.1.2, N-3.1.3, M-3.4.1, I-3.4.1, I-3.5.1, P-3.5.1, P-3.5.2, N-3.6.1, G-3.7.1, P-3.7.1 <p>Connections: Fine Arts – Dance, Visual Arts, Music and Drama</p>
Related Arts	<ul style="list-style-type: none"> brainstorm examples of situations that trigger angry behaviors represent graphically alternative behaviors related to anger management identify positive and negative results of anger 	<ul style="list-style-type: none"> Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> practice coping skills by identifying alternative behaviors in response to negative emotions and experiences 	<ul style="list-style-type: none"> Students will understand and appreciate self.

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KINDNESS & CARING

FEBRUARY

Grade: 3

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?
- *Have you ever felt like one of the characters in the story? Explain.
- *If you had written the story, what changes might you have made?
- *Do any of the characters remind you of anyone you know? Explain.
- *Identify behaviors of a caring person.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ list examples of caring actions▪ identify behaviors of a caring person▪ write effectively for a specific purpose▪ generate variety of examples of acts of kindness▪ use non-print media to illustrate written ideas	English Language Arts – Strands <ul style="list-style-type: none">▪ The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none">▪ identify real-life examples of caring and uncaring behaviors▪ write for various audiences and purposes▪ practice writing a friendly letter▪ identify ways children can be kind to each other in a school setting▪ work in teams to create illustrations of accepting behaviors	Social Studies standards 2005

Math	<ul style="list-style-type: none"> ▪ practice appropriate group discussion skills ▪ brainstorm alternate solutions to given problem ▪ evaluate consequences and effects of various behaviors ▪ contribute to group discussion by practicing appropriate speaking and listening skills ▪ brainstorm list of caring and altruistic behaviors ▪ evaluate consequences and effects of various actions 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving
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Science	<ul style="list-style-type: none"> ▪ identify actions that affect environment positively and negatively ▪ brainstorm actions which enhance the environment ▪ evaluate validity of suggested behaviors ▪ generate examples of kind acts ▪ maintain a visual classroom record of acts of kindness done or received 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ explain what to do if a friend plans to do something wrong ▪ define cultures and explain how cultures differ 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ M-3.1.3, M-3.1.4, M-3.4.1, I-3.4.1, I-3.5.1, P-3.5.1, I-3.6.1, M-3.7.1
Related Arts	<ul style="list-style-type: none"> ▪ identify needs in the school or community ▪ plan a volunteer project to meet those needs, i.e. singing at nursing home or making gifts for those in hospital ▪ demonstrate respect for various cultures studied ▪ dramatize situations 	<ul style="list-style-type: none"> ▪ Students will develop a sense of community.
Guidance	<ul style="list-style-type: none"> ▪ answer the following: <ul style="list-style-type: none"> ○ What things could you do (or, have you done) that would help somebody who needs it? ○ How do you feel when people show that they really care about you? ○ Do you consider yourself a caring person? In what ways are you a caring person? ▪ See Related Arts ▪ role-play situations related to kindness and acceptance of others <ul style="list-style-type: none"> ○ identify coping skills related to making friends 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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PERSEVERANCE

Grade 3

MARCH

Trait: *PERSEVERANCE*---*being persistent in one's efforts to accomplish a purpose or goal despite difficulty or obstacles; willingness to try again despite mistakes and failure*

Focus Points:

- *Identify characters in literature that have persevered.
- *Identify real-life examples of those who have persevered.
- *Compare and contrast characters in literature/real life who have persevered and those who have not.
- *Write about times you have persevered and the rewards of perseverance.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> identify ways characters in selected stories demonstrated perseverance 	English language Arts Strands <ul style="list-style-type: none"> The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
Social Studies	<ul style="list-style-type: none"> describe similarities and differences among others examine rewards of perseverance 	Social Studies Standards 2005 <ul style="list-style-type: none"> European settlers in New World Slaves Revolutionary War Writing of the U.S. Constitution Civil Rights
Math	<ul style="list-style-type: none"> identify real-life examples of perseverance identify rewards of perseverance post lists of persevering behaviors in classroom 	Mathematics Process Standards <ul style="list-style-type: none"> Communication Reasoning and Proof Representation

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Science	<ul style="list-style-type: none"> ▪ generate examples of perseverance ▪ classify classmates according to acts of perseverance ▪ observe connections between concepts of perseverance and real-life situations 	Science Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Classify ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ See SOCIAL STUDIES ▪ role play acts of perseverance ▪ role play how to respond to a classmate who gives up 	<i>Second Step Curriculum</i> Connections: Fine Arts – Dance, Visual Arts, Music Drama
Related Arts	<ul style="list-style-type: none"> ▪ identify real-life examples of perseverance ▪ analyze elements of perseverance in given situations ▪ contribute to class discussions in appropriate ways 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ describe similarities and differences among others ▪ describe the process of making and keeping a friend ▪ explain and exhibit appropriate types of communication ▪ examine rewards of persevering 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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HONESTY & INTEGRITY

APRIL

Grade: 3

Trait: ***HONESTY/ INTEGRITY – to be truthful; fair and straightforward in conduct***

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ write at least five things you can say to yourself when you're tempted be dishonest. Post them near your bed so you can read them from time to time. ▪ write a short story about someone who told the truth when friends wanted him or her to do the opposite. 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<ul style="list-style-type: none"> ▪ write a letter to someone in the news who did something that they don't think was right. Say why they don't think it was right, and why they think the person is setting a bad example for kids their age. Mail the letter. 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 2-3.2, 2-1.4, 2-2.4
Math	<ul style="list-style-type: none"> ▪ explain why found money should be turned in regardless of the amount [move the decimal to the right and add zeros 1.00, 10.00, etc.] 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Reasoning and Proof
Science	<ul style="list-style-type: none"> ▪ discuss why it is important to tell the truth ▪ discuss their views about children who cheat to get good grades 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

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Health	<ul style="list-style-type: none"> ▪ write about the following: <ul style="list-style-type: none"> ○ How can simply being honest make life a lot easier. Have you ever experienced this in your own life? ○ Do you think that lying can ruin a friendship? Explain. Has that ever happened to you? 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ M-3.1.4, M-3.7.1, M-3.4.1, I-3.5.1, P-3.5.1, P-3.5.2
Related Arts	<ul style="list-style-type: none"> ▪ practice recordkeeping skills ▪ write journal entries according to given subject and format ▪ analyze media excerpts to identify examples of honest and dishonest behavior ▪ make conclusions based on data accumulated ▪ share findings with classmates 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ contribute to discussion of following: <ul style="list-style-type: none"> ○ Have you ever found something that belonged to someone else and wanted to keep it? What did you do and how did you decide? ○ What's wrong with "finders keepers, losers weepers"? ○ * Have you ever heard of the Golden Rule? Who can recite it and say what it means? 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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FAIRNESS & COOPERATION

MAY

Grade: 3

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

- Focus points:**
- *Identify a character and explain how he/she demonstrated fairness?
 - *Select a story and write a different ending, with the main character acting unfairly.
 - *What do you consider heroic deeds?
 - *Do you want to associate with peers who are not fair? Why?
 - *Describe features of the legal system that are in place to ensure fairness.

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

- Focus points:**
- *Explain why cooperation is important in your workplace, the school environment.
 - *Why is cooperation important in appreciating cultural diversity?
 - *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ list examples of “good deeds that children can accomplish▪ practice goal-setting by planning to do good deeds▪ experience attitudes of caring and compassion through the completion of good deeds▪ maintain written records of good deeds through journal writing▪ think of a really good experience as a member of a group▪ write about the good group experience: What made it good? Think of a bad experience. What made it bad? What can you learn from the comparison?▪ write about a problem in the world that might be solved if people would cooperate more. Why aren't they cooperating now? How could they do a better job of cooperating?	English Language Arts – Strands <ul style="list-style-type: none">▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.

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Social Studies	<ul style="list-style-type: none"> ▪ list examples of the ways communities work together to solve problems and to celebrate the community ▪ explain how countries depend on one another economically ▪ discuss issues such as honor code, student ethics, cheating, and responsible behavior 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 3-1.4
Math	<ul style="list-style-type: none"> ▪ keep a daily record of all the things you do that require cooperation for one week(at home, at school, and everywhere else) ▪ draw a chart at the end of the week ▪ evaluate your actions with a grade on how cooperative you have been ▪ discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Reasoning and Proof ▪ Representation
Science	<ul style="list-style-type: none"> ▪ grow plants from seeds ▪ record results of project in a journal ▪ identify behaviors of cooperation and responsibility required for success ▪ discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ tell how to work things out if angry with someone ▪ write an I message to say angry feelings ▪ recognize verbal and non-verbal communication skills from examples ▪ demonstrate cooperative learning and team building ▪ become involved in service projects 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ I-3.2.2, M-3.4.1, I-3.4.1, I-3.6.1, M-3.7.1, I-3.1.2, M-3.7.2, P-3.8.2 Connections: ELA, Fine Arts: Music, Drama

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Related Arts	<ul style="list-style-type: none"> ▪ design a “How to Cooperate” poster that illustrates the cooperative behaviors listed at the top of this column. ▪ display on a wall ▪ recognize verbal and non-verbal communication skills from examples ▪ demonstrate cooperative learning and team building in class activities ▪ become involved in service projects 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate self. ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ practice cooperative teamwork skills on selected projects ▪ practice creativity and synthesis skills to invent ▪ make oral presentation to classmates ▪ develop leadership skills ▪ practice responsible behavior ▪ develop attitudes of caring, compassion and fair play ▪ develop respect for others 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate self. ▪ Students will understand and respect others.

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RESPECT

SEPTEMBER

Grade: 4

Trait: *RESPECT – to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics do they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration	Standards
	The student will...	

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ELA	<ul style="list-style-type: none"> ▪ explore career interests and related occupations ▪ explore nontraditional career choices ▪ explore personal skills and talents ▪ identify career clusters ▪ identify and describe skills learned in school that are applied at home and in the community ▪ identify resources for career planning ▪ identify how personal activities and interests influence career choices ▪ describe personal feelings ▪ describe personal characteristics about self ▪ relate skills and hobbies to career choices ▪ explain and respect similarities and differences among others ▪ relate the process of making and keeping a friend ▪ model effective communication skills ▪ apply conflict resolution skills ▪ describe and demonstrate ways to listen and express feelings that enhance effective communication ▪ list steps to use decision-making, problem-solving, and goal-setting processes ▪ identify and outline consequences of decisions and choices ▪ describe personal feelings ▪ describe positive characteristics about self ▪ explain and respect similarities and differences among others ▪ model effective communication skills ▪ describe the responsibility of family members ▪ tell about school and community roles ▪ describe and demonstrate ways to listen and express feelings that enhance effective communication 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
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Social Studies	<ul style="list-style-type: none"> See ELA analyze the dilemma Robert E. Lee faced research Lincoln's words on writing an order to free slaves analyze Sherman's march to the sea 	Social Studies Standards 2005 <ul style="list-style-type: none"> 4-6.5, 4-6.4, 3-4.4
Math	<ul style="list-style-type: none"> research life of a respected individual identify reasons this person deserves respect summarize key biographical events and reasons for respect use oral presentation skills to share findings with class 	Mathematics Process Standards <ul style="list-style-type: none"> Communication
Science	<ul style="list-style-type: none"> See ELA 	Science – Process Standards <ul style="list-style-type: none"> Observe Communicate
Health	<ul style="list-style-type: none"> See ELA discuss ways to develop and exhibit self-respect 	Health and Safety Standards 2009 <ul style="list-style-type: none"> M-4.1.1, I-4.2.1, I-4.2.2, P-4.2.2, I-4.4.1, D-4.4.1, G-4.4.1, I-4.6.1, M-4.7.1, P-4.8.2
Related Arts	<ul style="list-style-type: none"> create a class contract in which the kids lay out a set of rules for having a respectful classroom use collaboration skills to determine the penalties for violating the rules brainstorm ways to make school environment more respectful evaluate ideas to create a list recommendations publish suggestions in school newspaper or on a poster. 	Connections: SOCIAL STUDIES <ul style="list-style-type: none"> Students will develop a sense of community.

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Guidance	<ul style="list-style-type: none"> demonstrate how education relates to the world of work identify a problem, the solution chosen and the outcomes of conflict during the Civil War identify ways to give and receive positive reinforcement practice using effective verbal and non-verbal communication discuss and role play ways to deal with people experiencing a variety of feelings identify responsible behaviors at school 	<ul style="list-style-type: none"> Students will understand and respect others. Students will understand and appreciate self.
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RESPONSIBILITY

OCTOBER

Grade: 4

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

- Focus points:**
- *What are your responsibilities as a student? at home?
 - *What responsibilities will you assume as you get older?
 - *How do you hold others accountable for their behavior?
 - *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none">▪ write for different audiences and purposes▪ analyze consequences of irresponsible and/or responsible behavior	English Language Arts – Strands <ul style="list-style-type: none">▪ The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none">▪ identify personal strengths and weaknesses▪ set specific goal for self-improvement▪ work cooperatively with partner to achieve goals	Social Studies Standards 2005
Math	<ul style="list-style-type: none">▪ explain why found money should be turned in regardless of the amount [move the decimal to the right and add zeros 1.00, 10.00, etc.]	Mathematics Process Standards <ul style="list-style-type: none">▪ Communication▪ Problem Solving
Science	<ul style="list-style-type: none">▪ talk about what things you can do together to take responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.)▪ make a plan to improve environment and do it▪ report on outcomes in class	Science – Process Standards <ul style="list-style-type: none">▪ Observe▪ Communicate

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Health	<ul style="list-style-type: none"> demonstrate appropriate responses (first-aid) to emergency situations, including first-aid procedures recognize peer influences on strategies for dealing with conflict demonstrate refusal skills to enhance health and reduce exposure to risks recognize the influences of culture and media on behaviors related to ATOD use (media literacy) 	<p>Health and Safety Standards 2009</p> <ul style="list-style-type: none"> I-4.1.1, I-4.2.1, M-4.3.1, G-4.3.1, P-4.3.1, I-4.4.1, P-4.1.1, I-4.5.1, D-4.5.1, P-4.5.1, I-4.7.1, N-4.7.1, N-4.7.2, D-4.8.1, P-4.8.1, P-4.8.2, N-4.8.1 <p>Connections: Fine Arts: Visual Arts, Dance, Drama, Music</p>
Related Arts	<ul style="list-style-type: none"> design and display "Being Responsible" poster illustrating the six responsible behaviors contribute to a discussion about classroom responsibility: <ul style="list-style-type: none"> What are the kids' responsibilities, what are the teacher's responsibilities? create a chart of responsibilities identified and post in classroom identify consequences of being irresponsible and responsible 	<ul style="list-style-type: none"> Students will develop a sense of community.
Guidance	<ul style="list-style-type: none"> contribute to a class discussion about issues of responsibility: <ul style="list-style-type: none"> Tell about a time somebody broke a promise to you. How did that make you feel? Have you ever broken a promise to someone? How do you think it made that person feel? 	<ul style="list-style-type: none"> Students will understand and appreciate self.

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GOOD CITIZENSHIP

NOVEMBER

Grade: 4

Trait: ***GOOD CITIZENSHIP – to be actively engaged in demonstrating pride and responsibility in self, school, community, and country***

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ explore career interests and related occupations▪ explore nontraditional career choices▪ explore personal skills and talents▪ identify career clusters▪ identify and describe skills learned in school that are applied at home and in the community▪ identify resources for career planning▪ identify how personal activities and interests influence career choices▪ describe personal feelings▪ describe personal characteristics about self▪ relate skills and hobbies to career choices	English Language Arts – Strands <ul style="list-style-type: none">▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.

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Social Studies	<ul style="list-style-type: none"> ▪ See ELA ▪ summarize the provisions of the Bill of Rights and the Constitution ▪ evaluate the responsibilities of citizens in a democracy ▪ describe and explain the rights and responsibilities of a citizen in the U.S. Constitution. ▪ synthesize ways in which rights and responsibilities meet together for a democracy to succeed. ▪ Explain why, in a democracy, it is the role of a citizen to protect his/her rights ▪ explain ways citizens can protect their rights ▪ explain that citizens need themes: community, diversity, conflict, cooperation, and interaction within different environments, individualism, interdependence, continuity, and change in order to make effective and healthy decisions 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 4-4
Math	<ul style="list-style-type: none"> ▪ discuss giving unselfishly of yourself to help others ▪ discuss why it is better to give than receive 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns ▪ identify natural resources that need to be protected ▪ identify actions students need to take to help preserve them 	Science – Process Standards <ul style="list-style-type: none"> ▪ Classify ▪ Communicate

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Related Arts	<ul style="list-style-type: none"> ▪ develop sense of community ▪ apply internet skills to research assigned topics ▪ contribute to class discussion re students who have “made a difference” in their communities ▪ identify volunteer activities appropriate for children 	<ul style="list-style-type: none"> ▪ Students will develop a sense of community
Guidance	<ul style="list-style-type: none"> ▪ use the decision-making model to work through problems and come up with alternative solutions ▪ rate personal classroom citizenship skills ▪ set an appropriate goal for improving an academic skill and work toward achieving it ▪ identify their own intellectual strengths ▪ evaluate their personal use of study skills 	<ul style="list-style-type: none"> ▪ The student acquires the attitudes, knowledge, aptitudes and skills that contribute to effective learning in school and across the life span ▪ The student completes school with the academic preparation essential to choose from a wide variety of substantial occupations

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GENEROSITY

DECEMBER

Grade 4

Trait: **GENEROSITY**—*a willingness to give to others*

- Focus points:**
- *What do you consider an act of generosity?
 - *Identify characters in literature that have demonstrated generosity.
 - *Identify real-life examples of those who have demonstrated generosity.
 - *Write about times you have been generous and the rewards of generosity.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ write effectively for a specific audience on generosity topics ▪ generate a variety of examples of generous acts ▪ use non-print media to illustrate written ideas ▪ write effectively for different audiences and purposes ▪ describe behaviors of a generous person 	ELA Standards <ul style="list-style-type: none"> ▪ The students will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none"> ▪ describe similarities and differences among others ▪ examine rewards of generous behaviors 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ Native Americans helping European settlers in New World ▪ Harriet Tubman and the Underground Railroad ▪ US Foreign Aid to third world countries ▪ “We Are the World” concert proceeds

Math	<ul style="list-style-type: none"> ▪ practice appropriate group discussion skills ▪ brainstorm alternate solutions to given problem ▪ evaluate rewards of generous behaviors in group activities 	Mathematics process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving
Science	<ul style="list-style-type: none"> ▪ generate examples of generosity ▪ maintain a visual classroom record of acts of generosity done or received ▪ practice appropriate group discussion skills in experiments ▪ brainstorm alternate solutions to a given experiment ▪ evaluate rewards of generous behaviors in group activities 	Science Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ role play situations of generosity ▪ understand the perspective of others ▪ develop empathy and practice generous acts ▪ tell how to encourage family members and friends to be generous 	Health and Safety Standards 2009 <i>Second Step Curriculum</i> Connections: ELA, Fine Arts-Visual Arts, Drama
Related Arts	<ul style="list-style-type: none"> ▪ practice cooperation and teamwork skills ▪ role-play selected situations featuring acceptance and generosity ▪ analyze emotions and behaviors related to acceptance or non-acceptance in a group activity ▪ identify needs in the community for generosity ▪ plan a service project to meet the identified needs ▪ demonstrate respect for others' work 	<ul style="list-style-type: none"> ▪ Students will understand and respect each other.

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Guidance	<ul style="list-style-type: none"> ▪ brainstorm ideas for increasing tolerance among students ▪ practice cooperation and teamwork skills ▪ create visual representations of accepting behaviors ▪ display work in hallways or classroom ▪ answer the following: <ul style="list-style-type: none"> ○ What things could you do (or have you done) that would help someone who needs it? ○ How do you feel when people show that they really care about you? 	<ul style="list-style-type: none"> ▪ Students will understand and respect each other.
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SELF-DISCIPLINE

JANUARY

Grade: 4

Trait: ***SELF-DISCIPLINE – to demonstrate the ability to control yourself in all situations***

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advice?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none">list at least five things you can say to yourself when you're tempted to do something wrongpost lists near your bed so you can read them from time to time.	English Language Arts – Strands <ul style="list-style-type: none">The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none">Identify and describe feelings and causes of angeridentify situational stressors that can trigger anger and other negative emotionsselect examples of anger in real-life situationsidentify appropriate coping skills for dealing with angerwrite effectively for different audiences and purposes	Social Studies Standards 2005
Math	<ul style="list-style-type: none">calculate the amount of time spent watching TV in a weekcreate a color bar graph representing findings by daydiscuss how too much TV affects self-discipline.	Mathematics Process Standards <ul style="list-style-type: none">CommunicationRepresentation
Science	<ul style="list-style-type: none">identify natural resources that need to be protected and what students need to do to help preserve them	Science – Process Standards <ul style="list-style-type: none">ClassifyCommunicate

Health	<ul style="list-style-type: none"> demonstrate strategies for exercising self-control, managing angry feelings, and keeping from fights 	<p>Health and Safety Standards 2009</p> <ul style="list-style-type: none"> M-4.1.1, N-4.1.5, I-4.4.1, I-4.5.1, D-4.5.1, M-4.6.1, I-4.6.1, P-4.6.1, N-4.6.1, N-4.6.2, M4.7.1, N-4.7.1, N-4.7.2, D-4.8.1 <p>Connections: Fine Arts: Drama, Visual Arts, Music</p>
Related Arts	<ul style="list-style-type: none"> brainstorm examples of situations that trigger angry behaviors represent graphically alternative behaviors related to anger management identify positive and negative results of anger 	<ul style="list-style-type: none"> Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> practice coping skills by identifying alternative behaviors in response to negative emotions and experiences 	<ul style="list-style-type: none"> Students will understand and respect others.

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KINDNESS & CARING

FEBRUARY

Grade: 4

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others' feelings and beliefs*

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

- Focus points:**
- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
 - *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
 - *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
 - *How does the character trait of kindness fit into your school setting?
 - *Have you ever felt like one of the characters in the story? Explain.
 - *If you had written the story, what changes might you have made?
 - *Do any of the characters remind you of anyone you know? Explain.
 - *Identify behaviors of a caring person.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ write effectively for a specific purpose▪ generate variety of examples of acts of kindness▪ use non-print media to illustrate written ideas▪ write effectively for different audiences and purposes▪ describe behaviors of a caring person	English Language Arts – Strands <ul style="list-style-type: none">▪ The student will write effectively for different audiences and purposes.

Social Studies	<ul style="list-style-type: none"> ▪ analyze the dilemma Robert E. Lee faced ▪ research Lincoln's words on writing an order to free slaves ▪ analyze Sherman's march to the sea ▪ explain that in a democracy, it is the role of a citizen to protect their rights ▪ list ways citizens can protect rights ▪ understand that citizens need themes: community, diversity, conflict, cooperation, and interaction within different environments, individualism, interdependence, continuity, and change in order to make effective and healthy decisions 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ practice appropriate group discussion skills ▪ brainstorm alternate solutions to given problem ▪ evaluate consequences and effects of various behaviors 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving
Science	<ul style="list-style-type: none"> ▪ generate examples of kind acts ▪ maintain a visual classroom record of acts of kindness done or received ▪ list different things that kids at your school do which are either caring or uncaring for the environment ▪ discuss how they feel about these things ▪ brainstorm ways to care more for the environment more ▪ evaluate ideas and create a list of best recommendations ▪ design a poster that lists these ideas 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

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Health	<ul style="list-style-type: none"> dramatize situations understand the perspectives of others develop empathy and practice acts of kindness tell how to encourage family and friends to make healthy choices 	Health and Safety Standards 2009 <ul style="list-style-type: none"> M-4.1.1, M-4.1.2, G-4.1.4, I-4.2.1, G-4.2.1, M-4.3.1, G-4.3.1, I-4.4.1, P-4.5.1, M-4.6.1, M-4.7.1, P-4.8.1, P-4.8.2
Related Arts	<ul style="list-style-type: none"> practice cooperation and teamwork skills role-play selected situations re acceptance identify coping skills for making new friends analyze emotions and behaviors related to acceptance or non-acceptance in a group identify needs in the school or community plan a service project to meet those needs 	<ul style="list-style-type: none"> Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> brainstorm ideas for increasing tolerance among students practice cooperation and teamwork skills create visual representation of accepting behaviors display work in hall or classroom answer the following: <ul style="list-style-type: none"> What things could you do (or, have you done) that would help somebody who needs it? How do you feel when people show that they really care about you? Do you consider yourself a caring person? In what ways are you a caring person? 	<ul style="list-style-type: none"> Students will understand and respect others.

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PERSEVERANCE

MARCH

Grade 4

Trait: **PERSEVERANCE**---*being persistent in one's efforts to accomplish a purpose or goal despite difficulty or obstacles; willingness to try again despite mistakes and failures*

- Focus Points:**
- *Identify characters in literature that have persevered.
 - *Identify real-life examples of those who have persevered.
 - *Compare and contrast characters in literature/real life who have persevered and those who have not.
 - *Write about times you have persevered and the rewards of perseverance.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ write effectively for a specific audience▪ generate a variety of examples of perseverance▪ use non-print media to illustrate written ideas▪ write effectively for different audiences and purposes▪ describe behaviors of people who have persevered	ELA Standards <ul style="list-style-type: none">▪ The students will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none">▪ describe similarities and differences among others▪ examine rewards of persevering	Social Studies Standards 2005 <ul style="list-style-type: none">▪ European settlers in New World▪ Slaves▪ Revolutionary War▪ Writing of the U.S. Constitution▪ Civil Rights
Math	<ul style="list-style-type: none">▪ practice appropriate group discussion skills▪ brainstorm alternate solutions to a given problem▪ evaluate rewards of persevering in group activities	Mathematics Process Standards <ul style="list-style-type: none">▪ Communication▪ Problem Solving

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Science	<ul style="list-style-type: none"> ▪ generate examples of perseverance ▪ maintain a visual classroom record of persevering ▪ practice appropriate group discussion skills in experiments ▪ brainstorm alternate solutions to a given problem ▪ evaluate rewards of persevering in group activities 	Science Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ role play situations of persevering ▪ understand the perspective of others ▪ develop empathy ▪ practice perseverance ▪ tell how to encourage family members and friends to persevere 	Health and Safety Standards 2009 <i>Second Step Curriculum</i> Connections: Fine Arts – Dance, Visual Arts, Music Drama
Related Arts	<ul style="list-style-type: none"> ▪ practice cooperation and teamwork skills ▪ role-play selected situations featuring perseverance ▪ identify community needs regarding perseverance 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ brainstorm ideas for increasing tolerance among students ▪ practice cooperation and teamwork skills ▪ create visual representations of accepting behaviors ▪ display work in hallways or classroom 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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HONESTY & INTEGRITY

APRIL

Grade: 4

Trait: **HONESTY/ INTEGRITY –to be truthful; fair and straightforward in conduct**

- Focus points:**
- *Identify examples of honesty displayed by characters in stories.
 - *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
 - *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration	Standards
ELA	<p>The student will...</p> <ul style="list-style-type: none"> ▪ write effectively for different audiences and purposes 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none"> ▪ summarize Thomas Jefferson’s organization and purpose for each part of the Declaration of Independence ▪ summarize the Preamble of the U.S. Constitution ▪ explain the purpose of the Declaration of Independence and the Preamble of the Constitution ▪ list reasons why, in a democracy, it is the role of a citizen to protect their rights ▪ explain ways citizens can protect their rights ▪ explain that citizens need themes: community, diversity, conflict, cooperation, and interaction within different environments, individualism, interdependence, continuity, and change in order to make effective and healthy decisions 	<p>Social Studies Standards 2005</p> <ul style="list-style-type: none"> ▪ 4-4

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Math	<ul style="list-style-type: none"> ▪ explain why found money should be turned in regardless of the amount [move the decimal to the right and add zeros 1.00, 10.00, etc.] 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving ▪ Representation
Science	<ul style="list-style-type: none"> ▪ discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

Health	<ul style="list-style-type: none"> ▪ write effectively for different purposes and audiences ▪ analyze and evaluate personal behaviors 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ M-4.1.1, I-4.1.1, G-4.2.1, I-4.4.1, D-4.4.1, P-4.4.1, M-4.7.1
Related Arts	<ul style="list-style-type: none"> ▪ role-play various situations related to peer pressure to act dishonestly 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ practice recordkeeping skills ▪ write journal entries according to given subject and format ▪ analyze media excerpts to identify examples of honest and dishonest behavior ▪ make conclusions based on data accumulated ▪ share findings with classmates 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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FAIRNESS & COOPERATION

MAY

Grade: 4

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

Focus points:

- *Explain why cooperation is important in your workplace, the school environment.
- *Why is cooperation important in appreciating cultural diversity?
- *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ write effectively for different audiences and purposes ▪ analyze and define in writing selected character traits ▪ think of a really good experience as a member of a group ▪ write the good group experience. What made it good? Think of a bad experience. What made it bad? What can you learn from the comparison? ▪ write about a problem in the world that might be solved if people would cooperate more. Why aren't they cooperating now? How could they do a better job of cooperating? 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will write effectively for different audiences and purposes. ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.

Social Studies	<ul style="list-style-type: none"> ▪ summarize Thomas Jefferson’s organization and purpose for each part of the Declaration of Independence ▪ summarize the preamble of the constitution ▪ explain the purpose of the Declaration of Independence & Preamble ▪ explain why, in a democracy, it is the role of a citizen to protect their rights ▪ explain ways citizens can protect rights ▪ understand that citizens need themes: community, diversity, conflict, cooperation, and interaction within different environments, individualism, interdependence, continuity, and change in order to make effective and healthy decisions ▪ describe the art, ceremonies, holidays, dance, music, handicrafts, medicines, science, technology, and inventions; of different regions in the U.S. ▪ explain the significance of regional differences in forming a national heritage. 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 4-4 and 4-6.6
Math	<ul style="list-style-type: none"> ▪ discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns ▪ keep a daily record of all the things you do that require cooperation for one week(at home, at school, and everywhere else) ▪ draw a chart at the end of the week ▪ evaluate your actions with a grade on how cooperative you have been 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Representation
Science	<ul style="list-style-type: none"> ▪ discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns ▪ practice cooperative teamwork skills on selected projects ▪ verbalize teamwork skills used to complete project ▪ use teamwork skills to make oral presentation to classmates 	Science – Process Standards <ul style="list-style-type: none"> ▪ Classify ▪ Communicate

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Health	<ul style="list-style-type: none"> distinguish actions of true friends and coping strategies for feeling left out promote positive conflict resolution with peers and family 	Health and Safety Standards 2009 <ul style="list-style-type: none"> Fairness/cooperation M-4.1.1, I-4.2.1, I-4.4.1, D-4.4.1, P-4.4.1, I-4.5.1, P-4.5.1, M-4.7.1, P-4.8.1
Related Arts	<ul style="list-style-type: none"> practice cooperation and teamwork skills in selected music and/or art activities 	<ul style="list-style-type: none"> Students will develop a sense of community
Guidance	<ul style="list-style-type: none"> contribute in appropriate ways to class discussion of the following: <ul style="list-style-type: none"> Think of a time when you've taken unfair advantage of a person or situation, or when someone has taken unfair advantage of you. Describe it. What was unfair about it? How did it make you feel? What did you learn from the experience? design a "How to Cooperate" poster that illustrates the cooperative behaviors listed at the top of this column display the poster on a wall. 	<ul style="list-style-type: none"> Students will understand and respect others. Students will develop a sense of community Students will understand and appreciate self.

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RESPECT

SEPTEMBER

Grade: 5

Trait: **RESPECT - to show high regard for authority, other people, self, and country**

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">describe personal feelingsdescribe positive characteristics about selfrecognize and explain personal boundaries, rights, and needsexplain and respect similarities and differences among others	English Language Arts – Strands <ul style="list-style-type: none">The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<ul style="list-style-type: none">explain the benefits and challenges of having diversity in the U.S.	Social Studies Standards 2005 <ul style="list-style-type: none">5-6.4
Math	<ul style="list-style-type: none">discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns	Mathematics Process Standards <ul style="list-style-type: none">CommunicationProblem Solving
Science	<ul style="list-style-type: none">See Math	Science – Process Standards <ul style="list-style-type: none">ObserveCommunicate

Health	<ul style="list-style-type: none"> demonstrate skills for resolving conflicts with peers describe their responsibilities within the home, school, and community settings demonstrate an understanding of decision-making/problem-solving process apply good health and safety practices state the emotional and physical effects of substance use and abuse 	Health and Safety Standards 2009 <ul style="list-style-type: none"> I-5.4.1, G-5.4.1, M-5.7.1, M-5.7.2, I-5.7.2
Related Arts	<ul style="list-style-type: none"> practice cooperation and teamwork skills role-play selected situations re respect and acceptance of people who are “different” analyze emotions and behaviors related to acceptance or non-acceptance in a group activity 	<ul style="list-style-type: none"> Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> See Health 	<ul style="list-style-type: none"> Students will understand and respect others. Students will make decisions, set goals, and take actions. Students will develop safety and survival skills.

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RESPONSIBILITY

OCTOBER

Grade: 5

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

- Focus points:**
- *What are your responsibilities as a student? at home?
 - *What responsibilities will you assume as you get older?
 - *How do you hold others accountable for their behavior?
 - *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ write effectively for different audiences and purposes 	English Language Arts – Strands
Social Studies	<ul style="list-style-type: none"> ▪ identify real-life examples of responsible and irresponsible actions ▪ practice reading skills: skimming and scanning ▪ evaluate impact and consequences of various responsible and irresponsible behaviors 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ explain why found money should be turned in regardless of the amount ▪ [move the decimal to the right and add zeros 1.00, 10.00, etc.] 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving
Science	<ul style="list-style-type: none"> ▪ contribute to class discussion about what things you can do together to take responsibility for the environment (recycling, using less water and energy, buying non-polluting products, etc.) ▪ make a plan and do it ▪ report on your project in class. 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

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Health	<ul style="list-style-type: none"> describe characteristics needed to be a responsible friend and family member demonstrate strategies to resist negative peer pressure demonstrate positive strategies to reduce stress and anger in relation to identified stressors identify violent and risk behaviors and situations in mass media samples describe mass media influences on behaviors associated with risk-taking and violence 	<p>Health and Safety Standards 2009</p> <ul style="list-style-type: none"> G-5.4.1, G-5.4.2, P-5.4.1, P-5.6.1, M-5.7.1, I-5.7.3, D-5.7.1, P-5.8.1, N-5.8.1 <p>Connections: Fine Arts: Drama, Dance, Music, Visual Arts</p>
Related Arts	<ul style="list-style-type: none"> design and display a "Being Responsible" poster illustrating the six responsible behaviors display it on your classroom wall demonstrate respect for other students' work 	<ul style="list-style-type: none"> Students will understand and respect others. Students will make decisions, set goals, and take actions.
Guidance	<ul style="list-style-type: none"> write effectively for different audiences and purposes evaluate consequences of responsible and irresponsible behavior 	<ul style="list-style-type: none"> Students will understand and respect others. Students will make decisions, set goals, and take actions.

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GOOD CITIZENSHIP

NOVEMBER

Grade: 5

Trait: ***GOOD CITIZENSHIP – to be actively engaged in demonstrating pride and responsibility in self, school, community, and country***

- Focus points:***
- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
 - *What are the messages regarding responsible citizenship?
 - *If you could write a class/school constitution, what important information would you include?
 - *How did a particular document affect the lives of citizens in certain countries?
 - *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ write effectively for different audiences and purposes ▪ identify behaviors and character traits of a hero/heroine 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none"> ▪ explain events that demonstrate and promote ▪ principles of American democracy ▪ discuss how technology can positively affect citizenship 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ create and participate in a tutoring program for younger students 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving
Science	<ul style="list-style-type: none"> ▪ explore career interests and related occupations ▪ identify career clusters ▪ demonstrate cooperative work habits in a group ▪ demonstrate being a positive team member 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

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Health	<ul style="list-style-type: none"> ▪ <i>This is Your Life</i> ▪ recognize the value of life long learning ▪ <i>Middle School is Great</i> ▪ be aware of middle school challenges and possible solutions for dealing with those challenges ▪ <i>Setting My Short Term Goals</i> ▪ formulate short-term goals ▪ <i>Choices! Choices! Choices!</i> ▪ realize that choices are made based on personal interests and abilities ▪ <i>Learning Happens Everywhere</i> ▪ realize that learning takes place at school and other places ▪ <i>Responsible Me</i> ▪ accept that learning is a personal responsibility 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ Students will demonstrate the ability to advocate for personal, family, and community health. ▪ Students will demonstrate the ability to practice behaviors that enhance health and reduce risks. ▪ I-5.8.1, P-5.8.1, N-5.8.1
Related Arts	<ul style="list-style-type: none"> ▪ identify needs in the school or community ▪ plan a service project to meet those needs 	<ul style="list-style-type: none"> ▪ Students will understand and respect others. ▪ Students will develop a sense of community.
Guidance	<ul style="list-style-type: none"> ▪ See Health 	<ul style="list-style-type: none"> ▪ Students will understand and respect others. ▪ Students will make decisions, set goals, and take actions. ▪ Students will develop safety and survival skills.

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GENEROSITY

DECEMBER

Grade 5

Trait: **GENEROSITY**—*a willingness to give to others*

- Focus points:**
- *What do you consider an act of generosity?
 - *Identify characters in literature that have demonstrated generosity.
 - *Identify real-life examples of those who have demonstrated generosity.
 - *Write about times you have been generous and the rewards of generosity.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ read stories related to issues of generosity ▪ contribute to class discussions regarding characters and events in stories where generosity is demonstrated ▪ identify behaviors of generous people ▪ identify consequences of generous and ungenerous behaviors 	ELA Strands <ul style="list-style-type: none"> ▪ The students will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
Social Studies	<ul style="list-style-type: none"> ▪ identify and describe generous actions ▪ select examples of generous and ungenerous actions in real-life situations ▪ identify appropriate coping skills for dealing with anger ▪ write effectively for different audiences and purposes using the theme of generosity 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ People, Places and Environments ▪ Power, Authority, and Governance
Math	<ul style="list-style-type: none"> ▪ contribute appropriately to group discussions ▪ list generous and ungenerous actions ▪ identify possible consequences of generous and ungenerous actions ▪ sort types of generous behavior exhibited and graph data 	Mathematics process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving

Science	<ul style="list-style-type: none"> ▪ practice listening skills ▪ identify examples of generous actions ▪ identify consequences of ungenerous behaviors ▪ analyze and share emotions related to story ▪ observe and compare reactions of classmates when generous and ungenerous behaviors are exhibited 	Science Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate ▪ Classify
Health	<ul style="list-style-type: none"> ▪ demonstrate ways to communicate generosity, consideration, respect for self, for parents and family, and for the diversity of others ▪ role play situations of generosity 	Health and Safety Standards 2009 <i>Second Step Curriculum</i> Connections: ELA, Fine Arts-Visual Arts, Drama
Related Arts	<ul style="list-style-type: none"> ▪ See Science 	<ul style="list-style-type: none"> ▪ Students will understand and respect each other. ▪ Students will make decisions, set goals, and take actions
Guidance	<ul style="list-style-type: none"> ▪ practice appropriate listening and speaking in group discussions ▪ list generous and ungenerous actions ▪ identify possible consequences of generous and ungenerous behaviors 	<ul style="list-style-type: none"> ▪ Students will understand and respect each other. ▪ Students will develop a sense of community

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SELF-DISCIPLINE

JANUARY

Grade: 5

Trait: ***SELF-DISCIPLINE – to demonstrate the ability to control yourself in all situations***

- Focus points:**
- *If you were asked to be on a student committee, working on school safety issues, what would be your advice?
 - *Describe how you organize your school and home responsibilities.
 - *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none">▪ write effectively for various purposes▪ and audiences▪ practice listening skills▪ practice interviewing skills▪ follow multi-step directions▪ evaluate strengths and weaknesses of work on project	English Language Arts – Strands <ul style="list-style-type: none">▪ The student will write effectively for different audiences and purposes.▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
Social Studies	<ul style="list-style-type: none">▪ list types of conflicts that occur in everyday life▪ identify methods of coping with conflict▪ evaluate consequences of various methods▪ role-play typical school and home conflict situations	Social Studies Standards 2005
Math	<ul style="list-style-type: none">▪ calculate the amount of time spent watching TV in a week▪ create a color bar graph representing data by day▪ discuss how too much TV affects self-discipline.	Mathematics Process Standards <ul style="list-style-type: none">▪ Communication▪ Representation

Science	<ul style="list-style-type: none"> ▪ discuss the importance of putting trash in its proper place and recycling ▪ explain how proper handling of trash affects our environment 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate use of positive self-management skills ▪ explain why self-medication with ATOD is an unhealthy way to cope with unpleasant emotions ▪ develop an action plan for dealing positively with difficult emotional situations ▪ demonstrate the ability to use self-management skills in family relationships 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ M-5.2.1, I-5.4.1, D-5.4.1, G-5.4.2, P-5.4.1, N-5.4.1, N-5.4.2, M-5.5.1, I-5.5.1, D-5.5.1, G-5.5.1, N-5.5.1, N-5.5.2, M-5.7.1, M-5.7.2, I-5.7.3, D-5.7.1, N-5.7.1, I-5.8.1, P-5.8.1, N-5.8.1 <p>Connections: ELA</p>
Related Arts	<ul style="list-style-type: none"> ▪ demonstrate self –control while participating in class activities. 	<ul style="list-style-type: none"> ▪ Students will understand and respect others. ▪ Students will make decisions, set goals, and take actions.
Guidance	<ul style="list-style-type: none"> ▪ identify coping strategies for dealing ▪ with unpleasant emotions ▪ practice coping strategies 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate self. ▪ Students will make decisions, set goals, and take actions. ▪ Students will develop safety and survival skills.

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KINDNESS & CARING

FEBRUARY

Grade: 5

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

- Focus points:**
- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
 - *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
 - *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
 - *How does the character trait of kindness fit into your school setting?

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

- Focus points:**
- *Have you ever felt like one of the characters in the story? Explain.
 - *If you had written the story, what changes might you have made?
 - *Do any of the characters remind you of anyone you know? Explain.
 - *Identify behaviors of a caring person.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ read stories related to issues of caring and kindness▪ contribute to class discussion regarding characters and event in story▪ identify behaviors of a caring person▪ identify consequences of caring and uncaring behavior▪ write effectively for different audiences and purposes▪ observe and discuss bullying behaviors▪ list kind and unkind behaviors▪ identify possible consequences of kind and unkind actions	<p>English Language Arts – Strands</p> <ul style="list-style-type: none">▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.▪ The student will write for different audiences and purposes effectively.

Social Studies	<ul style="list-style-type: none"> ▪ identify and describe caring and uncaring actions ▪ select examples of caring and uncaring actions in real-life situations ▪ identify appropriate coping skills for dealing with anger ▪ write effectively for different audiences and purposes ▪ identify and describe representative government, the rule of the law, majority rule, minority rights, and popular sovereignty 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 5-1.2
Math	<ul style="list-style-type: none"> ▪ contribute appropriately to group discussion ▪ list caring and uncaring actions ▪ identify possible consequences of caring and uncaring behaviors ▪ contribute to class discussion re ways to help others ▪ identify possible consequences of helping others 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving
Science	<ul style="list-style-type: none"> ▪ practice listening skills ▪ identify examples of caring actions ▪ identify consequences of uncaring behaviors ▪ analyze and share emotions related to story ▪ write letter in appropriate format ▪ work cooperatively with classmates to plan ▪ a recycling project ▪ implement project and share results 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate ▪ Classify
Health	<ul style="list-style-type: none"> ▪ demonstrate ways to care communicate care, consideration, respect for self, for parents and family, and for the diversity of others 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ M-5.2.1, I-5.2.1, P-5.3.1, I-5.4.1, M-5.5.1, I-5.5.1, M-5.7.1, P-5.8.1
Related Arts	<ul style="list-style-type: none"> ▪ observe, record, and tabulate instances of bullying behaviors ▪ report findings to classmates ▪ contribute to class discussion re observations ▪ identify actions to reduce bullying 	<ul style="list-style-type: none"> ▪ Students will understand and respect others. ▪ Students will make decisions, set goals, and take actions.

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Guidance	<ul style="list-style-type: none"> ▪ practice appropriate listening and speaking group discussion skills ▪ list caring and uncaring actions ▪ identify possible consequences of caring and uncaring behaviors ▪ list examples of kind behaviors ▪ act with kindness toward another person ▪ analyze feelings and results related to kind actions 	<ul style="list-style-type: none"> ▪ Students will understand and respect others. ▪ Students will develop a sense of community.
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PERSEVERANCE

MARCH

Grade 5

Trait: ***PERSEVERANCE---being persistent in one's efforts to accomplish a purpose or goal despite difficulty or obstacles; willingness to try again despite mistakes and failures***

Focus Points:

- *Identify characters in literature that have persevered.
- *Identify real-life examples of those who have persevered.
- *Compare and contrast characters in literature/real life who have persevered and those who have not.
- *Write about times you have persevered and the rewards of perseverance.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ read stories related to issues of perseverance▪ contribute to class discussions regarding characters and events in stories▪ identify behaviors of people who have persevered▪ identify consequences of persevering and giving up	ELA Standards <ul style="list-style-type: none">▪ The students will draw upon a variety of strategies to comprehend, interpret, analyze and evaluate what he or she reads
Social Studies	<ul style="list-style-type: none">▪ identify and describe acts of perseverance▪ select examples of perseverance from real life	Social Studies Standards 2005 <ul style="list-style-type: none">▪ European settlers in New World▪ Slaves▪ Revolutionary War▪ Writing of the U.S. Constitution▪ Civil Rights

Math	<ul style="list-style-type: none"> ▪ contribute appropriately to group discussions ▪ compare/contrast persevering and giving up actions ▪ identify consequences of persevering and giving up 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving
Science	<ul style="list-style-type: none"> ▪ practice listening skills ▪ identify examples of persevering actions ▪ identify consequences of perseverance ▪ analyze and share emotions related to story ▪ write a letter encouraging someone to persevere 	Science Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate ▪ Classify
Health	<ul style="list-style-type: none"> ▪ demonstrate ways to communicate perseverance, consideration, respect for self, for parents and family and for the diversity of others ▪ role play situations of persevering 	Health and Safety Standards 2009 <i>Second Step Curriculum</i> Connections: Fine Arts – Dance, Visual Arts, Music and Drama
Related Arts	<ul style="list-style-type: none"> ▪ See Science 	<ul style="list-style-type: none"> ▪ Students will understand and respect others. ▪ Students will make decisions, set goals, and take actions.
Guidance	<ul style="list-style-type: none"> ▪ practice appropriate listening and speaking skills during group discussions ▪ compare/contrast persevering and giving up ▪ identify the consequences of persevering versus giving up 	<ul style="list-style-type: none"> ▪ Students will understand and respect others. ▪ Students will develop a sense of community.

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HONESTY & INTEGRITY

APRIL

Grade: 5

Trait: ***HONESTY/INTEGRITY – to always be truthful; fair and straightforward in conduct***

- Focus points:**
- *Identify examples of honesty displayed by characters in stories.
 - *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
 - *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ write effectively for different audiences and purposes 	English Language Arts – Strands
Social Studies	<ul style="list-style-type: none"> ▪ use research and interview skills to conduct survey regarding attitudes toward honest and dishonest behaviors ▪ represent findings in graphic format ▪ share findings with classmates 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ explain why found money should be turned in regardless of the amount [move the decimal to the right and add zeros 1.00, 10.00, etc.] 	Mathematics process Skills <ul style="list-style-type: none"> ▪ Communication ▪ Problem Solving
Science	<ul style="list-style-type: none"> ▪ discuss ethical issues such as the manipulation of data, the human issues in various research projects, and “online” concerns 	Science Process Skills <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

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Health	<ul style="list-style-type: none"> ▪ identify ways that qualities of good character enhance emotional and social health 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ M-5.2.1, I-5.2.2, P-5.4.1, N-5.4.2, D-5.5.1, G-5.5.1, M-5.7.1
Related Arts	<ul style="list-style-type: none"> ▪ practice cooperation and teamwork skills ▪ role-play selected situations re honest and dishonest behaviors ▪ identify coping skills for dealing with peer pressure ▪ create multimedia method of sharing role-play situations with other students 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ practice recordkeeping skills ▪ write journal entries according to given subject and format ▪ analyze media excerpts to identify examples of honest and dishonest behavior ▪ make conclusions based on data accumulated ▪ share findings with classmates 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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FAIRNESS & COOPERATION

MAY

Grade: 5

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

- Focus points:**
- *Identify a character and explain how he/she demonstrated fairness?
 - *Select a story and write a different ending, with the main character acting unfairly.
 - *What do you consider heroic deeds?
 - *Do you want to associate with peers who are not fair? Why?
 - *Describe features of the legal system that are in place to ensure fairness.

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

- Focus points:**
- *Explain why cooperation is important in your workplace, the school environment.
 - *Why is cooperation important in appreciating cultural diversity?
 - *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ list examples of fair and unfair behaviors▪ analyze feelings and results related to fair and unfair actions▪ write effectively for various audiences and purposes▪ explain why cooperation is important at school and at home	English Language Arts Strands <ul style="list-style-type: none">▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.▪ The student will write effectively for different audiences and purposes.

Social Studies	<ul style="list-style-type: none"> ▪ explain how appreciation for one's own culture and the culture of others enhances mental/emotional and social health ▪ demonstrate ways to care, communicate care, consideration, respect for self, for parents and family, and for the diversity of others ▪ identify and describe representative government, the rule of the law, majority rule, minority rights, and popular sovereignty ▪ explain events that demonstrate and promote principles of American democracy ▪ research how various cultural groups have an impact on the decisions and development of people and their civilization ▪ list events, people, and various cultures that made an impact on the U.S. during the W.W. II era ▪ brainstorm and research various ways people can work together to follow the principles and ideas of American democracy ▪ research current events for examples of conflict and cooperation 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 5-1.2 and 5-4.5
Math	<ul style="list-style-type: none"> ▪ discuss ethical issues such as the manipulation of data, the human issues in various research projects, and "online" concerns ▪ practice recordkeeping skills ▪ identify reasons that cooperation is critical for effective work in a team ▪ create visual representation of findings ▪ evaluate level of cooperation indicated by data 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication ▪ Representation
Science	<ul style="list-style-type: none"> ▪ See Math 	Science – Process Standards <ul style="list-style-type: none"> ▪ Classify ▪ Communicate

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Health	<ul style="list-style-type: none"> ▪ Demonstrate ways to care, communicate care, consideration, respect for self, for parents and family, and for the diversity of others ▪ Explain how appreciation for one's own culture and the culture of others enhances mental/emotional and social health 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ I-5.2.1, I-5.2.2, I-5.4.1, D-5.4.1, G-5.4.1, M-5.5.1, I-5.5.1, D-5.5.1, G-5.5.1, M-5.7.1, M-5.7.2, I-5.7.3, D-5.7.1
Related Arts	<ul style="list-style-type: none"> ▪ design and display a "How to Cooperate" poster that illustrates the cooperative behaviors listed at the top of this column 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ list examples of fair and unfair behaviors ▪ identify character traits of a fair person ▪ practice cooperative teamwork skills on selected projects ▪ apply creative thinking skills to given task ▪ analyze cooperative teamwork process used to complete project ▪ make oral presentation to class 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.

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RESPECT

SEPTEMBER

Grade: 6

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration	Standards
ELA	<p>The student will...</p> <ul style="list-style-type: none"> ▪ discuss tolerance of religious or cultural differences in world religions: Buddhism, Christianity, and Islam. ▪ discuss or study artifacts, oral history, primary and secondary sources ▪ identify ways to relate to and show respect for the elderly – including parents and grandparents ▪ interview parents and grandparents about childhood memories, school, toys, and holidays etc., make a scrapbook, and share with the class. ▪ <i>Who Am I? Where am I going?</i> ▪ recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and control ▪ relate an awareness, understanding, and respect for others ▪ define and explain the influence of attitudes and behaviors on interpersonal and peer relationships ▪ identify roadblocks to communication and model ways to overcome them ▪ recognize and respect individual differences ▪ <i>“We all live with the objective of being happy; our lives are all different but yet the same.”</i> Cultural Diversity: <i>Sharing Planet Earth</i> 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ▪ The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge.

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	<ul style="list-style-type: none"> demonstrate an understanding of different cultures, attitudes and abilities <i>“Effective communication is the foundation of a healthy relationship.”</i> Communication Skills: <i>Did I Hear What You Said?</i> increase effective communication skills with peers and adults explain and interpret interactions between peers and adults demonstrate a positive attitude toward work and the ability to work together translate the importance of interpersonal relationships and demonstrate positive interaction with others 	
Social Studies	<ul style="list-style-type: none"> <i>“We all live with the objective of being happy; our lives are all different but yet the same.”</i> Cultural Diversity: <i>Sharing Planet Earth</i> demonstrate an understanding of different cultures, attitudes, and abilities See ELA Curriculum Guide 	<p>Social Studies Standards 2005</p> <ul style="list-style-type: none"> South Carolina Social Studies Standards that relate to different, countries, cultures, religions, etc.
Math	<ul style="list-style-type: none"> discuss ethical issues such as the manipulation of data 	<p>Mathematics Process Standards</p> <ul style="list-style-type: none"> Communication
Science	<ul style="list-style-type: none"> identify character traits that contribute to work ethic and career choices 	<p>Science – Process Standards</p> <ul style="list-style-type: none"> Observe Communicate

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Health	<ul style="list-style-type: none"> demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others. 	Health and Safety Standards 2009 <ul style="list-style-type: none"> M-6.1.2, G-6.4.1, G-6.4.2
Related Arts	<ul style="list-style-type: none"> recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and control 	<ul style="list-style-type: none"> Students will understand and appreciate self
Guidance	<ul style="list-style-type: none"> See ELA recognize and respect individual differences demonstrate an understanding of different cultures, attitudes, and abilities 	<ul style="list-style-type: none"> Students will understand and appreciate self. Students will understand and respect others. Students will understand how community awareness relates to work.

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RESPONSIBILITY

OCTOBER

Grade: 6

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

- Focus points:**
- *What are your responsibilities as a student? at home?
 - *What responsibilities will you assume as you get older?
 - *How do you hold others accountable for their behavior?
 - *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration	Standards
ELA	<p>The student will...</p> <ul style="list-style-type: none"> ▪ listen for specific information (details, sequence, definition, inference, predict outcomes, draw conclusions, and distinguish informative from persuasive messages ▪ analyze the changing responsibilities of an adolescent in an independent writing assignment to reinforce responsible behavior ▪ practice decision-making process: Step-by-Step Solution ▪ write a multi-paragraph essay on the topic: “Using the Problem-Solving model in My Life” ▪ identify and participate in activities that demonstrate good citizenship ▪ See S.S. 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ▪ The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge. ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.

Social Studies	<ul style="list-style-type: none"> ▪ “<i>What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.</i>” Interpersonal Relationships: <i>Serving Our Community</i> ▪ See ELA ▪ answer the following questions orally or in writing: <ul style="list-style-type: none"> ○ What were the responsibilities of the Ancient Romans? What were the roles of the plebeians, patricians, senators, and slaves in the Roman society? What is republic? How does Rome’s republic work? What is the Pax Romana? How did Rome build up and govern its empire? 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ identify character traits that contribute to work ethic and career choices 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ explain the importance of ethics and character to science ▪ write reflective journal entries and compositions which consider the consequences of scientific inquiries done without a commitment to principles such as responsibility 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate basic first aid for common injuries such as burns, cuts, bruises and abrasions 	Health and Safety Standards, 2009 <ul style="list-style-type: none"> ▪ G-6.1.1, G-6.1.5, G-6.5.1, G-6.7.2, I-6.1.1, I-6.5.1, I-6.7.3, I-6.8.1, M-6.3.1, P-6.2.1, P-6.6.1, P-6.7.1, P-6.7.2, P-6.8.1
Related Arts	<ul style="list-style-type: none"> ▪ identify character traits which contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> ▪ write journal entries in response to following quote: ▪ “<i>What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.</i>” ▪ Interpersonal Relationships: <i>Serving Our Community</i> ▪ See ELA 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work. ▪ Students will understand how community awareness relates to work.

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GOOD CITIZENSHIP

NOVEMBER

Grade: 6

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ <i>“Reaching your goals and dreams in life depends on activity. This means work!”</i> Goal Setting: <i>School Success: How do I get there?</i> ▪ demonstrate decision-making and goal-setting skills <ul style="list-style-type: none"> ○ explain how studying influences learning and how attitudes influence achievement ○ explain and develop personal capabilities and cooperation in learning with others ▪ <i>“What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.”</i> Interpersonal Relationships: <i>Serving Our Community</i> ▪ identify opportunities to participate in community service ▪ explain the value of teamwork and display the ability to work in teams as well as independently identify and participate in activities that demonstrate good citizenship 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ▪ The student will access and use information from a variety of appropriately selected sources to extend his or her knowledge. ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<ul style="list-style-type: none"> ▪ See ELA 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ South Carolina Social Studies standards that relate to different, countries, cultures, religions, etc.
Math	<ul style="list-style-type: none"> ▪ identify character traits that contribute to work ethic and career choices 	Mathematics Process Standards

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		<ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ read the biographies of scientists who have modeled good character and made a difference in the world 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate the ability to advocate for Personal, Family and Community Health ▪ list ways to be an advocate for fairness and justice ▪ advocate for needs and rights of others 	Health and Safety Standards, 2009 <ul style="list-style-type: none"> ▪ I-6.8.1, M-6.3.1, M-6.5.1, N-6.8.1, P-6.8.1
Related Arts	<ul style="list-style-type: none"> ▪ discuss copyright laws pertaining to musicians’ and artists’ work ▪ identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> ▪ See ELA 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work. ▪ Students will demonstrate decision making, goal setting, problem solving, and communication skills. ▪ Students will understand how community awareness relates to work.

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GENEROSITY

DECEMBER

Grade: 6

Trait: **GENEROSITY** –a willingness to give to others

- Focus points:**
- *What do you consider an act of generosity?
 - *Identify characters in literature that have demonstrated generosity.
 - *Identify real-life examples of those who have demonstrated generosity.
 - *Write about times you have been generous and the rewards of generosity.

Subject	Suggestions for Integration	Standards
ELA	<p>The student will...</p> <ul style="list-style-type: none"> ▪ Summarize author bias based on the omission of relevant facts and statements of unsupported opinions. ▪ Interview parents, grandparents, and other students and determine whether attitudes about generosity have changed over time. 	<p>English Language Arts Strands</p> <ul style="list-style-type: none"> ▪ 6-2.3, 6-6.1, 6-4.1
Social Studies	<ul style="list-style-type: none"> ▪ Participate in a community service project such as a canned food and clothing drive or a Toys for Tots campaign to demonstrate generous behavior to those less fortunate. ▪ Compare the origins, founding leaders, basic principles, and diffusion of major religions and philosophies as they emerged and expanded, including Judaism, Christianity, Islam, Buddhism, Hinduism, Confucianism, and Taoism. (H, G) Part of what we teach when we cover Hinduism is the Hindu Caste System. This is a social class system in which Hindus are born into a particular social level, or caste. The lowest level of this caste is known as untouchables. The Hindu religion believes in reincarnation, or the 	Social Studies Standards 2005

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	<p>idea that when you die, you are reborn into another living being. This can vary from insect to human, depending on your previous life. If you have done "good" deeds, then you will be reborn into a higher caste. If you have been a "bad" person in the previous life, or bad karma, then you will be reborn into a lower level. The goal is to keep doing good karmic deeds so you can eventually end the cycle of rebirths and enjoy an eternity in the Hindu version of heaven. (basically)</p> <ul style="list-style-type: none"> ▪ For class, each student will be assigned into a particular caste level. They are also given a Karma chart in which they will keep track of their Karma points. To receive karma points, the students will need to do good deeds in school. When a student performs a good karma deed, (being generous, holding the door for someone, anything positive) a teacher or administrator will acknowledge and sign the karma chart. When the student reaches 5 karma points, they have made it to the next level, and have completed the assignment. 	
Math	<ul style="list-style-type: none"> ▪ The student will research a non-profit organization of their choosing on the web. The student will put together a presentation on the “generosity” of other countries and/or states to this organization by dollars donated. In the presentation the student will include the following: a summary of the organization’s purpose, a graph, fraction form, decimal form, percentage form of dollars donated. 	<ul style="list-style-type: none"> ▪ 6-2.1- Understand whole number percentages through 100. ▪ 6-6.2- Organize data in frequency tables, histograms or stem-and-leaf plots as appropriate

Science	<ul style="list-style-type: none"> Discuss how generosity influences the lives of organ recipients and donors 	Science Standards
Health	<ul style="list-style-type: none"> Take an inventory of toys you have outgrown and look for a place in the community where you can donate to someone less fortunate. 	Health and Safety Standards, 2009 <ul style="list-style-type: none"> M-6.1.2
Related Arts	<ul style="list-style-type: none"> Use small group peer tutoring to help students who are behind. 	<ul style="list-style-type: none"> National Standard #7
Guidance	<ul style="list-style-type: none"> Model generosity with students by being open, honest and willing to share knowledge and time. Cover generosity through goal-setting lesson. 	American School Counselor Assoc. <ul style="list-style-type: none"> A:A 5.5, PS:A 1.3, 1.6, 1.9, 2.7, 2.8

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SELF-DISCIPLINE

JANUARY

Grade: 6

Trait: ***SELF-DISCIPLINE – to demonstrate the ability to control yourself in all situations***

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advice?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none">examine the impact of peer pressure and explain its impact on an individualcontribute to class discussion of prevalent situations and support ideas with examples related to students and academic situationswrite a multi-paragraph essay on the topic: “Peer Pressure – How to Say No”	English Language Arts – Strands <ul style="list-style-type: none">The student will write effectively for different audiences and purposesThe student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<ul style="list-style-type: none">participate in a Good Manners Club (GMC)observe and discuss examples of acceptable verbal and nonverbal behaviorobserve and discuss consequences of unacceptable verbal and nonverbal behavior	Social Studies Standards 2005
Math	<ul style="list-style-type: none">read biographies of famous mathematiciansdiscuss the self-discipline required to make a difference in the world	Mathematics Process Standards <ul style="list-style-type: none">Communication
Science	<ul style="list-style-type: none">read biographies of famous scientistsdiscuss the self-discipline required to make a difference in the world	Science – Process Standards <ul style="list-style-type: none">ObserveCommunicate

Health	<ul style="list-style-type: none"> demonstrate healthful strategies to assess and manage conflict and stress: organize school materials to make finding them less stressful allow extra time to find and change classes 	Health and Safety Standards 2009 <ul style="list-style-type: none"> D-6.6.1, G-6.1.5, I-6.5.1, I-6.7.1, M-6.1.2, N-6.7.1, N-6.7.2, P-6.5.1, P-6.6.1, P-6.7.1
Related Arts	<ul style="list-style-type: none"> discuss copyright laws relating to musicians' and artists' work identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.

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KINDNESS & CARING

FEBRUARY

Grade: 6

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

Focus points:

- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
- *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
- *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
- *How does the character trait of kindness fit into your school setting?

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

Focus points:

- *Have you ever felt like one of the characters in the story? Explain.
- *If you had written the story, what changes might you have made?
- *Do any of the characters remind you of anyone you know? Explain.
- *Identify behaviors of a caring person.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ identify acts of kindness and explain their importance in various literary works ▪ utilize a variety of strategies to comprehend, interpret, analyze, and evaluate what he/she reads 	ELA Strands <ul style="list-style-type: none"> ▪ Reading ▪ Writing ▪ Communication
Social Studies	<ul style="list-style-type: none"> ▪ participate in a Good Manners Club (GMC) ▪ observe and discuss examples of acceptable verbal and nonverbal behavior ▪ observe and discuss consequences of unacceptable verbal and nonverbal behavior 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ identify character traits that contribute to ▪ work ethic and career choices 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ practice and encourage safety in projects and lab activities ▪ explain the importance of ethics to science 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

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Health	<ul style="list-style-type: none"> demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others. demonstrate appropriate ways to end an unhealthy friendship 	Mathematics Process Skills <ul style="list-style-type: none"> M-6.1.4, G-6.2.1, G-6.4.1, G-6.7.1, I-6.1.2
Related Arts	<ul style="list-style-type: none"> identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> seek opportunities to participate in community service explain the value of teamwork and display the ability to work in teams as well as independently identify and participate in activities that demonstrate good citizenship 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.

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PERSEVERANCE

MARCH

Grade 6

Trait: **PERSEVERANCE** –*being persistent in one’s efforts to accomplish a purpose or goal despite difficulty or obstacles; willingness to try again despite mistakes and failures*

- Focus points:**
- *Identify characters in literature that have persevered.
 - *Identify real-life examples of those who have persevered.
 - *Compare and contrast characters in literature/real life who have persevered and those who have not.
 - *Write about times you have persevered and the rewards of perseverance.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ Write a multi-paragraph personal essay about a time in their life when they used perseverance to meet a challenge ▪ Read <u>The Diary of Anne Frank</u> and do a research paper on the Holocaust and concentration camps. The Jews are perfect examples of people with perseverance ▪ Research an athlete who overcame obstacles and persevered to achieve greatness. Write an article summary or develop a poster on the topic of perseverance, showcasing that athlete. 	<ul style="list-style-type: none"> ▪ 6-4.3 (create multi-paragraph compositions) ▪ 6-6.1, 6-6.2, 6-6.5, 6.6-8
Social Studies	<ul style="list-style-type: none"> ▪ Illustrate the correct concept of perseverance (with a poster, collage, or original art work) in ancient hunter-gatherer societies. 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ 6-1.1, 6-1.2,6-1.3,6-1.4
Math	<ul style="list-style-type: none"> ▪ Share personal stories in math class about the significance of perseverance to be successful in math. ▪ The student will research a mathematician from a given list. The student will write at least a page summary of the major 	<ul style="list-style-type: none"> ▪ Problem Solving ▪ 6.1-7 Generalize connections among a variety or representational forms and real-

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	<p>contribution(s) the mathematician made to society. Included in the summary, the student will explain how the person used “perseverance” at some point in his/her life to achieve success.</p>	world situations.
Science	<ul style="list-style-type: none"> ▪ The student will research animals that are known for their perseverance and will explain how these animals defend themselves, get their food, and obtain resources. ▪ Use peer tutoring during lab activities (pair students of different abilities). 	<p>Science Standards</p> <ul style="list-style-type: none"> ▪ 6.3-1 (Compare structures of invertebrate and vertebrate animals.) ▪ 6.3-2 (Summarize the basic functions of the structures of animals) ▪ 6-1.1 Use appropriate tools and instruments safely and accurately when conducting a controlled scientific investigation.
Health	<ul style="list-style-type: none"> ▪ Define resiliency and think of a time when you didn’t meet your goal. What did you do to meet the challenge? 	<p>Health and Safety Standards 2009</p> <ul style="list-style-type: none"> ▪ M-6.1.3, P-6.5.1, P-6.6.1, P-6.7.1
Related Arts	<ul style="list-style-type: none"> ▪ Write a multi-paragraph personal essay about how a piece of music helped them persevere. 	<ul style="list-style-type: none"> ▪ National Standard #6
Guidance	<ul style="list-style-type: none"> ▪ Learn how to apply the concept of perseverance through a goal setting lesson focused on prioritizing as well as value of persistence and hard work. 	<ul style="list-style-type: none"> ▪ American School Counselor Assoc. A:A1.1, 1.4, 1.5, 2.2, 2.2, 2.4, 3.1, 3.4

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HONESTY & INTEGRITY

APRIL

Grade: 6

Trait: **HONESTY/ INTEGRITY – to be truthful; fair and straightforward in conduct**

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ discuss freedom in government and religion, etc. in early Greek democracy and dictatorships of W.W. I and W.W. II 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<ul style="list-style-type: none"> ▪ review current events and analyze various political and social actions in relation to honesty 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ <i>Stress Honesty and Integrity</i>--cite the importance of these virtues in applying math and science to real-world problems and in completing classwork ▪ <i>A Classroom Code of Ethics</i>--create a code of ethics for their classroom ▪ explain key concepts in “primary documents: - the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program ▪ shape a series of principles or guidelines that are suited to their work as young scientists and mathematicians 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication

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Science	<ul style="list-style-type: none"> See Math 	Science – Process Standards <ul style="list-style-type: none"> Observe Communicate
Health	<ul style="list-style-type: none"> explain why concerns about someone’s potential to harm self or others must always be reported to the appropriate adults explain why knowledge of weapons on school property must always be reported to the appropriate adults 	Health and Safety Standards, 2009 <ul style="list-style-type: none"> D-6.3.1,D-6.8.1, G-6.1.1, G-6.1.5, G-6.4.1, G-6.5.1, M-6.1.2, P-6.6.1
Related Arts	<ul style="list-style-type: none"> discuss copyright laws relating to musicians’ and artists’ work identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work. Students will understand and respect others.

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FAIRNESS & COOPERATION

MAY

Grade: 6

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

Focus points:

- *Identify a character and explain how he/she demonstrated fairness?
- *Select a story and write a different ending, with the main character acting unfairly.
- *What do you consider heroic deeds?
- *Do you want to associate with peers who are not fair? Why?
- *Describe features of the legal system that are in place to ensure fairness.

Trait: **COOPERATION** –*to play together or work well with others to accomplish a common goal*

Focus points:

- *Explain why cooperation is important in your workplace, the school environment.
- *Why is cooperation important in appreciating cultural diversity?
- *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ identify behaviors associated with fairness ▪ explain why fairness is important in our lives ▪ utilize a variety of strategies to comprehend, interpret, analyze, and evaluate what he/she reads ▪ identify examples of fair and unfair actions by characters in various literary works ▪ discuss perseverance or overcoming hardships as early settlers make their way through drought, flooding, and unsettled land in the study of ancient civilizations (Greece, Rome, Indus River Valley) ▪ “We all live with the objective of being happy; our lives are all different but yet the same.” Cultural Diversity: <i>Sharing Planet Earth</i> ▪ demonstrate an understanding of different cultures, attitudes, and abilities ▪ “If we want our children to possess the traits of character we most 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.

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	<p><i>admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn the forms and content of those traits.” Career Awareness: Showing Good Character in the Workplace</i></p> <ul style="list-style-type: none"> ▪ define the importance of responsibility, punctuality, and integrity in the workplace 	
Social Studies	<ul style="list-style-type: none"> ▪ discuss topics such as ethics in politics, trade agreements, business, and social agenda ▪ “<i>We all live with the objective of being happy; our lives are all different but yet the same.</i>” Cultural Diversity: <i>Sharing Planet Earth</i> ▪ demonstrate an understanding of different cultures, attitudes, and abilities 	<p>Social Studies Standards 2005</p> <ul style="list-style-type: none"> ▪ Asian Culture: how people interact ▪ River Valley Civilizations: Ancient Egypt, Mesopotamia, India, and China – Relationships
Math	<ul style="list-style-type: none"> ▪ explain the importance of the virtues of <i>honesty</i> and <i>integrity</i> in applying math and science to real-world problems and in completing class work ▪ work cooperatively with classmates to create a Code of Ethics for classroom ▪ examine and discuss “primary documents” – the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program ▪ work with other students to shape a series of principles or guidelines that are suited to their work as young scientists and mathematicians ▪ utilize opportunities for individual and group reflection through journals, writing assignments, and creative projects 	<p>Mathematics Process Standards</p> <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ utilize opportunities for individual and group reflection through journals, writing assignments, and creative projects 	<p>Science – Process Standards</p> <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate effective interpersonal communication skills 	<p>Health and Safety Standards 2009</p> <ul style="list-style-type: none"> ▪ G-6.4.1, G-6.4.2, G-6.7.1, I-6.4.1, I-6.7.1, I-6.7.3, M-6.4.1

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RESPECT

SEPTEMBER

Grade: 7

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics to they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration	Standards
ELA	<p>The student will...</p> <ul style="list-style-type: none"> ▪ <i>“We all live with the objective of being happy; our lives are all different but yet the same.”</i> Cultural Diversity: <i>Sharing Planet Earth</i> ▪ demonstrate an understanding of different cultures, attitudes, and abilities ▪ <i>“Effective communication is the foundation of a healthy relationship.”</i> Communication Skills: <i>Did I Hear What You Said?</i> ▪ increase use of effective communication skills with peers and adults ▪ explain and interpret interactions between peers and adults ▪ demonstrate a positive attitude toward work and the ability to work together ▪ translate the importance of interpersonal relationships and demonstrate positive interaction with others ▪ <i>Who Am I? Where am I going?</i> ▪ recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and control ▪ demonstrate an awareness, understanding, and respect for others ▪ define and explain the influence of attitudes and behaviors on interpersonal and peer relationships ▪ identify roadblocks to communication and model ways to overcome them 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.

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	<ul style="list-style-type: none"> ▪ recognize and respect individual differences 	
Social Studies	<ul style="list-style-type: none"> ▪ demonstrate an understanding of different cultures, attitudes, and abilities ▪ See ELA 	Social Studies Standards 2005 <ul style="list-style-type: none"> ▪ South Carolina Social Studies Standards that relate to different, countries, cultures, religions, etc.
Math	<ul style="list-style-type: none"> ▪ discuss ethical issues such as the manipulation of data 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ explain the importance of ethics and character to the scientific profession ▪ respond orally or in writing to selected prompts re ethical principles in science 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate ways to communicate consideration and respect for self and others as related to body composition and shape, weight control and dietary choices 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ D-7.5.2, G-7.1.2, G-7.1.8, G-7.1.9, G-7.2.1, G-7.2.2, G-7.4.1, G-7.5.1, G-7.7.1, I-7.4.1
Related Arts	<ul style="list-style-type: none"> ▪ discuss copyright laws relating to musicians’ and artists’ work ▪ identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> ▪ demonstrate an understanding of cultures, attitudes, and abilities ▪ See ELA 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work. ▪ Students will understand how community awareness relates to work.

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RESPONSIBILITY

OCTOBER

Grade: 7

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

- Focus points:**
- *What are your responsibilities as a student? at home?
 - *What responsibilities will you assume as you get older?
 - *How do you hold others accountable for their behavior?
 - *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ seek opportunities to participate in community service ▪ explain the value of teamwork and display the ability to work in teams as well as independently ▪ identify and participate in activities that demonstrate good citizenship 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will write effectively for different audiences and purposes ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads
Social Studies	<ul style="list-style-type: none"> ▪ See ELA 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ identify character traits that contribute to work ethic and career choices 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ explain the importance of ethics and character to the scientific profession 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate the ability to utilize resources from home, school, and community that provide valid safety information and services 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ D-7.8.1, G-7.1.2, I-7.3.1, G-7.3.1, G-7.3.2, M-7.1.1, P-7.6.1, P-7.6.2, P-7.8.1

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Related Arts	<ul style="list-style-type: none"> ▪ discuss copyright laws relating to musicians' and artists' work ▪ identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> ▪ See ELA 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work. ▪ Students will understand how community awareness relates to work.

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GOOD CITIZENSHIP

NOVEMBER

Grade: 7

Trait: **GOOD CITIZENSHIP** – *to be actively engaged in demonstrating pride and responsibility in self, school, community, and country*

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- * Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards
ELA	<p>The student will...</p> <ul style="list-style-type: none"> ▪ “<i>Reaching your goals and dreams in life depends on activity. This means work!</i>” Goal Setting: <i>School Success: How do I get there?</i> ▪ demonstrate decision-making and goal-setting skills ▪ recognize how studying influences learning and how attitudes influence achievement ▪ explain and develop personal capabilities and cooperation in learning with others ▪ “<i>What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.</i>” Interpersonal Relationships: <i>Serving Our Community</i> ▪ seek opportunities to participate in community service ▪ explain the value of teamwork and display the ability to work in teams as well as independently ▪ identify and participate in activities that demonstrate good citizenship ▪ “<i>Good Worker</i>” Traits: <i>Do I Have What It Takes?</i> ▪ explain the relationship between personal qualities, school success, and career choices 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication

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Social Studies	<ul style="list-style-type: none"> ▪ “<i>What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.</i>” Interpersonal Relationships: <i>Serving Our Community</i> ▪ See ELA 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ identify character traits that contribute to work ethic and career choices 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ read the biographies of scientists who have modeled good character and made a difference in the world 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate the ability to utilize resources from home, school, and community that provide valid safety information and services 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ I-7.3.1, G-7.3.1, G-7.3.2, M-7.1.1, P-7.4.1, P-7.8.1
Related Arts	<ul style="list-style-type: none"> ▪ discuss copyright laws relating to musicians’ and artists’ work ▪ identify character traits that contribute to work ethic and career choices 	<i>Young Peoples Lessons in Character</i> , B. David Brooks, Ph.D., p. 124 <ul style="list-style-type: none"> ▪ <i>Lessons in Character</i>, Unit Seven: I work with Computers -- <i>Graphic Illustrator</i>: Eldon Doty
Guidance	<ul style="list-style-type: none"> ▪ See ELA ▪ explain the relationship between personal qualities, school success, and career choices 	<i>Effective Guidance Activities</i> , SC Department of Education, Office of Safe Schools & Youth Services, Guidance Services (CD) *(Contact the guidance counselor for CD). <i>Serving Our Community</i> <ul style="list-style-type: none"> ▪ “<i>Good Worker</i>” Traits: <i>Do I Have What It Takes?</i>

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GENEROSITY

DECEMBER

Grade: 7

Trait: **GENEROSITY** –*a willingness to give to others*

- Focus points:**
- *What do you consider an act of generosity?
 - *Identify characters in literature that have demonstrated generosity.
 - *Identify real-life examples of those who have demonstrated generosity.
 - *Write about times you have been generous and the rewards of generosity.

Subject	Suggestions for Integration	Standards
ELA	<p>The student will...</p> <ul style="list-style-type: none"> ▪ interview parents, grandparents, and other students and determine whether attitudes about generosity have changed over time. ▪ have students keep a log for five days where they have displayed random acts of generosity that did not include money. 	<ul style="list-style-type: none"> ▪ 7-5.3 Create descriptions for use in different modes of writing.
Social Studies	<ul style="list-style-type: none"> ▪ compare the relationship between Elizabeth I of England to Louis XIV of France. Which was more generous to their subjects? How did the treatment of their people decide the length of their reign? ▪ How can one person's generosity spread to impact the entire world? 	<ul style="list-style-type: none"> ▪ Summarize the essential characteristics of the limited government in England following the Glorious Revolution and the unlimited governments in France and Russia, including some of the restraints placed upon a limited government's power and how authoritarian and totalitarian systems are considered unlimited governments. ▪ 7-7.4 Summarize global efforts to advance human rights, including the United Nations' adoption and

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		proclamation of the Universal Declaration of Human Rights, the end of colonialism by European nation-states, and the collapse of the apartheid system.
Math		
Science	<ul style="list-style-type: none"> Discuss the significance of scientific endowments. 	Science Standards <ul style="list-style-type: none"> 7-1.4
Health	<ul style="list-style-type: none"> Make a list of ways to show generosity to your family, friends, and community and implement one. 	Health and Safety Standards 2009
Related Arts	<ul style="list-style-type: none"> Write an essay about how music is used in society as a gift. 	National Standard #8 and #9.
Guidance	<ul style="list-style-type: none"> Model generosity with students by being open, honest and willing to share knowledge and time. Cover generosity through goal-setting lesson. 	American School Counselor Assoc. <ul style="list-style-type: none"> A:A 5.5, PS:A 1.3, 1.6, 1.9, 2.7, 2.8

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SELF-DISCIPLINE

JANUARY

Grade: 7

Trait: ***SELF-DISCIPLINE – to demonstrate the ability to control yourself in all situations***

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advice?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ read poems, short stories, or biographies that demonstrate self-discipline▪ complete varied writing assignments about self-discipline and the main character or plot etc.	English Language Arts – Strands <ul style="list-style-type: none">▪ The student will write effectively for different audiences and purposes.▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
Social Studies	<ul style="list-style-type: none">▪ participate in a Good Manners Club (GMC)▪ observe and discuss examples of acceptable verbal and nonverbal behavior▪ observe and discuss consequences of unacceptable verbal and nonverbal behavior.	Social Studies Standards 2005

Math	<ul style="list-style-type: none"> ▪ read and discuss biographies of famous mathematicians and the self-discipline required to make a difference in the world 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ read and discuss biographies of famous scientists and the self-discipline required to make a difference in the world 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate helpful strategies to access and manage conflict and stress ▪ list and discuss steps to use to stay in control when you are very angry ▪ explain how to carry on when you are feeling insecure and unloved 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ G-7.4.1, G-7.5.1, I-7.4.1, M-7.7.1, N-7.1.5, N-7.1.6, P-7.6.1,P-7.6.2
Related Arts	<ul style="list-style-type: none"> ▪ demonstrate self-discipline when working independently and with other students in class activities ▪ identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> ▪ identify character traits that contribute to ▪ work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.

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KINDNESS & CARING

FEBRUARY

Grade: 7

Trait: **CARING** – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

- Focus points:**
- *Have you ever felt like one of the characters in the story? Explain.
 - *If you had written the story, what changes might you have made?
 - *Do any of the characters remind you of anyone you know? Explain.
 - *Identify behaviors of a caring person.

KINDNESS – *to be considerate, courteous, helpful, and understanding of others' feelings and beliefs*

- Focus points:**
- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
 - *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
 - *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
 - *How does the character trait of kindness fit into your school setting?

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ seek opportunities to participate in community service▪ explain the value of teamwork and display the ability to work in teams as well as independently▪ identify and participate in activities that demonstrate good citizenship▪ practice writing thank you notes	English Language Arts – Strands <ul style="list-style-type: none">▪ The student will recognize, demonstrate, and analyze the qualities of effective communication▪ Write for different audiences and purposes
Social Studies	<ul style="list-style-type: none">▪ participate in a Good Manners Club (GMC)▪ observe and discuss examples of acceptable verbal and nonverbal behavior▪ observe and discuss consequences of unacceptable verbal and nonverbal behavior.▪ See ELA	Social Studies Standards 2005

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Math	<ul style="list-style-type: none"> ▪ identify character traits that contribute to work ethic and career choices 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ practice and encourage safety in projects and lab activities ▪ explain the importance of ethics and character to the scientific profession 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate ways to communicate consideration and respect for self and others as related to body composition and shape, weight control and dietary choices 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ G-7.2.1, G-7.2.2, G-7.4.1, M -7.4.1
Related Arts	<ul style="list-style-type: none"> ▪ demonstrate kindness and caring when working with other students in class activities ▪ identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> ▪ See ELA 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work. ▪ Students will understand how community awareness relates to work.

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PERSEVERANCE

MARCH

Grade: 7

Trait: **PERSEVERANCE** –*being persistent in one’s efforts to accomplish a purpose or goal despite difficulty or obstacles; willingness to try again despite mistakes and failures*

Focus points:

- *Identify characters in literature that have persevered.
- *Identify real-life examples of those who have persevered.
- *Compare and contrast characters in literature/real life who have persevered and those who have not.
- *Write about times you have persevered and the rewards of perseverance.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ Read a biography of a famous person and identify how perseverance contributed to their success. Write a short “bio” for that person. Put together a class booklet of short “bios” of people who have persevered and become successful. ▪ Journal writing: Describe a time when you persevered. Were you successful? What were the benefits of having perseverance? 	<ul style="list-style-type: none"> ▪ 7-2.1 (Analyze ideas in informational texts) ▪ 7-2.2 (Analyze information in texts to draw conclusions and make inferences) ▪ 7-2.8 (Read independently) ▪ 7-5.1 (Create informational pieces) ▪ 7-5.3 Create descriptions for use in different modes of writing.
Social Studies	<ul style="list-style-type: none"> ▪ Summarize how the people of England, France, and Russia had to persevere to win the use of their natural rights (life liberty, property/ pursuit of happiness) from the Absolute Monarchs. Explain how their persistence over hundreds of years finally paid off. ▪ Explain the extent President Woodrow Wilson went to in 	<ul style="list-style-type: none"> ▪ Summarize the essential characteristics of the limited government in England following the Glorious Revolution and the unlimited governments in France and Russia, including some of the restraints placed upon a limited government’s power and how authoritarian and totalitarian systems are considered unlimited governments.

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	<p>order to convince the people of the United States and the World that the League of Nations was a worthy cause. Why would he continue to promote his ideas even though others disagreed with him so strongly? How did this end up for him? Do you know of any future programs that were based from his plan?</p> <ul style="list-style-type: none"> Write a journal entry as a WWI veteran marching on Washington D.C. fighting for their Bonus promised by the government. How would a veteran feel when President Hoover responded to their persistence? What made President Roosevelt's reaction so much different? Even though they were forced out by the military the first time, what brought them back a second? 	<ul style="list-style-type: none"> Explain the outcome and effects of World War I, including the conditions and failures of the League of Nations and the Treaty of Versailles and the effects of major treaties on population movement, the international economy, and shifts in borders. (H, P, G, E) Explain the worldwide depression that took place in the 1930s, including the economic crash of 1929 and political responses to the depression such as the New Deal in the United States, the rise of Nazism in Germany, and the economic retrenchment in Britain.
Math	<ul style="list-style-type: none"> Discuss the math skills that are easy for you and those that are challenging. Discuss strategies for persevering when school assignments are more difficult. Students will generate and solve complex abstract problems that involve physical, social, or mathematical phenomena and will continue to work until arriving at a solution. 	<p>Math Process Standards</p> <ul style="list-style-type: none"> Problem Solving

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Science	<ul style="list-style-type: none"> Discuss inventors and scientific discoveries/accomplishments achieved through perseverance. 	<ul style="list-style-type: none"> 7-1.4 Importance of repeated trials in scientific investigation...
Health	<ul style="list-style-type: none"> Discuss perseverance as it relates to mental, emotional and social health. 	Health and Safety Standards 2009 <ul style="list-style-type: none"> Mental, Emotional and Social Health strands
Related Arts	<ul style="list-style-type: none"> Read the story of our national Anthem and write an essay on how this song helped our service men persevere. 	<ul style="list-style-type: none"> National Standard # 9
Guidance	<ul style="list-style-type: none"> Learn how to apply the concept of perseverance through a goal setting lesson focused on prioritizing as well as value of persistence and hard work. 	American School Counselor Assoc. <ul style="list-style-type: none"> A:A1.1, 1.4, 1.5, 2.2, 2.2, 2.4, 3.1, 3.4

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HONESTY & INTEGRITY

APRIL

Grade: 7

Trait: **HONESTY/INTEGRITY –to be truthful; fair and straightforward in conduct**

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ write a multi-paragraph essay on the topic: “My Hero is a Person of Good Character” ▪ discuss ways to avoid plagiarism 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none"> ▪ review current events and discuss ▪ various political and social actions in relation to honesty ▪ discuss ethics in politics, trade agreements, business/social agendas 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ explain the importance of honesty and integrity in applying math and science to real-world problems and in completing class work ▪ work cooperatively with classmates to create a code of ethics for classroom ▪ explain key concepts in “primary documents: - the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program ▪ shape a series of principles or guidelines that are suited to their work as young scientists and mathematicians 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ See Math 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

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Health	<ul style="list-style-type: none"> ▪ tell why knowledge of weapons on school property must be reported to appropriate responsible adults 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ I-7.1.1, M-7.1.1, M-7.4.1, M-7.7.1, N-7.1.6, N-7.2.2, N-7.6.2, P-7.1.1, P-7.6.1, P-7.6.2
Related Arts	<ul style="list-style-type: none"> ▪ discuss copyright laws pertaining to musicians' and artists' work ▪ identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> ▪ identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.

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COOPERATION & FAIRNESS

MAY

Grade: 7

Trait: **COOPERATION** –*to play together or work well with others to accomplish a common goal*

- Focus points:**
- *Explain why cooperation is important in your workplace, the school environment.
 - *Why is cooperation important in appreciating cultural diversity?
 - *Explain why cooperation is critical for working on a team.

FAIRNESS –*to play by the rules, to be open minded to the viewpoints of others*

- Focus points:**
- *Identify a character and explain how he/she demonstrated fairness?
 - *Select a story and write a different ending, with the main character acting unfairly.
 - *What do you consider heroic deeds?
 - *Do you want to associate with peers who are not fair? Why?
 - *Describe features of the legal system that are in place to ensure fairness.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ “<i>We all live with the objective of being happy; our lives are all different but yet the same.</i>” Cultural Diversity: <i>Sharing Planet Earth</i> ▪ demonstrate an understanding of different cultures, attitudes, and abilities ▪ “<i>If we want our children to possess the traits of character we most admire, we need to teach them what those traits are and why they deserve both admiration and allegiance. Children must learn the forms and content of those traits.</i>” Career Awareness: <i>Showing Good Character in the Workplace</i> ▪ explain the importance of responsibility, dependability, punctuality, and integrity in the workplace ▪ identify character traits that contribute to work ethic and career choices 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.

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Social Studies	<ul style="list-style-type: none"> ▪ “We all live with the objective of being happy; our lives are all different but yet the same.” Cultural Diversity: <i>Sharing Planet Earth</i> ▪ demonstrate an understanding of different cultures, attitudes, and abilities ▪ discuss topics such as ethics in politics, trade agreements, business and social agendas 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ explain, through individual and group reflection, the importance of character traits such as responsibility, dependability, and integrity in journals, writing assignments, and creative projects ▪ work cooperatively to create a code of ethics for their classroom ▪ explain and work with the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ explain, through individual and group reflection, the importance of character traits such as responsibility, dependability, and integrity in journals, writing assignments, and creative projects 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate effective interpersonal communication skills ▪ demonstrate strategies for expressing needs, wants and feelings to adults who have been rude or unfair 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ G-7.1.8, G-7.4.1, G-7.5.1, G-7.7.1, M-7.7.1, I-7.4.1
Related Arts	<ul style="list-style-type: none"> ▪ demonstrate cooperation when working on group activities ▪ identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> ▪ demonstrate an understanding of different cultures, attitudes, and abilities 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work. ▪ Students will understand how community awareness relates to work.

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RESPECT

SEPTEMBER

Grade: 8

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

- Focus points:**
- *What did the main character do that demonstrated respect?
 - *Do you respect the main character and why or why not?
 - *Who is a figure in your life that you respect and what characteristics do they exhibit?
 - *Give examples in your life when you demonstrated respect.

Subject	Suggestions for Integration	Standards
ELA	<p>The student will...</p> <ul style="list-style-type: none"> ▪ explain the importance of respecting self and others ▪ give examples of what happens when respect is not demonstrated ▪ <i>“We all live with the objective of being happy; our lives are all different but yet the same.”</i> Cultural Diversity: <i>Sharing Planet Earth</i> ▪ demonstrate an understanding of different cultures, attitudes, and abilities ▪ <i>“Effective communication is the foundation of a healthy relationship.”</i> Communication Skills: <i>Did I Hear What You Said?</i> ▪ increase use of effective communication skills with peers and adults ▪ explain and interpret interactions between peers and adults ▪ demonstrate a positive attitude toward work and the ability to work together ▪ translate the importance of interpersonal relationships and demonstrate positive interaction with others ▪ <i>Who Am I? Where am I going?</i> ▪ recognize and explain the relationship of physical, emotional, and intellectual changes and the effects on self-concept and control ▪ relate an awareness, understanding, and respect for others ▪ define and explain the influence of attitudes and behaviors on interpersonal and peer relationships ▪ identify roadblocks to communication and model ways to overcome 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication

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	<ul style="list-style-type: none"> them recognize and respect individual differences 	
Social Studies	<ul style="list-style-type: none"> <i>“We all live with the objective of being happy; our lives are all different but yet the same.” Cultural Diversity: Sharing Planet Earth</i> demonstrate an understanding of different cultures, attitudes, and abilities <i>Who Am I? Where am I going?</i> be able to answer the following questions: <ul style="list-style-type: none"> What are the political struggles that affected African Americas, women, and other ethnic and religious groups? What were the major domestic and foreign issues at this time? What is the foundation or basic principles of American democracy? What are the foundations of the American political system? What are the central ideas of SC and the US regarding constitutional government? What are the historical, geographic, social and economic factors that shaped American democracy? What are shared political values and principles of American democracy? How can political parties provide opportunities for citizen participation? See ELA 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> identify sources of employment in the community explain how economic development influences employment 	Mathematics Process Standards <ul style="list-style-type: none"> Communication

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Science	<ul style="list-style-type: none"> discuss ethical issues such as the manipulation of data 	Science – Process Standards <ul style="list-style-type: none"> Observe Communicate
Health	<ul style="list-style-type: none"> demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others 	Health and Safety Standards 2009 <ul style="list-style-type: none"> G-8.1.1, G-8.1.4, G-8.4.1, G-8.4.2, G-8.4.3, G-8.7.1, I-8.7.1, I-8.7.3
Related Arts	<ul style="list-style-type: none"> demonstrate respect for the work of other students identify character traits than contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> demonstrate an understanding of different cultures, attitudes, and abilities See ELA See Math 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work. Students will understand how community awareness relates to work.

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RESPONSIBILITY

OCTOBER

Grade: 8

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ “<i>What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.</i>” Interpersonal Relationships: <i>Serving Our Community</i> ▪ seek opportunities to participate in community service ▪ explain the value of teamwork and display the ability to work in teams as well as independently ▪ identify and participate in activities that demonstrate good citizenship 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication
Social Studies	<ul style="list-style-type: none"> ▪ See ELA ▪ Discuss the responsibility of historians in recording events accurately 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ identify character traits that contribute to work ethic and career choices 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ explain the importance of ethics and character to the scientific profession 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate healthful strategies to assess and manage conflict and stress. 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ G-8.1.1,M-8.1.2,M-8.3.1, G-8.4.2, G-

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		8.4.3, I-8.4.1, I-8.5.1, I-8.7.1, I-8.7.3, N-8.7.1, P-8.8.1, P-8.8.2
Related Arts	<ul style="list-style-type: none"> demonstrate responsibility by completing class projects. participate in group activities. identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> See ELA 	<ul style="list-style-type: none"> Students will understand how community awareness relates to work.

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GOOD CITIZENSHIP

NOVEMBER

Grade: 8

Trait: ***GOOD CITIZENSHIP – to be actively engaged in demonstrating pride and responsibility in self, school, community, and country***

- Focus points:**
- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
 - *What are the messages regarding responsible citizenship?
 - *If you could write a class/school constitution, what important information would you include?
 - *How did a particular document affect the lives of citizens in certain countries?
 - * Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards
ELA	<p>The student will...</p> <ul style="list-style-type: none"> ▪ “<i>Reaching your goals and dreams in life depends on activity. This means work!</i>” Goal Setting: <i>School Success: How do I get there?</i> ▪ demonstrate decision-making and goal-setting skills ▪ recognize how studying influences learning and how attitudes influence achievement ▪ explain and develop personal capabilities and cooperation in learning with others ▪ “<i>What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.</i>” Interpersonal Relationships: <i>Serving Our Community</i> ▪ See Guidance ▪ “<i>Good Worker</i>” Traits: <i>Do I Have What It Takes?</i> ▪ explain the relationship between personal qualities, school success, and career choices 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<p>“<i>What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.</i>” Interpersonal Relationships: <i>Serving Our Community</i></p>	Social Studies Standards 2005

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	<ul style="list-style-type: none"> ▪ See ELA ▪ be able to answer the following questions: <ul style="list-style-type: none"> ○ What is the role of citizens in American Democracy? What are civic rights and responsibilities? ○ How does one become a citizen? What are personal, political, and economic rights? ○ Why are citizens important to a democracy? How can Americans monitor and influence politics and government? ○ Why is political leadership and public service important? 	
Math	<ul style="list-style-type: none"> ▪ identify sources of employment in the community ▪ relate how economic development influences employment ▪ identify character traits that contribute to work ethic and career choices 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ read the biographies of scientists who have modeled good character and made a difference in the world 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others. 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ D-8.8.1, P-8.8.1, P-8.8.2
Related Arts	<ul style="list-style-type: none"> ▪ discuss copyright laws pertaining to musicians' and artists' work ▪ identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.

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Guidance	<ul style="list-style-type: none"> ▪ See ELA ▪ See Math ▪ seek opportunities to participate in community service ▪ explain the value of teamwork and display the ability to work in teams as well as independently ▪ identify and participate in activities that demonstrate good citizenship 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work. ▪ Students will understand how community awareness relates to work. ▪ Students will demonstrate decision making, goal setting, problem solving, and communication skills.
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GENEROSITY

DECEMBER

Grade: 8

Trait: **GENEROSITY** –a willingness to give to others

- Focus points:**
- *What do you consider an act of generosity?
 - *Identify characters in literature that have demonstrated generosity.
 - *Identify real-life examples of those who have demonstrated generosity.
 - *Write about times you have been generous and the rewards of generosity.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ write about a time when you acted in a generous manner. Analyze your feelings before and after the event. ▪ identify icons in our society who display generosity (philanthropists, professional athletes, etc.) and discuss their motivation for giving. 	English Language Arts Strands <ul style="list-style-type: none"> ▪ Personal Narrative writing
Social Studies	<ul style="list-style-type: none"> ▪ participate in a community service project such as a canned food and clothing drive or Toys for Tots campaign to benefit community members who are less fortunate. 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ use United Way brochures to compare what percent of a donation would actually be used for the charitable purpose (the brochures, at least what I used to see, have the admin overhead as a percent in parentheses after each organization title). For example, "compare how large a donation is needed to result in a \$1000 donation to the end user for Habitat for Humanity, Salvation Army, and American Red Cross"; can also incorporate how to calculate what percentage of a paycheck is a particular donation amount. 	Math Standards <ul style="list-style-type: none"> ▪ 88-2.7 Apply ratios, rates, and proportions

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Science	<ul style="list-style-type: none"> discuss the role of generosity and philanthropy in medical research and organ donation. 	Science Standards
Health	<ul style="list-style-type: none"> volunteer at an elementary school or a daycare to read a book to a class. List other ways to help the community and implement one activity. 	Health and Safety Standards, 2009 <ul style="list-style-type: none"> M-8.1.1
Related Arts	<ul style="list-style-type: none"> write a personal essay about a time that you shared gifts of music. 	National Standard # 9
Guidance	<ul style="list-style-type: none"> model generosity with students by being open, honest and willing to share knowledge and time. Cover generosity through goal-setting lesson. 	American School Counselor Assoc. <ul style="list-style-type: none"> A:A 5.5, PS:A 1.3, 1.6, 1.9, 2.7, 2.8

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SELF-DISCIPLINE

JANUARY

Grade: 8

Trait: *SELF-DISCIPLINE – to demonstrate the ability to control yourself in all situations*

Focus points:

- *If you were asked to be on a student committee, working on school safety issues, what would be your advise?
- *Describe how you organize your school and home responsibilities.
- *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ read poems, short stories, or biographies that demonstrate self-discipline ▪ complete writing assignments about self-discipline and the main character or plot in selected literary works 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads
Social Studies	<ul style="list-style-type: none"> ▪ participate in a Good Manners Club (GMC) ▪ observe and discuss examples of acceptable verbal and nonverbal behavior ▪ observe and discuss consequences of unacceptable verbal and nonverbal behavior 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ read and discuss biographies of famous mathematicians and the self-discipline required to make a difference in the world 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ read and discuss biographies of famous scientists and the self-discipline required to make a difference in the world 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

Health	<ul style="list-style-type: none"> demonstrate healthful strategies to assess and manage conflict and stress. 	Health and Safety Standards 2009 <ul style="list-style-type: none"> D-8.5.1, G-8.5.1, I-8.5.1, G-8.6.1, G-8.6.2, I-8.7.1, N-8.7.1, P-8.7.2
Related Arts	<ul style="list-style-type: none"> demonstrate self control when participating in group activities. identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.

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KINDNESS & CARING

FEBRUARY

Grade: 8

Trait: **KINDNESS** – *to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs*

- Focus points:**
- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
 - *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
 - *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
 - *How does the character trait of kindness fit into your school setting?

CARING – *to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

- Focus points:**
- *Have you ever felt like one of the characters in the story? Explain.
 - *If you had written the story, what changes might you have made?
 - *Do any of the characters remind you of anyone you know? Explain.
 - *Identify behaviors of a caring person.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<p><i>“What we have done for ourselves alone dies with us. What we have done for others and the world remains immortal.”</i> Interpersonal Relationships: <i>Serving Our Community</i></p> <ul style="list-style-type: none"> ▪ seek opportunities to participate in community service ▪ explain the value of teamwork and display the ability to work in teams as well as independently ▪ identify and participate in activities that demonstrate good citizenship ▪ write thank-you notes (social courtesies) 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication. ▪ The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none"> ▪ See ELA ▪ participate in clubs devoted to manners and etiquette ▪ observe and discuss examples of acceptable verbal and nonverbal behavior ▪ observe and discuss consequences of unacceptable verbal and nonverbal behavior 	Social Studies Standards 2005

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Math	<ul style="list-style-type: none"> ▪ identify character traits that contribute to work ethic and career choices 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ practice and encourage safety in projects and lab activities ▪ explain the importance of ethics and character to the scientific profession 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate ways to communicate consideration and respect for self and others as related to body composition and shape, weight control and dietary choices ▪ demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ G-8.1.4, G-8.1.7, G-8.4.1, G -8.4.2, I-8.7.1, D-8.8.1, I-8.7.3
Related Arts	<ul style="list-style-type: none"> ▪ demonstrate kindness by accepting the ideas of others in group discussions, group projects or group play. ▪ identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> ▪ See ELA ▪ identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work. ▪ Students will understand how community awareness relates to work.

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PERSEVERANCE

MARCH

Grade: 8

Trait: **PERSEVERANCE** –*being persistent in one’s efforts to accomplish a purpose or goal despite difficulty or obstacles; willingness to try again despite mistakes and failures*

Focus points:

- *Identify characters in literature that have persevered.
- *Identify real-life examples of those who have persevered.
- *Compare and contrast characters in literature/real life who have persevered and those who have not.
- *Write about times you have persevered and the rewards of perseverance.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ Write and deliver a persuasive speech about the role of perseverance to achieve success in school. ▪ Discuss perseverance as it relates to the main characters in 	<ul style="list-style-type: none"> ▪ 8-5.4 (Create Persuasive pieces)
Social Studies	<ul style="list-style-type: none"> ▪ Research and write a biography on Francis Marion depicting his relentless attacks and harassment of the British. 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ Research a mathematician, scientist, or engineer (e.g. a Space Shuttle Astronaut, Madame Curie, etc.) and focus on how perseverance played a role in their success. A short presentation would be given to the class. 	<ul style="list-style-type: none"> ▪ 8-1 Understand and utilize processes of problem-solving, reasoning and proof, communications, connections, and representations.
Science	<ul style="list-style-type: none"> ▪ Collect lab data by following procedures and analyze the data each time – sticking to the purpose without giving way. 	<ul style="list-style-type: none"> ▪ 8-1.2 (design a scientific investigation)
Health	<ul style="list-style-type: none"> ▪ Define resiliency. Think about a time you didn’t meet a goal and you gave up. What could you have done differently to meet that goal? 	Health and Safety Standards, 2009 <ul style="list-style-type: none"> ▪ M-8.1.1, M-8.1.3, G-8.6.2, N-8.6.1, N-8.6.2, M-8.7.2, N-8.7.1
Related Arts	<ul style="list-style-type: none"> ▪ Write and deliver a persuasive speech about the role or perseverance in learning to play a musical instrument. 	National Standard #7

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Guidance	<ul style="list-style-type: none"> Learn how to apply the concept of perseverance through a goal setting lesson focused on prioritizing as well as value of persistence and hard work. 	American School Counselors Assoc. <ul style="list-style-type: none"> A:A1.1, 1.4, 1.5, 2.2, 2.2, 2.4, 3.1, 3.4
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HONESTY & INTEGRITY

APRIL

Grade: 8

Trait: **HONESTY/INTEGRITY** – *to always be truthful; fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration The student will...	Standards
ELA	<ul style="list-style-type: none"> ▪ read current events and discuss various political and social actions in relation to honesty ▪ write a multi-paragraph essay on the topic “My Hero is a Person of Good Character” ▪ discuss ways to avoid plagiarism 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads.
Social Studies	<ul style="list-style-type: none"> ▪ be able to answer the following questions: <ul style="list-style-type: none"> ○ What is the foundation of American democracy? ○ What are the Foundations of the American political system? ○ What are the central ideas of S.C. and the U.S. regarding constitutional government? ○ What are the historical, geographic, social, and economic factors that shaped American democracy? ○ What are shared political values and principles of American democracy? How can political parties provide opportunities for citizen participation? 	Social Studies Standards 2005
Math	<p><i>Stress Honesty and Integrity</i></p> <ul style="list-style-type: none"> ▪ cite the importance of these virtues in applying math and science to real world problems and in completing class work <p><i>A Classroom Code of Ethics</i></p> <ul style="list-style-type: none"> ▪ work cooperatively with other students to create a code of ethics 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication

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	<ul style="list-style-type: none"> for their classroom explain and work with “primary documents” – the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program shape a series of principles or guidelines that are suited to their work as young scientists or mathematicians 	
Science	<ul style="list-style-type: none"> See Math 	Science – Process Standards <ul style="list-style-type: none"> Observe Communicate
Health	<ul style="list-style-type: none"> demonstrate ways to communicate care, consideration, and respect for self, for parents, and family, and for the diversity of others 	Health and Safety Standards 2009 <ul style="list-style-type: none"> G- 8.4.3, I-8.4.1, I-8.7.1
Related Arts	<ul style="list-style-type: none"> discuss copyright laws pertaining to musicians’ and artists’ work identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.

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FAIRNESS & COOPERATION

MAY

Grade: 8

Trait: **FAIRNESS – to play by the rules, to be open minded to the viewpoints of others**

- Focus points:**
- *Identify a character and explain how he/she demonstrated fairness?
 - *Select a story and write a different ending, with the main character acting unfairly.
 - *What do you consider heroic deeds?
 - *Do you want to associate with peers who are not fair? Why?
 - *Describe features of the legal system that are in place to ensure fairness.

COOPERATION –to play together or work well with others to accomplish a common goal

- Focus points:**
- *Explain why cooperation is important in your workplace, the school environment.
 - *Why is cooperation important in appreciating cultural diversity?
 - *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ identify character traits that contribute to work ethic and career choices ▪ define the importance of responsibility, ▪ dependability, punctuality, and integrity in the workplace ▪ See SOCIAL STUDIES 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<ul style="list-style-type: none"> ▪ demonstrate an understanding of different cultures, attitudes, and abilities ▪ answer the following questions: <ul style="list-style-type: none"> ○ What is the foundation or basic principles of American democracy? ○ What are the foundations of the American political system? ○ What are the central ideas of SC and the US regarding constitutional government? ○ What are the historical, geographic, social and economic 	Social Studies Standards 2005

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	<p>factors that shaped American democracy?</p> <ul style="list-style-type: none"> ○ What are shared political values and principles of American democracy? How can political parties provide opportunities for citizen participation? 	
Math	<ul style="list-style-type: none"> ▪ identify sources of employment in the community ▪ explain how economic development influences employment ▪ explain, through individual and group reflection, the importance of character ▪ traits such as responsibility, dependability, and integrity in journals, ▪ writing assignments, and creative projects <p><i>A Classroom Code of Ethics</i></p> <ul style="list-style-type: none"> ▪ work cooperatively with other students to create a code of ethics for the classroom ▪ read and explain “primary documents” – the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program ▪ shape a series of principles or guidelines that are suited to their work as young scientists and mathematicians ▪ answer the following question: <ul style="list-style-type: none"> ○ What are the political struggles that affected African Americas, women, and other ethnic and religious groups? 	<p>Mathematics Process Standards</p> <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ explain, through individual and group reflection, the importance of character traits such as responsibility, dependability, and integrity in journals, writing assignments, and creative projects 	<p>Science – Process Standards</p> <ul style="list-style-type: none"> ○ Observe ○ Communicate

Health	<ul style="list-style-type: none"> demonstrate healthful strategies to assess and manage conflict and stress. compare and contrast how fairness influences emotional and social health 	Health and Safety Standards 2009 <ul style="list-style-type: none"> G-8.4.1, G-8.7.1, I-8.7.1, M-8.7.2, G-8.2.3, M-8.2.1, N-8.2.1, P-8.2.1
Related Arts	<ul style="list-style-type: none"> compete honestly and fairly in p.e. activities. cooperate respectfully in group activities identify character traits that contribute to work ethic and career choices 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work.
Guidance	<ul style="list-style-type: none"> demonstrate an understanding of different cultures, attitudes, and abilities See ELA See Math 	<ul style="list-style-type: none"> Students will understand the relationships among personal qualities, education and training, and the world of work. Students will understand how community awareness relates to work.

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RESPECT

SEPTEMBER

Grade: 9-12

Trait: **RESPECT** - *to show high regard for authority, other people, self, and country*

Focus points:

- *What did the main character do that demonstrated respect?
- *Do you respect the main character and why or why not?
- *Who is a figure in your life that you respect and what characteristics to they exhibit?
- *Give examples in your life when you demonstrated respect.

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Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<p>Respecting Differences: <i>Are We More Alike Than Different?</i></p> <ul style="list-style-type: none"> ▪ demonstrate ways to recognize and respect differences ▪ recognize that all people have responsibilities ▪ broaden opportunities and resources to participate in community service <p>Interpersonal Skills: <i>No "Dissing" Allowed</i></p> <ul style="list-style-type: none"> ▪ identify, recognize, accept, respect, and appreciate individual differences ▪ explain interaction and cooperation between peers and adults ▪ use and interpret effective/appropriate communication skills ▪ demonstrate how to apply conflict resolution skills ▪ explain the positive/negative aspect of peer pressure ▪ demonstrate cooperative behavior ▪ respect and accept alternative points of view <p>Self Protection: <i>Smart Choices</i></p> <ul style="list-style-type: none"> - See Health <p>Self Awareness: <i>I Am #1</i></p> <ul style="list-style-type: none"> - See Guidance 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	Respecting Differences: <i>Are We More Alike Than Different?</i>	Social Studies Standards 2005

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	<ul style="list-style-type: none"> ▪ See ELA Self Protection: <i>Smart Choices</i> <ul style="list-style-type: none"> ▪ See Health 	
Math	<ul style="list-style-type: none"> ▪ study autobiographies of outstanding persons such as Benjamin Franklin, Alexander Graham Bell, and Albert Einstein ▪ describe what role respect played in the success of outstanding individuals 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ study autobiographies of outstanding persons such as Benjamin Franklin, Alexander Graham Bell, and Albert Einstein ▪ describe what role respect played in the success of outstanding individuals 	Science – Process Standards <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	Self Protection: <i>Smart Choices</i> <ul style="list-style-type: none"> ▪ assert boundaries when rights and privacy are threatened ▪ apply knowledge about the dangers of substance abuse ▪ demonstrate assertiveness skills for “pressure” situations 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ Students will demonstrate the ability to practice behaviors that enhance health and reduce risks.
Related Arts/Electives (Art, Dance, Career, Vocation and Technology)	Self Protection: <i>Smart Choices</i> <ul style="list-style-type: none"> ▪ See Health 	<ul style="list-style-type: none"> ▪ Students will demonstrate the ability to practice behaviors that enhance health and reduce risks.

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Guidance	<p>Respecting Differences: <i>Are We More Alike Than Different?</i></p> <ul style="list-style-type: none"> ▪ See ELA <p>Interpersonal Skills: <i>No “Dissing” Allowed</i></p> <ul style="list-style-type: none"> ▪ See ELA <p>Self Awareness: <i>I Am #1</i></p> <ul style="list-style-type: none"> ▪ demonstrate a positive attitude toward self ▪ describe personal attitudes and beliefs ▪ identify and appreciate the factors that influence self-concept ▪ explain how change is part of growth ▪ analyze and interpret interests, abilities, and aptitudes as components of personal uniqueness 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate self. ▪ Students will understand and respect others.
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RESPONSIBILITY

OCTOBER

Grade: 9-12

Trait: **RESPONSIBILITY - to be held accountable for your own actions**

Focus points:

- *What are your responsibilities as a student? at home?
- *What responsibilities will you assume as you get older?
- *How do you hold others accountable for their behavior?
- *How do you hold yourself accountable for your behavior?

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<p>Career Decision Making: <i>The First Step – “ Who Am I?”</i></p> <ul style="list-style-type: none"> ▪ demonstrate an awareness of personal abilities, skills, interests, and motivations ▪ identify how personal preferences and interests influence career choices and successes ▪ apply decision-making and goal-setting to career planning/transitions ▪ demonstrate the importance of planning and goal setting ▪ identify ways in which abilities, interests, work values, and personality traits influence and impact career options <p>Self Protection: <i>Smart Choices</i></p> <ul style="list-style-type: none"> ▪ See Health <p>Improving Academic Skills: <i>Time Management</i></p> <ul style="list-style-type: none"> ▪ See Math <p>Academic Success: <i>The “Big” Test</i></p> <ul style="list-style-type: none"> ▪ - See Guidance 	<p>English Language Arts – Strands</p> <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.

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Social Studies	<p>Career Decision Making: <i>The First Step – “ Who Am I?”</i></p> <ul style="list-style-type: none"> ▪ See ELA ▪ Career Decision Making: <i>Exploring Careers</i> ▪ identify ways in which occupations can be organized into career paths/clusters ▪ identify resources for obtaining information about career paths ▪ participate in a work-based exploration experience ▪ identify and evaluate the ability to generate alternatives, gather information on choices and how they affect future decisions and goals <p>Self Protection: <i>Smart Choices</i></p> <ul style="list-style-type: none"> ▪ See Health 	Social Studies Standards 2005
Math	<p>Improving Academic Skills: <i>Time Management</i></p> <ul style="list-style-type: none"> ▪ establish and practice realistic academic goals ▪ learn and apply effective study skills ▪ upgrade study skills and apply them to learning situations ▪ develop and demonstrate time management skills ▪ identify and practice ways to maintain a balance between academic, extracurricular activities, family responsibilities, and life ▪ practice academic and study skills at home and in community ▪ use time management skills to balance school, work, and leisure activities 	<p>Mathematics Process Standards</p> <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ identify available resources related to “responsibility” ▪ apply computer skills in development of web page based on research ▪ share research findings with classmates and community at large 	<p>Science – Process Standards</p> <ul style="list-style-type: none"> ▪ Observe ▪ Communicate

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Health	Self Protection: <i>Smart Choices</i> <ul style="list-style-type: none"> ▪ assert boundaries when rights and privacy are threatened ▪ apply knowledge about the dangers of substance abuse ▪ demonstrate assertiveness skills for “pressure” situations Improving Academic Skills: <i>Time Management</i> <ul style="list-style-type: none"> ▪ - See Math 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ G-HS.1.10, G-HS.1.2, G-HS.1.4, M-HS.1.2, G-HS.4.2, G-HS.4.3
Related Arts/Electives (Art, Dance, Career, Vocation and Technology)	Self Protection: <i>Smart Choices</i> <ul style="list-style-type: none"> ▪ See Health 	<ul style="list-style-type: none"> ▪ Students will demonstrate the ability to practice behaviors that enhance health and reduce risks.
Guidance	Career Decision Making: <i>Exploring Careers</i> <ul style="list-style-type: none"> ▪ See SOCIAL STUDIES Self Protection: <i>Smart Choices</i> <ul style="list-style-type: none"> ▪ See Health Academic Success: <i>The “Big” Test</i> <ul style="list-style-type: none"> ▪ demonstrate being responsible for actions ▪ explain how prejudices are formed and examine their consequences ▪ demonstrate personal capabilities, attitudes, and behaviors that facilitate learning ▪ display cooperation in learning and in responding to adult leadership ▪ evaluate how effective study efforts influence effective habits in the life span ▪ display positive interest in learning and work ▪ explain and analyze how successes/mistakes are natural in the learning process ▪ demonstrate high quality work standards by producing quality schoolwork 	<ul style="list-style-type: none"> ▪ Students will understand and appreciate self. ▪ Students will make decisions, set goals, and take actions. ▪ Students will develop safety and survival skills. ▪ Students will employ strategies to improve school success. ▪ Students will explore careers and the connection of school and work.

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GOOD CITIZENSHIP

NOVEMBER

Grade: 9-12

Trait: ***GOOD CITIZENSHIP – to be actively engaged in demonstrating pride and responsibility in self, school, community, and country***

Focus points:

- *Identify behaviors of a person who demonstrates good citizenship in the poems and stories.
- *What are the messages regarding responsible citizenship?
- *If you could write a class/school constitution, what important information would you include?
- *How did a particular document affect the lives of citizens in certain countries?
- *Identify your behaviors that demonstrate good citizenship.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ demonstrate ways to recognize and respect differences ▪ recognize that all people have responsibilities ▪ broaden opportunities and resources to participate in community service 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<ul style="list-style-type: none"> ▪ See ELA 	Social Studies Standards 2005
Math	<i>Biography-Based Character Education</i> <ul style="list-style-type: none"> ▪ read the biographies of scientists and mathematicians who have modeled good character and made a difference in the world – Albert Einstein, James Watson, Marie Curie, and Francis Crick – connect students with these fields ▪ identify and discuss the wide of scientific career through biography-based Character Education 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication

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Science	<ul style="list-style-type: none"> See Math 	Science – Process Standards <ul style="list-style-type: none"> Observe Communicate
Health	<ul style="list-style-type: none"> demonstrate the ability to influence and support others in making positive health choices 	Health and Safety Standards 2009 <ul style="list-style-type: none"> G-H.1.11, G-HS.3.2, I-HS.1.4, I-HS.7.1, I-HS.7.4, I-HS.1.1, M-HS.3.1, N-HS.2.4, N-HS.3.1, N-HS.3.2, N-HS.3.3, N-HS.8.1, P-HS.1.5, P-HS.2.2, P-HS.2.3P-HS.7.1, P-HS.8.1
Related Arts/Electives (Art, Dance, Career, Vocation and Technology)	<ul style="list-style-type: none"> perform a Service Project 	<ul style="list-style-type: none"> Students will develop a sense of community.
Guidance	<ul style="list-style-type: none"> See ELA 	<ul style="list-style-type: none"> Students will understand and respect others.

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GENEROSITY

DECEMBER

Grade: 9-12

Trait: **GENEROSITY** – *a willingness to give to others*

Focus points:

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ discuss philanthropy and how it improves their community and the world around them.▪ Discuss generosity as it relates to the novel “The Crucible”.▪ Write about a time when you were generous. Analyze your feelings before and after the event.	English Language Arts – Strands <ul style="list-style-type: none">▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<ul style="list-style-type: none">▪ discuss the roll of charity organizations in the local community, the state, and national organizations.▪ examine the roll of international aid organizations such as the UN and the Red Cross.	Social Studies Standards 2005
Math	<ul style="list-style-type: none">▪ Research the poverty index in your community and problem solve ways to address poverty in your community.	Mathematics Process Standards <ul style="list-style-type: none">▪ Problem Solving

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Science	<ul style="list-style-type: none"> ▪ survey types of generosity in your classroom. Graph the results. 	Science Process Skills <ul style="list-style-type: none"> ▪ Data Collection
Health	<ul style="list-style-type: none"> ▪ participate in the Low Country High School Food Fight. 	Health and Safety Standards 2009 <ul style="list-style-type: none"> ▪ N-HS.3.3
Related Arts	<ul style="list-style-type: none"> ▪ discuss the movie, <i>Radio</i>, and how the central characters demonstrated generosity. ▪ discuss characters from plays, books, and movies that did and did not demonstrate generosity. Analyze the consequences of their actions. 	<ul style="list-style-type: none"> ▪ Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> ▪ complete a community service project. 	<ul style="list-style-type: none"> ▪ Students will develop a sense of community.

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SELF-DISCIPLINE

JANUARY

Grade: 9-12

Trait: ***SELF-DISCIPLINE*** – *to demonstrate the ability to control yourself in all situations*

- Focus points:**
- *If you were asked to be on a student committee, working on school safety issues, what would be your advice?
 - *Describe how you organize your school and home responsibilities.
 - *Explain why self-discipline is important in maintaining a healthy lifestyle.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ write a multi-paragraph essay related to essential character traits	English Language Arts – Strands <ul style="list-style-type: none">▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.▪ The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none">▪ write a speech describing the essential balance of rights and responsibilities in our democracy. Try to convince your fellow classmates that in a democracy, the preservation of our rights depends on our exercise of responsibility.▪ write an essay applying the following principle to your own community: In ancient Greece, people felt that it was important for all people to try to leave Athens better than they found it.	Social Studies Standards 2005

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Math	<ul style="list-style-type: none"> conduct a survey of students in school on goal-setting analyze results and share findings with classmates 	Mathematics Process Standards <ul style="list-style-type: none"> Communication
Science	<ul style="list-style-type: none"> work cooperatively with classmates to complete research project re famous scientist identify key character traits and work habits that contributed to his/her success present findings to class 	Science – Process Standards <ul style="list-style-type: none"> Observe Communicate
Health	<ul style="list-style-type: none"> demonstrate the ability to practice behaviors, which enhance health and reduce risk develop strategies for positive self-concepts throughout life demonstrate the ability to assess and adjust behavior to respond appropriately to anger and other strong emotions. 	Health and Safety Standards, 2009 <ul style="list-style-type: none"> D-HS.1.1, P-HS.1.3, N-HS.6.1, N-HS.6.2, N-HS.7.1, I-HS.7.3
Related Arts/Electives (Art, Dance, Career, Vocation and Technology)	<ul style="list-style-type: none"> conduct a survey on goal-setting See Math 	<ul style="list-style-type: none"> Students will make decisions, set goals, and take actions.
Guidance	<ul style="list-style-type: none"> discuss the following: <ul style="list-style-type: none"> Successful people get that way by being lucky. Agree, or disagree? Explain. If I try hard and don't succeed it's not my fault. Agree, or disagree? Explain. Does attitude have anything to do with success? If so, what? How do your expectations about yourself affect what you will accomplish? 	<ul style="list-style-type: none"> Students will make decisions, set goals, and take actions. Students will employ strategies to achieve school success.

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KINDNESS & CARING

FEBRUARY

Grade: 9-12

KINDNESS – to be considerate, courteous, helpful, and understanding of others’ feelings and beliefs

- Focus points:***
- *Identify at least one person in your family or community that displays acts of kindness and explain how you know that.
 - *Select a story or poem and explain how it would have ended if the person had demonstrated acts of kindness.
 - *What are some messages related to character and kindness being expressed in the lyrics of some hard rock and rap music?
 - *How does the character trait of kindness fit into your school setting?

Trait: *CARING – to demonstrate concern through kindness and acceptance while meeting the needs of self and others*

- Focus points:***
- *Have you ever felt like one of the characters in the story? Explain.
 - *If you had written the story, what changes might you have made?
 - *Do any of the characters remind you of anyone you know? Explain.
 - *Identify behaviors of a caring person.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ read poems novels, biographies, short stories, plays etc. and complete writing assignments ▪ identify caring behaviors in characters of selected literary works ▪ write an essay on the topic “My hero is a person of good character” ▪ write thank you notes in correct format ▪ participate in group discussion or write an essay about essential character traits, as assigned by teacher 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will draw upon a variety of strategies to comprehend, interpret, analyze, and evaluate what he or she reads. ▪ The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none"> ▪ discuss computer issues such as confidentiality, copyright laws, and legal and moral issues related to the internet ▪ work in cooperative small groups to analyze consequences of kind and unkind behaviors on individuals and societies 	Social Studies Standards 2005
Math	<ul style="list-style-type: none"> ▪ mentor younger students in math ▪ plan and carry out a service project 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication

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Science	<ul style="list-style-type: none"> practice and encourage safety in project and lab situations See Math 	Science – Process Standards <ul style="list-style-type: none"> Observe Communicate
Health	<ul style="list-style-type: none"> demonstrate ways to communicate care, consideration, and respect for self, for parents, and for the diversity of others demonstrate the ability to influence and support others in making choices that reduce the risks of intentional and unintentional injury 	Health and Safety Standards 2009 <ul style="list-style-type: none"> G-HS.1.3, G-HS.1.4, M-HS.1.1, M-HS.1.2, M-HS.1.3, M-HS.4.1, P-HS.4.1, N-HS.8.1
Related Arts/Electives (Art, Dance, Career, Vocation and Technology)	<ul style="list-style-type: none"> demonstrate good sportsmanship in classes and in athletic competition analyze sports heroes (Are they really heroes?) demonstrate cooperative learning and team building discuss computer issues such as confidentiality, copyright laws, and legal and moral issues related to the internet plan and carry out a service project. (Consider having them help younger children learn something valuable, or going and visiting senior citizens.) brainstorm ways to make your school environment more caring. Create a list of recommendations, and place them in your school newspaper or on a poster. Find a way to deal with the cynics who will sneer at the whole idea. 	<ul style="list-style-type: none"> Students will understand and respect others. Students will develop a sense of community.
Guidance	<ul style="list-style-type: none"> participate in service projects (tutoring young students, assist the handicapped, etc.) complete a self-evaluation analyzing interactions with others 	<ul style="list-style-type: none"> Students will develop a sense of community. Students will understand and appreciate self.

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PERSEVERANCE

MARCH

Grade: 9-12

Trait: **PERSEVERANCE** – *being persistent in one’s efforts to accomplish a purpose or goal despite difficulty or obstacles; willingness to try again despite mistakes and failures*

Focus points:

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none">▪ discuss how perseverance relates to the novel characters in “Jane Eyre” and “The Joy Luck Club”.▪ Write about an event in your life in which you succeeded at something that was very challenging.	English Language Arts – Strands <ul style="list-style-type: none">▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<ul style="list-style-type: none">▪ Relate a story that demonstrates how a historical figure overcame hardships or diversity.▪ Discuss Benjamin Franklin’s quote, “Diligence is the mother of good luck.” What does that mean? How true is it?	Social Studies Standards 2005
Math	<ul style="list-style-type: none">▪ In groups, conduct a survey in your school, asking questions like these: Where do you want to be in five years, in ten? What are you now doing to get where you want to be? What are the most serious obstacles that prevent people from accomplishing their goals? Graph the survey results and discuss.	Mathematics Process Standards <ul style="list-style-type: none">▪ Statistics & Probability

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Science	<ul style="list-style-type: none"> See Math 	Science Process Skills <ul style="list-style-type: none"> Data Collection
Health	<ul style="list-style-type: none"> relate how the trait of self-discipline helps you to persevere. develop strategies for maintaining a positive self-concept. develop and implement a personal diet and physical activity plan and implement to maintain wellness. 	Health and Safety Standards 2009 <ul style="list-style-type: none"> I-HS.7.3, M-HS.7.2, N-HS.7.1
Related Arts	<ul style="list-style-type: none"> select someone in your community who exemplifies the quality of perseverance. Invite this person to speak to your class about his/her background, any obstacles overcome and the factors that led to his/her success. view the movie <i>Remember the Titans</i>, <i>The Pursuit of Happyness</i>, or <i>Seabiscuit</i> and discuss the theme of perseverance as it relates to the main characters. 	<ul style="list-style-type: none"> Students will understand and respect others.
Guidance	<ul style="list-style-type: none"> Research resources in your school and in your community that will provide support for students who are having difficulty in their studies. Assemble these resources and share this information. 	<ul style="list-style-type: none"> Students will understand and respect others. Students will develop a sense of community.

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HONESTY & INTEGRITY

APRIL

Grade: 9-12

Trait: **HONESTY/INTEGRITY** – *to always be truthful; fair and straightforward in conduct*

Focus points:

- *Identify examples of honesty displayed by characters in stories.
- *Compare and contrast behaviors of famous people who demonstrated honesty and those who did not.
- *Select a character and describe how the story would have ended differently if the person had not demonstrated honesty.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	Assertiveness: <i>Express Yourself</i> <ul style="list-style-type: none"> ▪ demonstrate positive, assertive communication skills ▪ demonstrate assertiveness skills for “pressure” situations 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication.
Social Studies	<ul style="list-style-type: none"> ▪ See ELA ▪ Relate a story that demonstrates how a historical figure demonstrated honesty and integrity. 	Social Studies Standards 2005
Math	<i>Stress Honesty and Integrity</i> <ul style="list-style-type: none"> ▪ cite the importance of honesty and integrity in applying math and science to real-world problems and in completing class work <i>A Classroom Code of Ethics</i> <ul style="list-style-type: none"> ▪ work cooperatively with classmates to create a code of ethics for their classroom ▪ read, analyze, and apply “primary documents” – the ethics statements of scientific and mathematical organizations and the core values of the school’s Character Education program ▪ shape a series of principles or guidelines that are suited to their work as young scientists and mathematicians 	Mathematics Process Standards <ul style="list-style-type: none"> ▪ Communication

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Science	<ul style="list-style-type: none"> See Math 	Science – Process Standards <ul style="list-style-type: none"> Observe Communicate
Health	<ul style="list-style-type: none"> See ELA 	Health and Safety Standards 2009 <ul style="list-style-type: none"> Students will demonstrate the ability to use interpersonal communication skills to enhance health.
Related Arts/Electives (Art, Dance, Career, Vocation and Technology)	<i>What Would You Do?</i> <ul style="list-style-type: none"> practice making honest decisions role-play various decision-making scenarios 	<ul style="list-style-type: none"> Students will demonstrate the ability to use interpersonal communication skills to enhance health.
Guidance	<ul style="list-style-type: none"> See ELA 	<ul style="list-style-type: none"> Students will understand and appreciate self.

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FAIRNESS & COOPERATION

MAY

Grade: 9-12

Trait: **FAIRNESS** – *to play by the rules, to be open minded to the viewpoints of others*

- Focus points:**
- *Identify a character and explain how he/she demonstrated fairness?
 - *Select a story and write a different ending, with the main character acting unfairly.
 - *What do you consider heroic deeds?
 - *Do you want to associate with peers who are not fair? Why?
 - *Describe features of the legal system that are in place to ensure fairness.

Trait: **COOPERATION** – *to play together or work well with others to accomplish a common goal*

- Focus points:**
- *Explain why cooperation is important in your workplace, the school environment.
 - *Why is cooperation important in appreciating cultural diversity?
 - *Explain why cooperation is critical for working on a team.

Subject	Suggestions for Integration	Standards
	The student will...	
ELA	<ul style="list-style-type: none"> ▪ write about the following: <ul style="list-style-type: none"> ○ Think of a time when you've taken unfair advantage of a person or a situation, or when someone has taken unfair advantage of you. Describe it. What was unfair about it? How did it make you feel? What did you learn from the experience? ▪ identify volunteer opportunities in school and community ▪ analyze benefits of cooperation and service to individual and community ▪ contribute to class discussion using appropriate speaking and listening skills 	English Language Arts – Strands <ul style="list-style-type: none"> ▪ The student will recognize, demonstrate, and analyze the qualities of effective communication. ▪ The student will write effectively for different audiences and purposes.
Social Studies	<ul style="list-style-type: none"> ▪ analyze importance of cooperation in democratic societies 	Social Studies Standards 2005

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	<ul style="list-style-type: none"> ▪ write multi-paragraph essay on assigned topic re essential character traits 	
Math	<p>Preparing for Employment: <i>Traits of Desirable Workers</i></p> <ul style="list-style-type: none"> ▪ apply job readiness skills to seek employment opportunities ▪ demonstrate marketable skills for employment ▪ acquire employability (SCANS) skills necessary to obtain and maintain work/career ▪ demonstrate awareness of the products and services utilized by local employers ▪ explain how community awareness relates to work/career 	<p>Mathematics Process Standards</p> <ul style="list-style-type: none"> ▪ Communication
Science	<ul style="list-style-type: none"> ▪ explain, through individual and group reflection, the importance of character traits such as responsibility, dependability, and integrity in journals, writing assignments, and creative projects 	<p>Science – Process Standards</p> <ul style="list-style-type: none"> ▪ Observe ▪ Communicate
Health	<ul style="list-style-type: none"> ▪ demonstrate the effective use of communication skills in pressure situations 	<p>Health and Safety Standards 2009</p> <ul style="list-style-type: none"> ▪ G-HS.4.1, G-HS.4.2, G-HS.5.1, M-HS.1.2, M-HS.4.1
<p>Related Arts/Electives</p> <p>(Art, Dance, Career, Vocation and Technology)</p>	<ul style="list-style-type: none"> ▪ be divided into small groups. Have each group develop a list of do's and don'ts for good citizenship. (<i>See our checklist at the top of this column or on page 5 of the discussion guide.</i>) Have them make oral reports to the class addressing the following questions: What happens when people live in accordance with these guidelines. What happens when they don't? In what ways does apathy or failure to act as good citizens affect our community and society? How can young people demonstrate civic responsibility? 	<ul style="list-style-type: none"> ▪ Students will develop a sense of community.
Guidance	<p>Preparing for Employment: <i>Traits of Desirable Workers</i></p> <ul style="list-style-type: none"> ▪ See Math 	<ul style="list-style-type: none"> ▪ Students will understand the relationships among personal qualities, education and training, and the world of work.

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