

Warren County School District
PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Character Education II

Course Number: 02991

Course Prerequisites: Recommendation by the IEP Team.

Course Description:

This course provides a purposeful and consistent approach that targets the cognitive, emotional, and behavioral development of the student. It is meaningful, relevant, and challenges students academically. Specifically, this class will:

- Promote essential components of character and leadership
- Develop critical thinking and problem solving skills
- Build basic skills and prepare students for life after high school
- Help students create short and long-term positive goals
- Help students develop strong values and high standards

Suggested Grade Level: Grades 9-12

Length of Course: One Semester Two Semesters Other (Describe)

Units of Credit: .5 (Insert *None* if appropriate)

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:
CSPG 61 Special Education 7-12

Certification verified by WCSD Human Resources Department: Yes No

TEXTBOOK AND SUPPLEMENTAL MATERIALS

Continue using Board approved textbook? Yes No (*If yes, then complete the information below.*)

Board Approved Textbooks, Software, Supplemental Materials:

Title: Role Models

Publisher: Character Development & Leadership

ISBN #: 1-892056-42-9

Copyright Date: 2012

Date of WCSD Board Approval:

Title: Character Development & Leadership Student Workbook

Publisher: Character Development & Leadership

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

Title: Why Try Program

Publisher: Why Try Inc.

ISBN #:

Copyright Date: 2001

Date of WCSD Board Approval:

Title: The 7 Habits of Highly Effective Teens

Publisher: Touchstone

ISBN #: 978-1-4767-6466-5

Copyright Date: 1998, 2014

Date of WCSD Board Approval:

Title: The 7 Habits of Highly Effective Teens Workbook

Publisher: Franklin Covey

ISBN #:

Copyright Date:

Date of WCSD Board Approval:

BOARD APPROVAL:

Date Written: July 26, 2017

Date Approved: September 1, 2017

Implementation Date: 2017-2018

SPECIAL EDUCATION AND GIFTED REQUIREMENTS

The teacher shall make appropriate modification to instruction and assessment based on a student's Individual Education Plan (IEP) or Gifted Individual Education Plan (GIEP).

COURSE OVERVIEW

ASCA (American School Counselor Association) NATIONAL STANDARDS

STANDARD A: Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span.

A:A1 Improve Academic Self-concept

A:A1.1 Articulate feelings of competence and confidence as learners

A:A1.2 Display a positive interest in learning

A:A1.3 Take pride in work and achievement

A:A1.4 Accept mistakes as essential to the learning process

A:A1.5 Identify attitudes and behaviors that lead to successful learning

A:A2 Acquire Skills for Improving Learning

- A:A2.1 Apply time-management and task-management skills
- A:A2.2 Demonstrate how effort and persistence positively affect learning
- A:A2.3 Use communications skills to know when and how to ask for help when needed
- A:A2.4 Apply knowledge and learning styles to positively influence school performance

A:A3 Achieve School Success

- A:A3.1 Take responsibility for their actions
- A:A3.2 Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students
- A:A3.4 Demonstrate dependability, productivity and initiative
- A:A3.5 Share knowledge

STANDARD B: Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.

A:B1 Improve Learning

- A:B1.1 Demonstrate the motivation to achieve individual potential
- A:B1.2 Learn and apply critical-thinking skills
- A:B1.4 Seek information and support from faculty, staff, family and peers
- A:B1.5 Organize and apply academic information from a variety of sources
- A:B1.7 Become a self-directed and independent learner

A:B2 Plan to Achieve Goals

- A:B2.4 Apply knowledge of aptitudes and interests to goal setting
- A:B2.5 Use problem-solving and decision-making skills to assess progress toward educational goals
- A:B2.6 Understand the relationship between classroom performance and success in school
- A:B2.7 Identify post-secondary options consistent with interests, achievement, aptitude and abilities

STANDARD C: Students will understand the relationship of academics to the world of work and to life at home and in the community.

A:C1 Relate School to Life Experiences

- A:C1.2 Seek co-curricular and community experiences to enhance the school experience
- A:C1.3 Understand the relationship between learning and work
- A:C1.4 Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining and maintaining life goals
- A:C1.5 Understand that school success is the preparation to make the transition from student to community member
- A:C1.6 Understand how school success and academic achievement enhance future career and vocational opportunities

STANDARD A: Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.

C:A1 Develop Career Awareness

- C:A1.3. Develop an awareness of personal abilities, skills, interests and motivations
- C:A1.4 Learn how to interact and work cooperatively in teams
- C:A1.5 Learn to make decisions
- C:A1.6 Learn how to set goals
- C:A1.7 Understand the importance of planning

C:A2 Develop Employment Readiness

C:A2.1 Acquire employability skills such as working on a team, problem-solving and organizational skills

C:A2.5 Learn to respect individual uniqueness in the workplace

C:A2.7 Develop a positive attitude toward work and learning

C:A2.8 Understand the importance of responsibility, dependability, punctuality, integrity and effort in the workplace

C:A2.9 Utilize time- and task-management skills

STANDARD C: Students will understand the relationship between personal qualities, education, training and the world of work.

C:C1 Acquire Knowledge to Achieve Career Goals

C:C1.1 Understand the relationship between educational achievement and career success

C:C1.2 Explain how work can help to achieve personal success and satisfaction

C:C1.3 Identify personal preferences and interests influencing career choice and success

C:C1.4 Understand that the changing workplace requires lifelong learning and acquiring new skills

C:C1.5 Describe the effect of work on lifestyle

C:C1.7 Understand that work is an important and satisfying means of personal expression

C:C2 Apply Skills to Achieve Career Goals

C:C2.1 Demonstrate how interests, abilities and achievement relate to achieving personal, social, educational and career goals

C:C2.2 Learn how to use conflict management skills with peers and adults

C:C2.3 Learn to work cooperatively with others as a team member

STANDARD A: Students will acquire the knowledge, attitudes and interpersonal skills to help them understand and respect self and others.

PS:A1 Acquire Self-knowledge

PS:A1.1 Develop positive attitudes toward self as a unique and worthy person

PS:A1.2 Identify values, attitudes and beliefs

PS:A1.3 Learn the goal-setting process

PS:A1.4 Understand change is a part of growth

PS:A1.5 Identify and express feelings

PS:A1.6 Distinguish between appropriate and inappropriate behavior

PS:A1.7 Recognize personal boundaries, rights and privacy needs

PS:A1.8 Understand the need for self-control and how to practice it

PS:A1.9 Demonstrate cooperative behavior in groups

PS:A1.10 Identify personal strengths and assets

PS:A1.11 Identify and discuss changing personal and social roles

PS:A2 Acquire Interpersonal Skills

PS:A2.1 Recognize that everyone has rights and responsibilities

PS:A2.2 Respect alternative points of view

PS:A2.3 Recognize, accept, respect and appreciate individual differences

PS:A2.4 Recognize, accept and appreciate ethnic and cultural diversity

PS:A2.5 Recognize and respect differences in various family configurations

PS:A2.6 Use effective communications skills

PS:A2.7 Know that communication involves speaking, listening and nonverbal behavior

PS:A2.8 Learn how to make and keep friends

STANDARD B: Students will make decisions, set goals and take necessary action to achieve goals.

PS:B1 Self-knowledge Application

PS:B1.2 Understand consequences of decisions and choices

PS:B1.3 Identify alternative solutions to a problem

PS:B1.4 Develop effective coping skills for dealing with problems

PS:B1.5 Demonstrate when, where and how to seek help for solving problems and making decisions

PS:B1.6 Know how to apply conflict resolution skills

PS:B1.7 Demonstrate a respect and appreciation for individual and cultural differences

PS:B1.8 Know when peer pressure is influencing a decision

PS:B1.9 Identify long- and short-term goals

PS:B1.10 Identify alternative ways of achieving goals

PS:B1.11 Use persistence and perseverance in acquiring knowledge and skills

PS:B1.12 Develop an action plan to set and achieve realistic goals

STANDARD C: Students will understand safety and survival skills.

PS:C1 Acquire Personal Safety Skills

PS:C1.5 Differentiate between situations requiring peer support and situations requiring adult professional help
PS:C1.6 Identify resource people in the school and community, and know how to seek their help

PS:C1.7 Apply effective problem-solving and decision-making skills to make safe and healthy choices

PS:C1.9 Learn how to cope with peer pressure

PS:C1.10 Learn techniques for managing stress and conflict

PS:C1.11 Learn coping skills for managing life events

REQUIRED COURSE SEQUENCE AND TIMELINE

Content Sequence	Dates
Building Positive Communication Skills – Empathy	Week 1 -2
Expressing Gratitude – Gratitude	Week 3-4
Demonstrating Tolerance for Diverse Populations – Tolerance	Week 5-6
Citizenship in the Community – Sacrifice	Week 7-8
Sustaining Long – Term Relationships – Loyalty	Week 9-10
Employability and Workplace Skills – Responsibility	Week 11-12
Addressing Bullying in Your Schools – Compassion	Week 13-14
Becoming a Leader – Leadership	Week 15-16
Being a Strong Role Model – Character	Week 17-18

* When applicable, instructors will be incorporating service learning projects and community activities in order to provide the opportunity for students to transfer skills learned into real life situations.

For standards, essential questions, content, and skills see Curriculum Map – [Click here to enter text.](#)

ASSESSMENT

Portfolio Assessment: _____ Yes No

District-Wide Common Final Examination Required: Yes _____ No

Course Challenge Assessment (Describe): Not Applicable

WRITING TEAM: Warren County School District Teachers

WCSD STUDENT DATA SYSTEM INFORMATION

1. Is there a required final examination? Yes _____ No
**Warren County School District Policy 9741 and 9744 state, "All classes in grades 9-12 shall have a final exam."*
2. Does this course issue a mark/grade for the report card? Yes _____ No
3. Does this course issue a Pass/Fail mark? _____ Yes No
4. Is the course mark/grade part of the GPA calculation? Yes _____ No
5. Is the course eligible for Honor Roll calculation? Yes _____ No
6. What is the academic weight of the course?
_____ No weight/Non _____ Standard weight _____ Enhanced weight
credit