**Warren County School District**

**PLANNED INSTRUCTION**

**COURSE DESCRIPTION**

**Course Title:** Character Education I

**Course Number:** \_\_02990

**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:** |  [x]  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**: [x]  Yes [ ]  No

**TEXTBOOK AND SUPPLEMENTAL MATERIALS**

**Continue using Board approved textbook?** [x] 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 27, 2017 \_\_

**Date Approved: \_\_**     \_\_

**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

Semester One

Orientations and Expectations - Attitude Week 1-2

Developing Realistic Goals and Setting Priorities – Preparation Week 3-4

The Importance of Education – Perseverance Week 5-6

Showing Respect to Others – Respect Week 7-8

Building a Positive Reputation – Honesty Week 9-10

Developing Personal Values – Integrity Week 11-12

Effective Ways to Handle Peer Pressure – Courage Week 13-14

Recognizing Role Models – Appreciation Week 15-16

Effectively Dealing With Anger and Aggression – Composure 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 \_\_X\_\_ No

**District-Wide Common Final Examination Required:** **\_\_**X**\_\_** 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? \_\_X\_\_ Yes \_\_     \_\_ No

***\*Warren County School District Policy 9741 and9744 state, “All classes in grades 9-12 shall have a final exam.”***

1. Does this course issue a mark/grade for the report card? \_\_X\_\_ Yes \_\_     \_\_ No
2. Does this course issue a Pass/Fail mark? \_\_     \_\_ Yes \_\_X\_\_\_ No
3. Is the course mark/grade part of the GPA calculation? \_\_X\_\_ Yes \_\_     \_\_No
4. Is the course eligible for Honor Roll calculation? \_\_X\_\_ Yes \_\_     \_\_ No
5. What is the academic weight of the course?

|  |  |  |
| --- | --- | --- |
| \_\_     \_\_ No weight/Non credit | \_\_X\_\_ Standard weight | \_\_     \_\_ Enhanced weight |
|  |  |  |