WARREN COUNTY SCHOOL DISTRICT

VIRTUAL PLANNED INSTRUCTION

10634COURSE DESCRIPTION

Course Title: Middle School Character Education
Course Number: 10634
Course Prerequisites: None

Course Description: See Attachment

Suggested Grade Level: Grades 6-8
Length of Course: One Semester
Units of Credit: .5
PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:
CSPG 58
To find the CSPG information, go to https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx
Certification verified by the WCSD Human Resources Department: ☒Yes   ☐No

WCSD STUDENT DATA SYSTEM INFORMATION

Course Level: Academic
Mark Types: Check all that apply.
    ☒F – Final Average   ☒MP – Marking Period   ☐EXM – Final Exam

GPA Type: ☐ GPAEL-GPA Elementary   ☒ GPAML-GPA for Middle Level   ☐ NHS-National Honor Society
    ☐ UGPA-Non-Weighted Grade Point Average   ☐ GPA-Weighted Grade Point Average

State Course Code:

To find the State Course Code, go to https://nces.ed.gov/forum/sced.asp, download the Excel file for *SCED*, click on SCED 6.0 tab, and chose the correct code that corresponds with the course.

TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Supplemental Materials: Accelerate Education (Virtual Academy)

Curriculum Document

WCSD Board Approval:
    Date Finalized: 9/19/2019
    Date Approved: 11/4/2019
    Implementation Year: 19-20

SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS

The teacher shall make appropriate modifications to instruction and assessment based on a student's Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

ASSESSMENTS

PSSA Academic Standards, Assessment Anchors, and Eligible Content: The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

Formative Assessments: The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

Effective formative assessments for this course include: Lesson quizzes, projects, discussion boards, and module exams

Summative Assessments: The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

Effective summative assessments for this course include: Semester exams

Character Education Syllabus

	LO #	Name	Objectives
Module 1 Understanding Yourself	1.1	Introduction to Social and Emotional Learning	Define social and emotional learning and other common terms associated with SEL. Explain the benefits of social and emotional learning. Identify skills that support social and emotional learning.
	1.2	What Am I Feeling?	Use precise vocabulary to name feelings. Identify mind-body sources of feelings. Explain ways in which society shapes the acceptable expression of feelings. Identify resources for help with troublesome feelings.
	1.3	Who Am I?	Define "self-perception" Identify the elements that shape a person's self-perception. Explain the effects of inaccurate self-perception. Identify false beliefs and inaccurate self-perceptions.
	1.4	What Are My Strengths?	Define personal strength and personal weakness. Identify personal strengths and develop strategies for continual improvement of those qualities. List ways to compensate for personal weaknesses. Explain how to use personal strengths to offset weaknesses.
	1.5	Yes, I Can!	Define self-confidence; over-confidence; and internalize. Identify the benefits of healthy self-confidence. Identify the pitfalls of over-confidence and lack of confidence. Identify common sources of lack of confidence. Explain ways to boost self-confidence.
	1.6	How Will I?	Define self-efficacy and differentiate it from self-confidence. Explain how children gain self-efficacy. Identify and apply ways to improve self-efficacy.
Module 2 Managing Your Emotions	2.1	Controlling Your Impulses	Define impulse, gratification, executive function, trigger, and sign. Explain the benefits of being able to control one's impulses. Identify the source of impulses and what makes them so powerful. List techniques for controlling one's impulses. Recognize the functions of the prefrontal cortex of the brain.
	2.2	Managing Stress	Define stress, distress, eustress, and fight-or-flight response. Explain the effects of stress on the body and mind. Identify healthy ways to manage stress.
	2.3	Learning Self-Discipline	Describe self-discipline. Identify the components of self-discipline. Explain the steps of establishing a self-disciplined approach to achieving a goal. Identify ways to boost self-discipline while working toward a goal.

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	2.4	Motivating Yourself	Define and contrast intrinsic motivation and extrinsic motivation. Identify steps to get motivated for a new task or project. Identify ways to stay motivated during a longer task or project. List ways to motivate yourself to do homework.
Module 3 Managing Your Time	3.1	Setting Goals	Define goal. Identify the elements of a SMART goal. Explain strategies to improve the odds of achieving a goal. Explain how to learn from failure.
	3.2	Short-Term and Long-Term Goals	Define short-term goal, long-term goal, and enabling goal. Recognize and give examples of each type of goal. Explain how to set long-term goals. Explain how and why to prioritize goals.
	3.3	Developing Organizational Skills	Explain ways to organize your space, time, and activities. Identify and describe common organizational skills. Explain why organizational skills are important.
Module 4 Understanding Others	4.1	What's Your Perspective?	Define perception. Explain the relationship between our perceptions and reality. Identify the steps of perception checking. Explain the importance of checking perceptions.
	4.2	Empathy for Others	Define empathy. Explain the difference between empathy and sympathy. Understand the value of empathy in school and the workplace. Identify ways to increase your empathy for others. Identify "empathy blockers."
	4.3	Our Diverse World	Define the terms culture, diversity, stereotype, and tolerance. Give examples of differences between some common cultures. Explain global patterns in education and population distribution. Identify examples of stereotypes, prejudice, and discrimination and explain why they are harmful. List ways to be more tolerant and embrace diversity.
	4.4	Respecting Yourself	Define respect and self-respect and explain their importance. List the attributes that demonstrate self-respect. Identify ways to develop self-respect.
	4.5	Respecting Others	Explain the different levels of respect. Identify ways of showing respect to others. List disrespectful behaviors to avoid. Explain how to disagree with someone respectfully.

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Module 5 Getting Along with Others	5.1	Communicating with Individuals	Define and give examples of verbal, nonverbal, and written communication. Identify ways to improve both written and spoken communication. Explain and give examples of barriers to effect communication. Understand the guidelines for making effective social and business telephone calls.
	5.2	Communicating with Groups	Identify how communicating with a group differs from communicating with an individual. List techniques that improve communication with both large and small groups. Identify the four types of communication styles and gives examples of ways to address each. Define rhetorical question.
	5.3	Social Behavior	Define and give examples of social behavior. Explain the purpose of social behaviors and their importance. Identify social norms and what influences them. Identify social skills and explain ways to develop them.
	5.4	Building Personal Relationships	Identify characteristics that healthy personal relationships have in common. Discuss differences between family, friend, and romantic relationships.
	5.5	Building Professional Relationships	Discuss the importance of healthy professional relationships. Identify characteristics of healthy professional relationships. Describe ways to build better relationships with coworkers. Identify how to handle difficult professional relationships.
	5.6	Teamwork	Define teamwork and describe its importance in school and work. Identify team roles. Explain how to build and improve teamwork skills. Describe how to demonstrate teamwork skills in résumés and job interviews.
Module 6 Making Good Decisions	6.1	Identifying Problems	List the steps in a five-step problem-solving model. Define "problem" and give examples of ways to identify and describe a problem. Describe the character traits of good problem solvers. Analyze whether a problem can or should be solved. Analyze whether or not you are the one to solve the problem.
	6.2	Situations	Explain how to use a fishbone diagram to analyze and organize causes of a problem. Identify categories to consider when finding causes for a problem. Discuss how gathering information helps support making good decisions.
	6.3	Evaluating Options	Explain the terms risk, benefit, implications, and feasibility. Analyze options in terms of their potential risks and impacts using Risk Analysis, a Futures Wheel, and Starbursting.

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		Determine the importance of different criteria in making a decision. Use a Decision Matrix to choose between alternatives.
6.4	Solving Problems	Identify the components of an action plan. Discuss the importance of having an action plan. Discuss the importance of having a contingency plan.
6.5	Reflecting on Outcomes	Explain the benefits of reflecting on outcomes. Describe how to evaluate project success. Describe how to evaluate personal performance. Identify the steps of the Reflective Learning Cycle.
6.6	What Is Your Ethical Responsibility?	Compare and contrast ethics and morals. Identify the elements of ethical decision making. Explain ethical frameworks and how they are used. Discuss how to draw a valid conclusion based on ethical frameworks.