

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, and help students develop strong values and high standards.

Suggested Grade Level: Grades 9-12

Length of Course: One Semester

Units of Credit: .5

PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:

CSPG 61 Special Education 7-12

To find the CSPG information, go to [CSPG](#)

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: 22253

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Role Models
Publisher: Character Development and Leadership
ISBN #: 1-892056-42-9
Copyright Date: 2012
WCSD Board Approval Date: [Click or tap here to enter text.](#)

Supplemental Materials: N/A

Title: Character Development & Leadership Student Workbook
Publisher: Character Development and Leadership
ISBN #: N/A
Copyright Date: 2012
WCSD Board Approval Date: [Click or tap here to enter text.](#)

Supplemental Materials: N/A

Curriculum Document

WCSD Board Approval:

Date Finalized: [Click or tap to enter a date.](#)
Date Approved: [Click or tap to enter a date.](#)
Implementation Year: 2022-2023

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).

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SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS

Marking Period 1

Orientations and Expectations- Attitude (Week 1-3)

Developing Realistic Goals and Setting Priorities- Preparation (Week 4-5)

The Importance of Education- Perseverance (Week 6-7)

Showing Respect to Others- Respect (Week 8-9)

Marking Period 2

Building a Positive Reputation- Honesty (Week 10-11)

Developing Personal Values- Integrity (Week 12-13)

Effective Ways to Handle Peer Pressure- Courage (Week 14-15)

Recognizing Role Models- Appreciation (Week 16-17)

Effectively Dealing with Anger and Aggression- Composure (Week 18-19)

Marking Period 3

same as marking period 1

Marking Period 4

same as marking period 2

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Standards/Eligible Content and Skills

Performance Indicator (ASCA-American School Counselor Association National Standards)	PA Core Standard and/or Eligible Content	Marking Period Taught
Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span	A	MP 1/MP 3
Improve Academic Self-Concept	A:A1	MP 1/MP 3
Articulate feelings of competence and confidence as learners	A:A1.1.1	MP 1/MP 3
Display a positive interest in learning	A:A1.1.2	MP 1/MP 3
Take pride in work and achievement	A:A1.1.3	MP 1/MP 3
Accept mistakes as essential to the learning process	A:A1.1.4	MP 1/MP 3
Identify attitudes and behaviors that lead to successful learning	A:A1.1.5	MP 1/MP 3
Acquire Skills for improving Learning	A:A2	MP 1/MP 3
Apply time-management and task-management skills	A:A2.1	MP 1/MP 3
Apply knowledge and learning styles to positively influence school performance	A:A2.4	MP 1/MP 3
Achieve School Success	A:A3	MP 1/MP 3
Take responsibility for their actions	A:A3.1	MP 1/MP 3
Demonstrate the ability to work independently, as well as the ability to work cooperatively with other students	A:A4.2	MP 1/MP 3
Demonstrate dependability, productivity, and initiative	A:A4.3	MP 1/MP 3
Share knowledge	A:A4.5	MP 1/MP 3
Students will complete school with the academic preparation essential to choose from a wide range of substantial post-secondary options, including college.	Standard B	MP 1/MP 3
Plan to Achieve Goals	A:B2	MP 1/MP 3
Apply knowledge of aptitudes and interests to goal setting	A:B2.4	MP 1/MP 3
Use problem-solving and decision-making skills to assess progress toward educational goals	A:B2.5	MP 1/MP 3
Identify post-secondary options consistent with interests, achievement, aptitude and abilities	A:B2.7	MP 1/MP 3
Students will understand the relationship of academics to the world of work and to life at home and in the community.	Standard C	MP 1/MP 3
Relate School to Life Experiences	A:C1	MP 1/MP 3
Seek co-curricular and community experiences to enhance the school experience	A:C1.2	MP 1/MP 3
Understand the relationship between learning and work	A:C1.3	MP 1/MP 3
Demonstrate an understanding of the value of lifelong learning as essential to seeking, obtaining, and maintaining life goals	A:C1.4	MP 1/MP 3
Understand that school success is the preparation to make the transition from student to community member	A:C1.5	MP 1/MP 3
Understand how school success and academic achievement enhance future career and vocational opportunities	A:C1.6	MP 1/MP 3
Students will acquire the skills to investigate the world of work in relation to knowledge of self and to make informed career decisions.	C:A	MP 1/MP 3

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Performance Indicator (ASCA-American School Counselor Association National Standards)	PA Core Standard and/or Eligible Content	Marking Period Taught
Develop an awareness of personal abilities, skills, interests, and motivations	C:A1.3	MP 1/MP 3
Learn how to set goals	C:A1.6	MP 1/MP 3
Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others	PS:A	MP 1/MP 3
Learn the goal-setting process	PS:A1.3	MP 1/MP 3
Identify and express feelings	PS:A1.5	MP 1/MP 3
Demonstrate cooperative behavior in groups	PS:A1.9	MP 1/MP 3
Respect alternative points of view	PS:A2.2	MP 1/MP 3
Recognize, accept, respect, and appreciate individual differences	PS:A2.3	MP 1/MP 3
Use effective communication skills	PS:A2.6	MP 1/MP 3
Students will acquire the attitudes, knowledge and skills that contribute to effective learning in school and across the life span	A	MP 2/MP 4
Improve Academic Self-Concept	A:A1	MP 2/MP 4
Articulate feelings of competence and confidence as learners	A:A1.1.1	MP 2/MP 4
Display a positive interest in learning	A:A1.1.2	MP 2/MP 4
Take pride in work and achievement	A:A1.1.3	MP 2/MP 4
Accept mistakes as essential to the learning process	A:A1.1.4	MP 2/MP 4
Identify attitudes and behaviors that lead to successful learning	A:A1.1.5	MP 2/MP 4
Acquire Skills for improving Learning	A:A2	MP 2/MP 4
Apply time-management and task-management skills	A:A2.1	MP 2/MP 4
Demonstrate how effort and persistence positively affect learning	A:A2.2	MP 2/MP 4
Use communication skills to know when and how to ask for help when needed	A:A2.3	MP 2/MP 4
Take responsibility for their actions	A:A3.1	MP 2/MP 4
Share knowledge	A:A4.5	MP 2/MP 4
Learn to make decisions	C:A1.5	MP 2/MP 4
Students will acquire the knowledge, attitudes, and interpersonal skills to help them understand and respect self and others	PS:A	MP 2/MP 4
Acquire Self-Knowledge	PS:A1	MP 2/MP 4
Develop positive attitudes toward self as a unique and worthy person	PS:A1.1	MP 2/MP 4
Identify values, attitudes, and beliefs	PS:A1.2	MP 2/MP 4
Identify and express feelings	PS:A1.5	MP 2/MP 4
Distinguish between appropriate and inappropriate behavior	PS:A1.6	MP 2/MP 4
Recognize personal boundaries, rights, and privacy needs	PS:A1.7	MP 2/MP 4
Understand the need for self-control and how to practice it	PS:A1.8	MP 2/MP 4
Demonstrate cooperative behavior in groups	PS:A1.9	MP 2/MP 4
Identify personal strengths and assets	PS:A1.10	MP 2/MP 4
Self-knowledge Application	PS:B1	MP 2/MP 4
Understand consequences of decisions and choices	PS:B1.2	MP 2/MP 4
Identify alternative solutions to a problem	PS:B1.3	MP 2/MP 4
Develop effective coping skills for dealing with problems	PS:B1.4	MP 2/MP 4

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Performance Indicator (ASCA-American School Counselor Association National Standards)	PA Core Standard and/or Eligible Content	Marking Period Taught
Demonstrate when, where and how to seek help for solving problems and making decisions	PS:B1.5	MP 2/MP 4
Know how to apply conflict resolution skills	PS:B1.6	MP 2/MP 4
Know when peer pressure is influencing a decision	PS:B1.8	MP 2/MP 4
Students will Understand Safety and Survival Skills	PS:C	MP 2/MP 4
Apply effective problem-solving and decision-making skills to make safe and healthy choices	PS:C1.7	MP 2/MP 4
Learn how to cope with peer pressure	PS:C1.9	MP 2/MP 4
Learn techniques for managing stress and conflict	PS:C1.10	MP 2/MP 4

ASSESSMENTS

PDE 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: In-class discussions, low-stakes group work, weekly quizzes, reflective writing prompts, surveys, and homework assignments

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: Instructor-created exams, final projects, final essays, final presentations, and final grades