**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](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

[x] F – Final Average [x] MP – Marking Period [x] EXM – Final Exam

**GPA Type**: [ ]  GPAEL-GPA Elementary [ ]  GPAML-GPA for Middle Level [x]  NHS-National Honor Society

[x]  UGPA-Non-Weighted Grade Point Average [x]  GPA-Weighted Grade Point Average

**State Course Code**: 22253

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

**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).

**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

**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 |
| 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 |
| 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