

Character Education Learning Objectives

	Unit 1	Unit 2	Unit 3
K	<ul style="list-style-type: none"> <input type="checkbox"/> Pay attention and listen <input type="checkbox"/> Control movement and attend to personal space <input type="checkbox"/> Regulate emotions <input type="checkbox"/> Follow directions 	<ul style="list-style-type: none"> <input type="checkbox"/> Ask questions to learn about others. <input type="checkbox"/> Answer questions to tell others about themselves. <input type="checkbox"/> Identify emotions in self and others. <input type="checkbox"/> Use a variety of calming strategies to regulate emotions in trigger situations. <input type="checkbox"/> Use I messages to express needs, wants and feelings. 	N/A
1	<ul style="list-style-type: none"> <input type="checkbox"/> Identify “things that bug them” (trigger situations). <input type="checkbox"/> Describe the emotional and physical response to triggers. <input type="checkbox"/> Regulate emotions in a trigger situation. <input type="checkbox"/> Identify helpful vs. harmful responses to triggers. <input type="checkbox"/> Describe the outcome of ABC vs. IBC 	<ul style="list-style-type: none"> <input type="checkbox"/> Stop and think before responding to conflict. <input type="checkbox"/> Use I messages to communicate needs, wants and feelings. <input type="checkbox"/> Discuss appropriate responses to an I message from others. <input type="checkbox"/> Use a “ME” voice to communicate with peers. <input type="checkbox"/> Differentiate between a monster, mouse and me voice and body language. 	N/A
2	<ul style="list-style-type: none"> <input type="checkbox"/> Identify triggers (“Whatzits”) to common feelings (mad, sad, scared, nervous etc.) <input type="checkbox"/> Identify “body clues” (physical response to emotions). <input type="checkbox"/> Regulate emotional response to triggers. <input type="checkbox"/> Make appropriate behavioral choices in trigger situations. <input type="checkbox"/> Discuss outcome of ABC vs. IBC. 	<ul style="list-style-type: none"> <input type="checkbox"/> Use a “ME” tone of voice and body language to communicate with peers. <input type="checkbox"/> Use “I messages” to communicate needs, wants and feelings. <input type="checkbox"/> Respond assertively to I messages from others. <input type="checkbox"/> Discuss the outcome of making an inappropriate behavioral choice in response to “I messages” 	<ul style="list-style-type: none"> <input type="checkbox"/> Comply with the requests of others (behavioral response to an I message from others) <input type="checkbox"/> Compare and contrast the outcome of an ABC vs. an IBC in a trigger situation. <input type="checkbox"/> Make amends after making an IBC <input type="checkbox"/> Identify common triggers in home and community settings and helpful ways to respond.

3	<ul style="list-style-type: none"> <input type="checkbox"/> Identify triggers to individual stress and stress within the social group. <input type="checkbox"/> Use calming strategies to alleviate the physical response to stress. <input type="checkbox"/> Explore varying degrees of basic emotions and identify calming strategies to use at each level. <input type="checkbox"/> Shift automatic negative thoughts to positive self talk. <input type="checkbox"/> Compare and contrast appropriate behavioral choices vs. inappropriate behavioral choices to trigger situations. 	<ul style="list-style-type: none"> <input type="checkbox"/> Communicate assertively using “ME” body language, eye contact, speech and tone of voice (BEST). <input type="checkbox"/> Compare and contrast the response of others when communicating like a monster (aggressive), mouse (passive) and ME (assertive). <input type="checkbox"/> Use “I messages” to communicate needs, wants and feelings. <input type="checkbox"/> Respond to the “I messages” of others with assertive communication and helpful behaviors. <input type="checkbox"/> Compare and contrast the outcome of ABC vs. IBC for self and others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Apply character skills learned in K-3 through a creative project. <input type="checkbox"/> Demonstrate character skills for younger students. <input type="checkbox"/> Examine the impact that acting as role models can have on the functioning of younger students and on the school climate.
4	<ul style="list-style-type: none"> <input type="checkbox"/> Identify behaviors that negatively impact the functioning of individuals and the group. <input type="checkbox"/> Differentiate between IBC, PC and HIB. <input type="checkbox"/> Differentiate between direct and indirect HIB. <input type="checkbox"/> Explore different types of electronic HIB. <input type="checkbox"/> Explain the emotional, physical, social and academic impact of HIB. <input type="checkbox"/> Explore healthy and helpful responses to the behaviors of others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify different types of non-verbal communication (facial expressions, physical stance, hand gestures). <input type="checkbox"/> Identify emotions of others based on their non-verbal cues and consider the etiology of the feelings. <input type="checkbox"/> Explore the relationship between thoughts, feelings and behaviors. <input type="checkbox"/> Use cognitive strategies to shift negative self-talk or faulty thoughts to positive and helpful cognitions. <input type="checkbox"/> Make decisions with communication and behavior based on positive and helpful cognitions. <input type="checkbox"/> Evaluate the outcome of communication and behavior toward others. 	<ul style="list-style-type: none"> <input type="checkbox"/> Define a problem <input type="checkbox"/> Identify several possible solutions <input type="checkbox"/> Choose and implement one solution <input type="checkbox"/> Evaluate the results <input type="checkbox"/> Choose a different solution or seek help if results are not satisfactory <input type="checkbox"/> Communicate a problem assertively <input type="checkbox"/> Listen to and respect the point of view of others <input type="checkbox"/> Compromise during conflict resolution <input type="checkbox"/> Engage in appropriate behavioral choices after agreeing upon a solution

5	<ul style="list-style-type: none"> <input type="checkbox"/> Identify strengths in organizational, time management and problem solving skills. <input type="checkbox"/> Share strengths in executive functioning skills with peers. <input type="checkbox"/> Use a variety of calming or coping strategies when faced with a stressor. <input type="checkbox"/> Generate positive, helpful responses to daily stressors. <input type="checkbox"/> Explore the academic, social, emotional, and physical impact of not handling stressors in a way that is healthy and helpful. 	<ul style="list-style-type: none"> <input type="checkbox"/> Explain the difference between a friendship group and a clique. <input type="checkbox"/> Analyze the way that different peer groups function positively and negatively. <input type="checkbox"/> Identify social issues within their own group. <input type="checkbox"/> Examine the social boundaries individuals and groups set for themselves. <input type="checkbox"/> Explore ways to cross boundaries to strengthen personal identity and develop new relationships. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify the characteristics of real life heroes. <input type="checkbox"/> Identify heroes in the home and school settings. <input type="checkbox"/> Identify actions the real life heroes take and the impact these actions have on others. <input type="checkbox"/> Identify actions we can take to have a positive impact on our heroes (how we can give back to our heroes). <input type="checkbox"/> Identify actions we can take to have a positive impact on others (how we can pay it forward). <input type="checkbox"/> Explain how positive actions can impact the school climate.
6	<ul style="list-style-type: none"> <input type="checkbox"/> Participate in team building activities. <input type="checkbox"/> Problem solve as part of a team. <input type="checkbox"/> Evaluate strengths and weaknesses of the team. <input type="checkbox"/> Set individual and group goals to enable team success. <input type="checkbox"/> Evaluate growth within the team over time. <input type="checkbox"/> Make connections between success in team building activities and academic and social success. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify core ethical values and character skills that are necessary to succeed academically and socially. <input type="checkbox"/> Plan a project for elementary students that promotes development of the core ethical values and use of the character skills in daily interactions between individuals and within the group. <input type="checkbox"/> Implement the project and support students in the development and strengthening of core ethical values and character skills. <input type="checkbox"/> Evaluate the effectiveness of the project through data collection and analysis. 	<ul style="list-style-type: none"> <input type="checkbox"/> Identify current interests, strengths, and passions and describe them to an important adult. <input type="checkbox"/> Make connections between current interests, strengths and passions and achievement of future goals. <input type="checkbox"/> Make an action plan to achieve future goals. <input type="checkbox"/> Communicate goal and plan to an important adult. <input type="checkbox"/> Evaluate the effectiveness and clarity of communicating plan.

7	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a problem or need in the school community and describe how the problem or need negatively impacts the community. <input type="checkbox"/> Plan and implement an intervention to address the problem or need, anticipating problems that may arise and brainstorming possible solutions. <input type="checkbox"/> Evaluate the effectiveness of the intervention in addressing the problem or need and fostering change. <input type="checkbox"/> Evaluate how personal strengths used or developed throughout the service project can be fostered and utilized for success in the future. 	Project continues- Groups rotate	Project continues- Groups rotate
8	<ul style="list-style-type: none"> <input type="checkbox"/> Identify a problem or need in the local community and describe how the problem or need negatively impacts the community. <input type="checkbox"/> Plan and implement an intervention to address the problem or need, anticipating problems that may arise and brainstorming possible solutions. <input type="checkbox"/> Evaluate the effectiveness of the intervention in addressing the problem or need and fostering change. <input type="checkbox"/> Evaluate how personal strengths used throughout the service project can be fostered and utilized for success in the future. 	Project continues	<ul style="list-style-type: none"> <input type="checkbox"/> Review portfolio and select 4-6 artifacts that show optimal social, emotional and behavioral growth throughout grades 3-8. <input type="checkbox"/> Write a summary for each artifact explaining skills acquired, how skills were utilized, positive changes in self-esteem, confidence, resiliency, place in the social group and academics stemming from learning, areas for continued growth, and strategies to overcome or improve areas of concern. <input type="checkbox"/> Set a goal for high school that describes behaviors and thought processes that will enable academic, social, emotional and behavioral success. <input type="checkbox"/> Review self-assessment with administration or counselor