Bloomingdale School District

CHARACTER EDUCATION
CURRICULUM GUIDE
Grades 5 - 8

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Lesson plans based on Second STEP (Student Success Through Prevention) Program

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CHARACTER EDUCATION

COURSE OVERVIEW

Character Education is a national movement creating schools that foster ethical, responsible, and caring young people by modeling and teaching good character through an emphasis on universal values that we all share. It is the intentional, proactive effort by schools, districts, and states to instill in their students important core, ethical, and civic values such as respect, responsibility, integrity, perseverance, courage, justice, and self-discipline. Character education's long-term solutions address moral, ethical, and academic issues that are of growing concern about our society and the safety of our schools. The Bloomingdale School district will be incorporating the Character Education course as one of the four cycle courses for students in Grades 5 - 8 at Walter T. Bergen Middle School.

METHODS OF INSTRUCTION

I.   MODELED LESSONS

II.   CLASS DISCUSSIONS

III.   HANDS-ON PROBLEM-SOLVING ACTIVITIES

IV.   CLASS DEBATES

V.   GUEST SPEAKERS

VI.   GROUP WORK

VII.   TEACHER-INVOKED DISCUSSION TO SHARPEN CRITICAL REASONING BY ASKING "WHY?"

VIII.   DVD CLIPS

IX.   ROLE PLAYING

X.   PARTNER ACTIVITIES

XI.   INTERNET ACTIVITIES

XII.   CLASS READ ALOUD

MATERIALS FOR INSTRUCTION

I.   BLACKBOARD, SMART BOARDS, BULLETIN BOARDS

II.   INTERNET ACCESS

III.   TEACHER RESOURCES

IV.   TEACHER RESOURCES

V.   AUDIO-VISUAL AIDS

VI.   NEWSPAPERS

VII.   MEDIA CENTER MATERIALS

VIII.   SECOND STEP STUDENT HANDOUTS

IX.   SECOND STEP DVD

X.   GRADE LEVEL READ-ALOUD BOOK

METHODS OF STUDENT EVALUATION

Students will be evaluated by teacher observation and analysis of:

I.   ATTITUDE AND BEHAVIOR

     A.   Preparation for class

     B.   Respect for classmates and teacher

II.   EFFORT

     A.   Seriousness of purpose
     B.   Involvement during hands-on activities and debates

III.   PARTICIPATION IN CLASSWORK

     A.   Class discussions
     B.   Group work
     C.   Observation
     D.   Problem-solving
     E.   Debates
     F.   Partner Work

IV.   WRITING

     A.   Journal writing

V.   INFORMAL ASSESSMENT

     A.   Checkpoints
     B.   Current events activities

VI.   HOMEWORK

VII.   FORMAL ASSESSMENT

     A.   Post-tests
     B.   Open-ended questions
     C.   Projects and reports

Grade 5 – Character Education Units and Lessons

Units and Lessons based on Second Step

– Student Success Through Prevention Program

Unit 1: Empathy and Skills for Learning

       Lesson 1 – Empathy and Respect

       Lesson 2 – Taking Others' Perspectives

       Lesson 3 – Accepting Differences

       Lesson 4 – Disagreeing Respectfully

Unit 2: Emotion Management

       Lesson 1- Introducing Emotion Management

       Lesson 2 – Managing Anxiety

       Lesson 3 – Managing Frustrations

       Lesson 4 – Handling Put-Downs *Guest Speaker

Unit 3: Problem Solving

       Lesson 1 – Solving Problems, Part 2

       Lesson 2 - Seeking Help

       Lesson 3- Dealing with Gossip

       Lesson 4 – Dealing with Peer Pressure

Grade 5 Character Education Standards

CCSS.ELA-Literacy.RL.5.2 Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text.

CCSS.ELA-Literacy.RL.5.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.5.2 Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.5.3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

CCSS.ELA-Literacy.SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-Literacy.RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

CCSS.ELA-Literacy.RI.5.3 Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

CCSS.ELA-Literacy.RI.5.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

CCSS.ELA-Literacy.W.5.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 6 – Character Education Units and Lessons

Units and Lessons based on Second Step

– Student Success Through Prevention Program

Unit 1 – Empathy and Communication

       Lesson 1 – Working in Groups

       Lesson 2 – Friends and Allies

       Lesson 3 – Considering Perspectives

       Lesson 4 – Disagreeing Respectfully

       Lesson 5 – Being Assertive

Unit 2 – Bullying Prevention

       Lesson 1 – Recognizing Bullying

       Lesson 2 – Bystanders *Guest Speaker

Unit 3 – Emotion Management

       Lesson 1 – Emotions – Brain and Body

       Lesson 2 – Calming-Down Strategies

Unit 4 – Problem Solving

       Lesson 1 – Using the Action Steps

       Lesson 2 – Making a Plan

Unit 5 – Substance Abuse Prevention

       Lesson 1 – Identifying Hopes and Plans

Grade 6 Character Education Standards

CCSS.ELA-Literacy.RL.6.2 Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RL.6.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-Literacy.RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

CCSS.ELA-Literacy.RI.6.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.6.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

CCSS.ELA-Literacy.SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.W.6.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 7 – Character Education Units and Lessons

Units and Lessons based on Second Step

– Student Success Through Prevention Program

Unit 1 – Empathy and Communication

      Lesson 1 – Working in Groups

      Lesson 2 – Disagreeing Respectfully

      Lesson 3 – Negotiating and Compromising

      Lesson 4 – Giving and Getting Support

Unit 2 – Bullying Prevention

      Lesson 1 – Responding to Bullying

      Lesson 2 – Cyber Bullying *Guest Speaker

Unit 3 – Emotion Management

      Lesson 1 – Understanding Anger

      Lesson 2 – Staying in Control

      Lesson 3 – Coping with Stress

Unit 4 – Substance Abuse Prevention

      Lesson 1 – Myths and Facts

      Lesson 2 – Norms and Attitudes

      Lesson 3 – Making Good Decisions

Grade 7 Character Education Standards

CCSS.ELA-Literacy.RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.7.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.7.2 Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

CCSS.ELA-Literacy.RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

CCSS.ELA-Literacy.SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

CCSS.ELA-Literacy.SL.7.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CCSS.ELA-Literacy.SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.W.7.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Grade 8 – Character Education Units and Lessons

Units and Lessons based on Second Step

– Student Success Through Prevention Program

Unit 1 – Empathy and Communication

      Lesson 1 – Working in Groups

      Lesson 2 – Leaders and Allies

      Lesson 3 – Handling a Grievance

      Lesson 4 – Negotiating and Compromising

Unit 2 – Bullying Prevention

      Lesson 1 – Bullying in Friendships

      Lesson 2 – Labels, Stereotypes, and Prejudice

      Lesson 3 – Bullying in Dating Relationships *Guest Speaker

Unit 3 – Emotion Management

      Lesson 1 – De-Escalating a Tense Situation

      Lesson 2 – Coping with Stress

Unit 4 – Goal Setting

      Lesson 1 – Making Your Plan

      Lesson 2 – Evaluating Your Plan

Unit 5 – Substance Abuse Prevention

    Lesson 1 – Identifying Future Goals

Grade 8 Character Education Standards

CCSS.ELA-Literacy.RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

CCSS.ELA-Literacy.RL.8.10 By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.RI.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-Literacy.RI.8.2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

CCSS.ELA-Literacy.RI.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

CCSS.ELA-Literacy.RI.8.10 By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

CCSS.ELA-Literacy.SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-Literacy.SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

CCSS.ELA-Literacy.SL.8.3 Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CCSS.ELA-Literacy.SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

CCSS.ELA-Literacy.W.8.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a supplemental guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In Accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the Core Curriculum Content standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

ENGLISH LANGUAGE LEARNERS
GENERAL MODIFICATIONS FOR INSTRUCTIONAL ACTIVITIES

In order to ensure that English Language Learners are fully integrated into classroom life and can participate in all mainstream content areas, certain modifications and differentiated criteria shall be implemented. The following modifications can be utilized to suit the needs of English Language Learners in the mainstream classes outlined in this curriculum guide. After consultation with an ESL/Bilingual teacher and identification of student's proficiency level, the mainstream content area teacher can choose the appropriate strategies. Teachers should:

Beginning ESL students
- Allow students to illustrate answers or vocabulary words
- Allow students to translate vocabulary into native language and use native language dictionary.
- Speak slowly and clearly
- Use gestures, facial expressions, and visuals
- Ask yes/no questions
- Model: use concrete demonstration of abstract concepts
- Use manipulatives, props, pictures, and concrete objectives as much as possible
- Assign a native language partner/peer tutor
- Use study guides/outline chapters
- Monitor use of notebooks
- Differentiated grading and requirements

Beginning and Intermediate ESL students
- Simplify language/avoid idioms
- Use cooperative learning groups/set up peer tutoring pairs to encourage participation
- Use videos to reinforce content
- Tape record lessons and text readings
- Incorporate appropriate student software into planning and assignments
- Highlight key words and concepts
- Reduce the number of items for tests, class work, and homework
- Allow for repetition of material in various modes, (oral, written, visual, song)
- Allow verbal response in place of written
- Use manipulatives and hands-on activities
- Use graphic organizers, Venn diagrams and outlines to visually present information
- Encourage students to organize information through the use of such organizers
- Build background knowledge prior to lesson, students may not be aware of culturally specific events or objects
- Provide multiple choice options for open ended questions
- Use student as a resource whenever possible
- Differentiated grading and requirements

Advanced ESL students and recently exited ESL students (see above as needed)
- Score writing holistically (focus on the content of ideas rather than grammar)
- Use cooperative learning groups/set up peer tutoring pairs
- Highlight key words
- Encourage participation by fostering a supportive class climate and allowing for mistakes
- Use graphic organizers
- Modify and support writing assignments and assessments
- Build background knowledge through class discussions especially if material is culturally specific to the United States
- Use student as a resource whenever possible/highlight student success

**MODIFICATIONS/SUPPLEMENTARY AIDS IN REGULAR EDUCATION
FOR SPECIAL EDUCATION STUDENTS**

To the maximum extend appropriate, an educationally disabled pupil shall be educated with children who are not educationally disabled. In developing the basic plan of the individual education program, the Child Study Team, Regular Education teacher, Special Education teacher, and parent/guardian shall determine the appropriateness of regular education program options with support, such as curricular or instructional modifications.

The following list is only some of the curricular modifications and instructional techniques available for implementation in the Regular Education classroom.

- Read tests orally, record student response; allow test retakes
- Reduce the amount of written work or class work by one half
- Grade student on what is handed in, do not penalize for incomplete assignments / homework / spelling
- Allow student to finish tests and quizzes during school, after school, or in the Resource Center; allow additional time for tests
- Do not require student to make up work when absent
- Provide preferential seating, study carrels
- Keep desk free from extraneous materials
- Provide adequate space for movement
- Extend time for processing information
- Cue student to stay on task
- Establish an individual daily schedule
- Break work into shorter segments
- Rewriting tests / consider spacing and crowding
- Test for content and knowledge in subject areas
- Grading modification based on individual goals
- Verbal cues and prompts
- Proximity control
- Logical consequences / natural reinforcers / immediate feedback
- Augmentative communication systems (i.e., Alpha Talker)
- Books on tape / study guides
- Differentiated activities / assignments
- Homework Clubs, homework assignment pads
- Vary test formats; short answers, matching, essay
- Alternative response modes: points, writes, circles
- Curriculum-based assessment
- Peer tutoring : Individual and Classwide models
- Cooperative learning groups
- Advance organizers / outlines / study guides / mapping guides
- Note-taking assistance / note-taking strategies
- Rephrasing/redirecting /'preview' strategies / mnemonic devices
- Computer assisted instruction
- Assistive technology devices
- Math: calculator, tables, number lines, manipulatives
- Vary input: lecture, demonstration, simulations
- Vary output: oral , written games, role plays
- Vary questioning techniques
- Parallel activity or curriculum
- Provide summary of reading assignment: written / taped
- Use checklist for review / study procedures
- Behavioral contingency contracts / planned ignoring
- Time out/ time away