

# **Florida State Education Standards and CHARACTER COUNTS!**

**— grade level: 9 to 12 —**

**by**

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## STRAND: A. Character Literacy

### STANDARD: 1. The student demonstrates comprehension of concepts related to character.

LEVEL	LINKS	BENCHMARK (The student . . .)	SAMPLE PERFORMANCE DESCRIPTION (Benchmarks may be demonstrated when the student . . .)
Grades 9-12	<b>LA A.2.4.3</b> <b>Wise Skills</b> <b>(WS) Eng.</b> * any character category	<b>A.1.4.1</b> Describes and evaluates personal preferences regarding fiction and nonfiction.	Keeps a log of materials he or she reads and uses this log to identify preferences regarding fiction and nonfiction. <b>(including a list of positive character traits possessed by characters within reading selection)</b>
Grades 9-12	<b>LA E.2.4.7</b> <b>(WS) English</b> *any character category	<b>A.1.4.2</b> Examines a literary selection from several critical perspectives.	Participates in a class project of small groups of students researching how a text is viewed according to a certain perspective (such as historical, psychoanalytical and various cultural perspectives as well as <b>character qualities</b> ) and present their perspectives to the class.
Grades 9-12	<b>LA E.2.4.8</b> <b>(WS) Eng. &amp; Social Studies</b>	<b>A.1.4.3</b> Knows that people respond differently to texts based on their background knowledge, purpose and point of view.	Selects a work that people have read for generations and researches the different ways that people have interpreted it and responded to it over the years. Discuss orally/written format how different <b>character traits</b> a person possesses might influence their reading selections and how a text is accepted over time and cultures

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<b>Grades 9-12</b>	<b>HE A.1.4.1</b> <b>C 4 Stress</b> <b>C 22, 23</b> <b>C 4 Stress</b> <b>C 20</b> <b>(WS) Hot</b> <b>Issues topics</b> <b>pgs. 49, 97,</b> <b>129, 145, 161</b> <b>* any</b> <b>character</b> <b>category</b>	<b>A.1.4.4</b> Understands the impact of personal health behaviors on body systems.	Works with a partner to analyze the various causes of stress and the effects of stress on different body systems.  Prepares an oral report on the effects of nicotine, alcohol or caffeine on body systems.  Completes self-inventory on stress.  Writes a report on anorexia and bulimia and its effects on the digestive system.  Explain orally/written format how <b>positive character qualities</b> can help you avoid unhealthy personal behaviors

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<b>Grades 9-12</b>	<b>HE A.1.4.3</b> <b>C 2</b> <b>C 9, 10</b> <b>Respect</b> <b>Caring</b>  <b>(WS) *The</b> <b>Abstinence</b> <b>Perspective,</b> <b>**Wisdom in</b> <b>Action,</b>	<b>A.1.4.5</b> Understands the relationship among physical, mental, emotional and social health throughout adulthood.	<p>Analyzes with peers the impact of pregnancy on body systems at different stages of life and organizes the findings into a group presentation for the class. *</p> <p>Lists some popular role models, analyzes the positive qualities possessed by these role models and writes a report about his or her favorite role model.* *</p> <p>Interviews one person from each stage of life and compares findings emotionally, mentally, socially and physically.</p> <p>Examines the changes during adolescence (physical, mental, social) and its effects on adulthood).</p> <p>Research how <b>caring</b> for others impacts your own mental, physical, and social health.</p>


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<b>Grades 9-12</b>	<b>HE 1.4.5 Conflict Resolution/ Peer Mediation (WS) School Service Learning</b>	<b>A.1.4.6</b> Knows how the social environment influences the health of the community.	Works with others in a small group to analyze the social factors in school that create potentially violent situations from occurring.
<b>Grades 9-12</b>	<b>HE 1.4.6 C 10 C 8, 29 (WS) Physical Ed.</b>	<b>A.1.4.7</b> Knows how to delay the onset of and reduce the risks for potential health problems during adulthood.	Formulates and implements an effective plan for lifelong health, addressing changing nutritional needs, lifestyle changes and exercise and includes this plan in an individual wellness plan journal.  Researches his or her family’s health history and identifies hereditary risks (i.e., cancer, alcoholism, disorders) and presents an oral report.  (WS) pg.46, 62, 94, 110, 142.

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<b>Grades 9-12</b>  	<b>HE B.3.4.2</b> <b>C 6</b> <b>(WS)</b> <b>Respect</b> <b>Trustworthiness</b> <b>Caring</b> <b>*any character category</b>	<b>A.1.4.8</b> Knows techniques for communicating care, consideration and respect of self and others (e.g., encouragement, trust, sexual abstinence).	Discusses ways to establish trust between individuals in a relationship.  <b>(WS) Discovering Wisdom worksheets</b>  <b>(WS) The Abstinence Perspective</b>
	<b>HE B.3.4.1</b> <b>C 6</b> <b>Respect</b>	<b>A.1.4.9</b> Understands the relationship between verbal and non-verbal communication (e.g., body language, voice tone, volume, pitch).	Interprets the non-verbal communication among individuals participating in a debate.  Role-plays with a partner to demonstrate good/poor listening skills.
<b>Grades 9-12</b>	<b>PE C.2.4.1</b> <b>C 1</b> <b>(WS) Physical Ed. * any character category</b>	<b>A.1.4.10</b> Identifies personal feelings resulting from participation in physical activity.	Keeps a journal of feelings and experiences during an educational adventure experience (e.g., a ropes course, a nature hike, camping or canoeing).  <b>(WS) Wisdom in Action Biographies</b>

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<b>Grades 9-12</b>	<b>SC H.1.4.7 A.1 Lab Reports, Science Fair, Issue Investigation (WS) Science * any character category</b>	<b>A.1.4.11</b> Understands the importance of a sense of responsibility, a commitment to peer review, truthful reporting of the methods and outcomes of investigations and making the public aware of the findings.	Reviews and edits the laboratory reports of peers.  Searches through epidemiological examples.  <b>(WS) Discovering Wisdom worksheets</b>  <b>(WS) Wisdom in Action Biographies (Science)</b>

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### STANDARD: 2. The student effectively communicates beliefs, ideas and information about character.

LEVEL	LINKS	BENCHMARK (The student . . .)	SAMPLE PERFORMANCE DESCRIPTION (Benchmarks may be demonstrated when the student . . .)
<b>Grades 9-12</b>	<b>HE A.2.4.1 A.2 (WS) Reflections Caring</b>	<b>A.2.4.1</b> Understands potential controversy regarding the validity of health information, products and services.	<p>Participates in a group debate about conflicting issues surrounding HIV/AIDS information, products and services.</p> <p>Discuss how society views citizens that are or are not caring or fair to others with major health issues ( AIDS, Disabled, etc.)</p>
<b>Grades 9-12</b>	<b>HE A.2.4.2 (WS) Reflections Citizenship</b>	<b>A.2.4.2</b> Knows resources from home, school and community that provide valid health information.	<p>Works with others in a small group to develop a resource card for students to carry in their wallet with phone numbers for crisis hotlines.</p> <p>Arranges and participates in a mock accident of some kind that involves response teams. Upon completion, the student writes a summary of his or her experiences and feelings.</p> <p><b>(WS) Discovering Wisdom worksheets</b></p>

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<b>Grades 9-12</b>	<b>PE C.2.4.2 CE B.1 (WS) Physical Ed. * any character category</b>	<b>A.2.4.3</b> Participates in games, sport, dances, outdoor pursuits and other physical activities that contribute to the attainment of personal goals and maintenance of wellness.	Writes a dialogue convincing a friend to try a specific sport or activity.  Keeps a journal of physical activities that he or she has participated in over time.  <b>Completes a report on one of the Wisdom in Action Biographies (PE)</b>

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**STANDARD: 3. The student analyzes the influence of culture, media, technology and other factors on ethical behavior.**

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<b>Grades 9-12</b>	<b>HE A.2.4.2 (WS) Investigation Service Learning Projects – School or Community Learning Citizenship</b>	<b>A.3.4.1</b> Knows resources from home, school and community that provide valid health information.	<p>Develops a resource card for students to carry in their wallet with phone numbers for crisis hotlines.</p> <p>Arranges and participates in a mock accident of some kind which involves response teams. Upon completion, writes a summary of experiences and feelings.</p>

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<b>Grades 9-12</b>	LA D.2.4.5 <b>(WS) Discerning Wisdom Media</b>	<b>A.3.4.2</b> Critically analyzes specific elements of mass media with regard to the extent to which they enhance or manipulate information.	Analyzes mass-media messages by identifying the persuasive technique being used and describing possible cause-and-effect relationships between mass media coverage and public opinion trends.  <b>(WS) Discerning Wisdom worksheets</b>
<b>Grades 9-12</b>	LA C.1.4.4 <b>(WS) Discerning Wisdom Media</b>	<b>A.3.4.3</b> Identifies bias, prejudice or propaganda in oral messages.	Listens to political advertisements on the radio and discusses the advertisements' biases with other students.  <b>(WS) Discerning Wisdom worksheets</b>
<b>Grades 9-12</b>	HE B.2.4.1 <b>(WS) Science</b>	<b>A.3.4.4</b> Understands the impact of technology on personal, family and community health.	Writes a report about the latest medical technology and presents it to the class, relating how medical technology improves the health of individuals, families and communities.  <b>(WS) Wisdom in Action Biographies (Science)</b>

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<b>Grades 9-12</b>	<b>PE C.1.4.3 A.3 (WS) Physical Ed. Foreign Lang. Respect</b>	<b>A.3.4.5</b> Knows the value of sport and physical activity in understanding different cultures.	Researches physical education opportunities available in the community and designs a program emphasizing multicultural awareness and cross-cultural experience. The student then gives an oral report describing the designed program.  <b>(WS) Hot Issues- Respect</b>  <b>(WS) Discerning Wisdom worksheets 16, 21,27</b> in relationship to <b>respecting cultural differences</b> in Media Sports or general television
<b>Grades 9-12</b>	<b>PE C.1.4.1 A.3 (WS) Physical Ed.</b>	<b>A.3.4.6</b> Understands the influence of age, gender, race, ethnicity, socioeconomic standing and culture upon physical activity preferences and participation.	Explains the importance other cultures place on World Cup Soccer.  Visits a senior citizen center during activity time.  <b>(WS) Wisdom in Action Biographies (PE)</b>  <b>(WS) PE Caring # 5 &amp; 7</b>

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<b>Grades 9-12</b>	<b>AT 6.1.4.2 B.1 (WS) Service Learning Projects * any Character area</b>	<b>B.1.4.1</b> Assigns tasks, coordinates work and motivates peers at school, work and sports or other social settings.	Participates and documents different roles including facilitator, team member, in projects related to studying all aspects of an industry.  Participates in Class or Club activities volunteering skills and leadership abilities
<b>Grades 9-12</b>	<b>AT 9.1.4.2 B.1 (WS) Service Learning Projects *</b>	<b>B.1.4.2</b> Demonstrates the ability to cooperatively work in various settings, across diverse populations.	Participates in groups, associations, clubs and activities as a team member, leader or supporter.  Participates in Habitat for Humanity project  Volunteer in community, log hrs w/ Vol. Cord.
<b>Grades 9-12</b>	<b>LA C.1.4.3 A.2</b>	<b>B.1.4.3</b> Uses effective strategies for informal and formal discussions, including listening actively and reflectively, connecting to and building on the ideas of a previous speaker and respecting the viewpoints of others.	In conversations, demonstrates an awareness of and sensitivity to the various dialects, accents and speech patterns in a multicultural community.

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<b>Grades 9-12</b>	<b>LA C.2.4.2 A.3 Respect (WS) Discerning Wisdom Media</b>	<b>B.1.4.4</b> Understands factors that influence the effectiveness of nonverbal cues used in nonprint media, such as the viewer’s past experiences and preferences and the context in which the cues are presented.	<p>Watches a subtitled foreign film and discusses with other students how people from different cultures use different gestures.</p> <p>Discusses how non-verbal clues come into play during a job interview.</p> <p><b>(WS) wk.shs. #6 – 16, 27 - 30</b></p>
<b>Grades 9-12</b>	<b>HE B.1.4.1 B.1 Responsibility Respect Caring (WS) Wisdom &amp; Sexuality any character category</b>	<b>B.1.4.5</b> Understands the role of individual responsibility regarding personal risk behaviors.	<p>Examines the legal and economic consequences of drinking and driving to family, friends and self. The student develops a school-wide campaign to inform students of the results of findings.</p> <p>Examines the consequences of premarital sexual activity to self and others and shares findings with the class.</p> <p>Compiles and discusses reasons they believe some teens want to become pregnant.</p>

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<b>Grades 9-12</b>	<b>HE B.2.4.4 A.2 Respect Citizenship Fairness</b>	<b>B.1.4.6</b> Knows how ethnic and cultural diversity both enrich and challenge healthy living.	<p>Arranges a discussion on topics such as chiropractic medicine, folk medicine, herbal medicine, acupuncture and explains how different cultures have contributed to medical practices in America.</p> <p>Prepares an ethnic food dish from a country of his or her choice and shares it with the class.</p> <p><b>Investigate other countries outlook on Character Development and report.</b></p>
<b>Grades 9-12</b>	<b>LA C.3.4.4 Responsibility Fairness Respect (WS) PE</b>	<b>B.1.4.7</b> Demonstrates team work skills in projects.	Performs and evaluates a variety of team skills and rules.
<b>Grades 9-12</b>	<b>(WS) Investigations any character category</b>	<b>B.1.4.8</b> Participates in social and/or environmental projects which impact the school and/or community.	<p>Utilizes a variety of school based, work based and community resources to research and report.</p> <p><b>(WS) Service Learning Projects</b></p>

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<b>Grades 9-12</b>	<b>LA D.1.4.2</b> <b>A.3</b> <b>Fairness</b> <b>Respect</b> <b>(WS)</b> <b>Integration/Foreign Lang.</b>	<b>B.1.4.9</b> Makes appropriate adjustments in language use for social, academic and life situations, demonstrating sensitivity to gender and cultural bias.	Role-plays a first meeting with other students or adults and then role-plays a more formal interaction such as a job interview.
<b>Grades 9-12</b>	<b>LA C.3.4.4</b> <b>A.2</b> <b>Respect</b> <b>Responsibility</b>	<b>B.1.4.10</b> Applies oral communication skills to interviews, group presentations, formal presentations and impromptu situations.	Works cooperatively in pairs to prepare a presentation comparing differing responses to a meeting of the county commission concerning a local issue.
<b>Grades 9-12</b>	<b>HE B.3.4.3</b> <b>A.2</b> <b>Fairness</b> <b>Respect</b> <b>Trustworthiness</b>	<b>B.1.4.11</b> Knows skills for communicating effectively with family, friends and others (e.g., assertiveness).	Discusses appropriate ways to respond to arguments with friends and family members.

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<b>Grades 9-12</b>	<b>HE B.3.4.3</b> <b>A.2</b> <b>Caring</b> <b>Respect</b> <b>Fairness</b>	<b>B.1.4.12</b> Knows positive strategies for expressing needs, wants and feelings.	<p>Role-plays a situation between locker partners in which one student wishes to voice concerns about the state of the shared space.</p> <p><b>Practice any/all the character traits when trying to solve any difficult situation in role play and real life situation.</b></p>
<b>Grades 9-12</b>	<b>HE B.2.4.4</b> <b>Responsibility</b> <b>Trustworthiness</b> <b>(WS)</b> <b>Investigation</b> <b>any character</b> <b>category</b>	<b>B.1.4.13</b> Assumes an active leader role, a supportive follower role and a passive follower role as appropriate.	<p>Accepts responsibility for taking leadership roles and willingly follows appropriate behavior to accomplish group goals.</p> <p><b>(WS) Service Learning Projects</b></p>

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<b>Grades 9-12</b>	<b>HE B.2.4.5 Respect (WS) PE</b>	<b>B.1.4.14</b> Understands the role of physical activity as a potential vehicle for social interaction and cooperative relations within the family and workplace.	Participates on a school or community intramural sports team and creates a video or skit to document its impact on social interactions.  <b>(WS) Listens to an invited guest athlete speak about how he/she uses their athletic abilities to help others in the communities of family and work.</b>

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<b>Grades 9-12</b>	<b>HE B.1.4.2</b> <b>Respect</b> <b>Caring</b> <b>(WS) Wisdom</b> <b>&amp; Sexuality</b>	<b>B.2.4.1</b> Knows strategies for health enhancement and risk reduction.	Evaluates personal health by completing a health-risk behavior survey. The student develops a plan to improve personal health based on these results.  <b>(WS) Abstinence Perspectives. Student create, practice and develop strategies that may delay risk taking behaviors by utilizing quality character traits</b>
<b>Grades 9-12</b>	<b>AT 9.1.4.3</b> <b>Respect</b> <b>Responsibility</b> <b>Fairness</b> <b>Trust</b>  <b>(WS)</b> <b>Investigation</b> <b>any character</b> <b>category</b>	<b>B.2.4.2</b> Facilitates the business/education partnership in the development of joint goals.	Works with teachers, counselors, workplace mentors, and others in developing and implementing plans for improving learning, educational opportunities, business opportunities or the community.  Works with business partners on projects of mutual benefit after setting cooperative goals.  <b>(WS) Service Learning Projects</b>

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<b>Grades 9-12</b>	<b>LA C.1.4.1</b> <b>Respect</b> <b>Responsibility</b> <b>Fairness</b> <b>Trust</b> <b>(WS)</b> <b>Discerning</b> <b>Wisdom</b>	<b>B.2.4.3</b> Selects and uses appropriate listening strategies according to the intended purpose, such as solving problems, interpreting and evaluating the techniques and intent of a presentation and taking action in career-related situations.	Listens to a radio commercial and participates in a class discussion on factors that make the commercial effective or ineffective in persuading him or her.  (WS) Discerning Media wk shs Music & Internet
<b>Grades 9-12</b>	<b>LA C.1.4.2</b> <b>Respect</b> <b>Responsibility</b> <b>Fairness</b> <b>Trust</b> <b>(WS) English</b>	<b>B.2.4.4</b> Describes, evaluates and expands personal preferences in listening to fiction, drama, literary nonfiction and informational presentations.	With others in a small group, discusses favorite books and authors, then chooses a new selection to read based on books and authors that other group members have recommended.  <b>(WS) Enhance the above with discussion of the character traits that students like from the authors and characters of their favorite books.</b>



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<b>Grades 9-12</b>	<b>PE A.3.4.6</b>	<b>B.2.4.7</b> Understands the importance of making a commitment to physical activity as an important part on one’s lifestyle.	<p>Researches programs available through community nonprofit organizations (e.g., American Heart Association, American Cancer Society and March of Dimes).</p> <p>Writes a contract to make a commitment to physical activity and keeps a journal documenting daily physical activity for a specified period of time.</p>
<b>Grades 9-12</b>	<b>HE B.3.4.5</b> <b>Responsibility</b> <b>Respect</b> <b>Fairness</b>	<b>B.2.4.8</b> Knows strategies for solving interpersonal conflicts without harming self and others (e.g., peer mediation skills).	<p>Role-plays a situation in which a student mediates a conflict over a teenage rivalry.</p> <p><b>Role-plays or discuss how quality character traits could have made the above situations develop differently or not occur at all.</b></p>






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<b>Grades 9-12</b>	<b>HE C.2.4.4</b> <b>CE C.1</b> <b>Respect</b> <b>Responsibility</b>	<b>B.2.4.14</b> Knows positive ways to influence others to make positive choices (e.g., cross-age tutoring).	Makes a Good Health presentation to a class of elementary school children.  Participates in a students teaching students presentation to elementary school.
<b>Grades 9-12</b>	<b>HE C.1.4.5</b> <b>(WS) Wisdom</b> <b>&amp; Sexuality,</b> <b>PE</b> <b>Responsibility</b> <b>Respect</b>	<b>B.2.4.15</b> Knows how to make positive decisions related to injury, tobacco, nutrition and physical activity, sexuality and alcohol and other drugs.	Participates in a group discussion about the negative effects of steroids.  Participates in groups analyzing food labels for nutritional values.

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<b>Grades 9-12</b>	<b>HE C.1.4.4 B.2 Responsibility Respect</b>	<b>B.2.4.16</b> Knows how to implement a plan for attaining personal health goals for the school year and knows methods for evaluating progress.	Creates an individual wellness plan and keeps a daily log for a specified period of time describing individual progress.  <b>Discuss how having quality character traits can support or validate healthy personal health.</b>
<b>Grades 9-12</b>	<b>HE C.1.4.6 B.2 Responsibility</b>	<b>B.2.4.17</b> Knows various strategies when applying the decision-making process regarding healthy habits (e.g., nutritious foods versus junk foods).	Discusses ways to adapt favorite recipes to make them healthier (e.g., reducing the amount of fat, salt or sugar). (Modeled after a performance description in the California Public Schools Health Framework).
<b>Grades 9-12</b>	<b>HE B.3.4.7 B.1 Respect</b>	<b>B.2.4.18</b> Knows strategies for dealing with individuals who are exhibiting dangerous behaviors (e.g., evading and avoiding dangerous situations).	Role-plays a situation in which a student resists pressure to get into a car with a person who has been drinking.  Role-plays different situations using conflict resolution strategies.

## STRAND: C. Advocacy and Promotion of Character

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<b>Grades 9-12</b>	<b>CC Respect Responsibility Caring Citizenship</b>	<b>C.1.4.1</b> Participates in a school-wide or community service project.	Participates in a school wide canned food drive.  <b>(WS) Participates in Service Learning Projects that benefit the school or larger community setting.</b>
<b>Grades 9-12</b>	<b>HE A.2.4.4 Caring Respect</b>	<b>C.1.4.2</b> Knows how to access school and community health services for self and others.	Analyzes given health –related scenarios, selects appropriate health care services and discusses the reasons for the selections, with the class.  Interviews a health care specialist and presents the nature of the service to the class.
	<b>HE B.1.4.4 Caring Citizenship Responsibility</b>	<b>C.1.4.3</b> Knows strategies for improving or maintaining personal, family and community health.	Writes a report on the criteria used when selecting a family physician and why a particular physician would be chosen.  Obtains data about community health issues and problems from a county public-health unit and develops a plan for addressing the most serious problems represented by the data.



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<b>Grades 9-12</b>	<p><b>“Baby Think It Over” Program</b>  <b>S.A.D.D.</b>  <b>Brown Ribbon Week</b>  <b>Red Ribbon Week</b></p>	<p><b>C.1.4.5 (Continued)</b>                      Understands the potential impact of common risk behaviors on the quality of life.</p>	<p>Researches the influences of media, movies, ads, music and television on the ability to make responsible decisions.</p> <p>Role-plays a parent for a week-end by parenting a “Baby Think It Over Doll” and keeps a daily log.</p> <p><i>(WS) Abstinence Perspective</i></p>


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<b>Grades 9-12</b>	<b>HE A.1.4.4</b> <b>CE C.2</b>  <b>Citizenship</b> <b>Caring</b> <b>Responsibility</b>	<b>C.1.4.6</b> Understands how the environmental condition of the community influence the health of individuals.	Visits a local landfill operation and analyzes the impact of the landfill on the surrounding environment. The student then organizes this information into a written report.  Critiques services offered by the local health department in the area of environmental health and reports his or her findings to the class.  Formulates a map of the city where all the local recycling centers are located.
<b>Grades 9-12</b>	<b>HE C.2.4.1</b> <b>A.3</b> <b>Media</b> <b>Specialist</b> <b>Citizenship</b> <b>Responsibility</b>	<b>C.1.4.7</b> Knows oral, written, audio and visual communication methods to accurately express health messages (e.g., produce a poster, audio-visual P.S.A.).	Creates a multi-media health presentation in small groups to be shared with the class.

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<b>Grades 9-12</b>  	<b>HE B.2.4.3</b> <b>B.2</b> <b>Respect</b> <b>Responsibility</b>	<b>C.1.4.8</b> Knows how information from peers, family and community influences personal health.	Role-plays responses to parental situations (e.g., to make all A's excel as an athlete).  Writes a personal goal for handling peer pressure and implements and monitors progress for an individual wellness plan.
	<b>HE C.2.4.6</b> <b>CE C.2</b> <b>Harbour Branch and Florida Oceanographic Society</b> <b>Citizenship</b> <b>Responsibility</b> <b>Respect</b>	<b>C.1.4.9</b> Knows effective techniques for supporting community, state and federal agencies that advocate healthier communities (e.g., writing support letters).	Chooses a local environmental issue currently being debated in the public arena and writes a letter describing feelings on the issue to local Congress person.
	<b>HE C.2.4.5</b> <b>CE B.1</b> <b>Red Cross</b> <b>Citizenship</b> <b>Respect</b> <b>Caring</b> <b>Responsibility</b>	<b>C.1.4.10</b> Knows methods for working cooperatively with others to advocate for healthy communities (e.g., community service projects, health careers).	Participates in a local community service project as a class activity.

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<b>Grades 9-12</b>	<b>HE B.3.4.8 Respect Caring Hospice</b>	<b>C.1.4.11</b> Understands various ways in which different families handle grief (e.g., counseling, cultural differences).	<p>Writes a report about grieving practices in another culture and compares differences between cultures.</p> <p>Makes a pamphlet with suggestions for people trying to cope with grief.</p> <p>Completes activities in “WIN, WIN” (Conflict Resolution workbook).</p>
<b>Grades 9-12</b>	<b>SC G.2.4.6</b>	<b>C.1.4.12</b> Knows the ways in which humans today are placing their environmental support systems at risk (e.g., rapid human population growth, environmental degradation and resource depletion).	<p>With other students in a small group, participates in role playing and/or case studies involving the consequences of human impact on the environment, presenting evidence supporting or refuting both sides of environmental conservation and economic development issues.</p> <p>Studies the ocean as barriers.</p>

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<b>Grades 9-12</b>	<b>SC H.3.4.3 C.1 Newsbank Internet Responsibility (WS) Science any character category</b>	<b>C.1.4.13</b> Knows that scientists can bring information, insights and analytical skills to matters of public concern and help people understand the possible causes and effects of events.	Reviews and discusses the efforts of scientists over the past three centuries to inform the public about environmental, political and economic consequences of population growth.  <b>(WS) Wisdom in Action Biographies - Science</b>

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LEVEL	LINKS	BENCHMARK (The student . . .)	SAMPLE PERFORMANCE DESCRIPTION (Benchmarks may be demonstrated when the student . . .)
<b>Grades 9-12</b>	<b>Conflict Resolution</b>	<b>C.2.4.1</b> Teaches others how to resolve conflicts.	Serves as a peer mediator.
<b>Grades 9-12</b>		<b>C.2.4.2</b> Participates in a school/community organization.	Serves as a member of a specific extra curricular activity such as leadership, S.A.D.D., T.A.T.U.
<b>Grades 9-12</b>	<b>SS C.2.4.7 C.2 Citizenship</b>	<b>C.2.4.3</b> Knows the points at which citizens can monitor or influence the process of public policy formation.	Writes a letter, sends a fax or sends an e-mail message to one of his or her representatives and expresses his or her views about an issue of personal concern.
<b>Grades 9-12</b>	<b>Responsibility Respect Citizenship</b>	<b>C.2.4.4</b> Participates in a school or community project.	Develops and organizes school/community based environmental projects or <b>(WS) Service Learning Project.</b>
<b>Grades 9-12</b>	<b>LA C.1.4.4 A.3 (WS) Wisdom in Media</b>	<b>C.2.4.5</b> Identifies bias, prejudice or propaganda in oral messages.	Listens to political advertisements on the radio and discusses the advertisements' biases with other students.

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Grades 9-12	<b>HE B.2.4.2 Respect Citizenship (WS) Discerning Wisdom</b>	<b>C.2.4.6</b> Understands the role of governmental agencies in regulating advertising claims related to health.	Researches and writes a report discussing the regulatory activity of a governmental agency on advertising or health issues.  <b>(WS) Understanding Media wk shs.</b>
Grades 9-12	<b>Red Ribbon Week</b>	<b>C.2.4.7</b> Participates in a school-wide Character Counts week.	Does activities related to Character Counts programs that promote character and positive choices.
Grades 9-12	<b>HE C.2.4.2 A.2 Current Health Magazine Caring Citizenship</b>	<b>C.2.4.8</b> Knows methods for effectively expressing feelings and opinions on health issues (e.g., writing opinion papers).	Writes a reaction paper in response to a newspaper or magazine article ( <b>keeping in mind the character traits; caring, responsible, honest, etc.</b> ) about a health issue in the public arena.

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Grades 9-12	<b>HE C.2.4.3</b> <b>A.2</b> <b>Teenage Forum/Peer Counseling</b> <b>Respect</b> <b>Responsibility</b>	<b>C.2.4.9</b> Knows strategies for overcoming barriers when communicating information, ideas, feelings and opinions on health issues (e.g., various presentation skills).	Participates in a small group discussion about teenage health issues <b>demonstrating positive character traits.</b>  <b>Student states orally or in written format how a character trait(s) can assist them in overcoming barriers when dealing with sensitive health issues.</b>
Grades 9-12	<b>SC G.2.4.5</b> <b>C.1</b> <b>Project WILD Book</b>	<b>C.2.4.10</b> Understands that the amount of life any environment can support is limited and that human activities can change the flow of energy and reduce the fertility of the Earth.	Participates in the “Oh Deer” Activity in the Project Wild Book.  With other students in a small group, raises generations of fruit flies with nutrient agar in a closed environment until the food is gone, compares this to the use of natural resources on Earth by the human population and reports on processes used and findings.

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<b>Grades 9-12</b>	<b>SC G.2.4.6                      C.1  <u>Environmental                      Issue book                      Endangered                      Species or                      Science                      Technology                      and Science</u></b>	<b>C.2.4.11</b> Knows the ways in which humans today are placing their environmental support systems at risk (e.g., rapid human population growth, environmental degradation and resource depletion).	With other students in a small group, participates in role-playing and/or case studies involving the consequences of human impact on the environment, presenting evidence supporting or refuting both sides of environmental conservation and economic-development issues.  Issues Investigation Process using curriculum from FIT.  <b>After listening to a Debate Club performance on a local environmental issue, write an essay or letter to the editor expressing their point of view integrating how having particular character traits shapes their opinions.</b>  <b>Students participate in Green School Projects.</b>

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<b>Grades 9-12</b>	<b>SC G.2.4.6</b>  <b>Issue Investigation (WS)</b> <b>Integration Science</b>	<b>C.2.4.11 (Continued)</b> Knows the ways in which humans today are placing their environmental support systems at risk (e.g., rapid human population growth, environmental degradation and resource depletion).	Researches and role-plays activities that allow the development of a sense of responsibility for future generations to conserve what's left of Earth's natural resources.  Determine cause-and-effect relationships (e.g., predator-prey or climate-population) while tracing the flow of energy and the cycling of matter through the food web and predicts the impact of introducing new species into an ecosystem, given the populations and other pertinent data about an ecosystem.  <b>Art, TV Projection, or Photography classes create posters or other media that promote environmental awareness or conservation.</b>  <b>In discussion groups examine how the different character traits effect the current environmental issues.</b>