

## ACADEMIC DOMAIN

This domain is concerned with instilling educational and academic knowledge and values and developing in each student the cognitive abilities, learning skills, and personal traits that will help them: 1) succeed in school (including college or other post-secondary education), 2) succeed in the workplace, 3) Live happy, worthy and fulfilling personal lives, and 4) become engaged, responsible and productive citizens.

OUTCOME	KEY BELIEFS AND SKILLS	INSTRUCTIONAL STRATEGIES
<p><b>A1. MOTIVATED AND COMMITTED LEARNERS.</b>  <i>Students value education and are eager, committed learners who:</i></p> <p><b>1) Love learning as a source of personal enjoyment and growth;</b>  <b>2) Believe that learning and education will enrich and improve their personal lives; and</b>  <b>3) Are motivated to do well in school, graduate, and seek higher educational opportunities.</b></p>	<p>I love learning because it's fun and exciting and helps me grow as a person.</p> <p>The more education I get, the more opportunities I will have to make a good living and have a good personal life.</p> <p>Graduating from high school and seeking higher educational opportunities will improve my life and make people who care about me proud.</p> <p>High school graduates usually make lots more money than non-graduates and college graduates usually make lots more money than high school graduates.</p>	<p>Provide fun learning experiences (e.g., finding the arrow in FedEx logo, optical illusions, activities) and point out how enjoyable learning can be.</p> <p>Assign students task of learning three new things about something they really care about (comic books, motorcycles, a favorite band) and ask them if they enjoyed learning those new things.</p> <p>Give lots or relevant real life examples where learning new things led to a sense of achievement or more fun (e.g., riding a bike, being able to read, knowing how to please their parents).</p> <p>Have students list all the things they know or can do now that they didn't know or couldn't do last year.</p> <p>Make connections between the skills they are developing now and opportunities for success in the future.</p>
<p><b>A1.1 Curiosity.</b> Students demonstrate curiosity and an eagerness to learn new things about themselves, others, and the world around them. They seek answers by asking questions, reading, researching, exploring, experiencing, and experimenting.</p>	<p>There is a world full of interesting ideas and experiences for me to explore.</p> <p>It's fun to learn how things are done or why things were done.</p> <p>If I want to do more things, I have to learn more things.</p> <p>I can learn anything if I am interested enough.</p> <p>There are lots of things I can learn on my own.</p> <p>I know how to learn new things including: asking questions, reading,</p>	<p>Ask students to list all the things they learned on their own in the past year because they wanted to and how they learned those things. Stress value of asking questions and basic research.</p> <p>Discuss the idea of curiosity and what good things it can lead to. Encourage awe and amazement. Demonstrate your own curiosity and enjoyment at learning new things</p> <p>Expose students to new things they never saw or thought of and new experiences (e.g., foods, how different cultures greet people, art, pictures of exotic places, museum visits).</p> <p>Have students list places they would like to go and why it would be interesting. Discuss fun and benefits of travel and how to travel without a lot of money.</p>

	researching, exploring and experimenting	Provide “what if…” scenarios for creative writing or discussion.
<p><b>A1.2. Personal Growth and Lifelong Learning.</b> Students believe in the importance and value of continuous self-improvement, personal growth, and life-long learning and are committed to:</p> <p>1) Increasing their knowledge, understanding, and skills through reading and advanced education and</p> <p>2) Broadening their horizons through travel and other enriching experiences.</p>	<p>As long as I keep learning I will never be bored or boring.</p> <p>I will learn interesting and important things by traveling to new places and seeing how other people think and live.</p> <p>I can learn about people and places by reading, using the internet and other means of learning even if I can’t travel.</p> <p>No matter how old someone is they can always learn and grow by reading, doing and seeing new things.</p>	<p>Show students how knowledge keeps advancing, that no matter how much scientists and inventors know today, someone will learn new things to make things better. Ask student to give examples of things in their own lifetimes that have gotten much better (e.g. smart phones, social media,)</p> <p>Discuss concept of all forms of personal growth and why it is advantageous and enjoyable to continue to grow.</p> <p>Ask students if they know any elderly people that are still learning and trying new things. Ask if they would want to be that way when they grow older (give examples of people who did major things later in life).</p> <p>Ask students what they know the most about assign them to learn new things about their area of expertise.</p> <p>Encourage students to develop extra credit projects on topics of that interest them.</p> <p>Create an optional learning/reading center that students can access when they have extra time.</p>
<p><b>A2. CONFIDENT AND DILIGENT LEARNERS.</b>  <i>Students demonstrate self-confidence in their ability to learn what they need to know and to develop the personal attributes they need to succeed in school and the workplace.</i></p>	<p>I am smart enough to learn what I need to know and do to be successful.</p> <p>Learning to understand and do new things often takes diligent hard work.</p>	<p>Ask students to list things they can do now that they were not very good at when they started (tying a bow, swimming, riding a bike, parallel parking, researching on the internet) and ask what would have happened if they quit after the first, the third or even the fifth failure.</p> <p>Remind students of all the things they can now do because they stuck with it and inspire there confidence that no matter how complicated or difficult a new assignment is they can handle it if they apply themselves.</p>
<p><b>A2.1 Growth Mindset.</b> Students approach learning and other aspects of their lives with a growth mindset, believing they can:</p> <p>1) Increase basic intellectual abilities;</p>	<p>The mind is a muscle that gets stronger with use.</p> <p>Intelligence and talent are not fixed, both can be improved with effort and practice.</p>	<p>Many of the activities above demonstrate the capacity to learn and that with new learning they are both smarter and more capable than before (e.g., once they learn to see the white arrow in the Fed Ex logo and understand the concept of white</p>

<p>2) Develop life skills, personal attributes, and moral virtues that enhance success in all areas of their lives.</p>	<p>I can get better at anything if I put in the effort.</p> <p>People who limit themselves to doing what comes easy to them are much less successful than people who force themselves to be good at things that don't come easily.</p>	<p>space they can see many more ways of applying that knowledge or strategy).</p> <p>Give examples of people who decide early in life that they are not good at math or languages or even school and who those beliefs are self-limiting and false. (Give example of something you now can do that you thought you couldn't).</p> <p>Praise effort and incremental improvement rather than grades, natural abilities, intelligence or talent.</p>
<p><b>A2.2 Learning From Mistakes.</b> Students demonstrate a positive perspective about mistakes and unsuccessful efforts, viewing them not as failures, but as a necessary and unavoidable part of learning. Students always ask themselves: "What can I learn from this?"</p>	<p>Learning difficult concepts and developing new skills always involved failed attempts and set-backs so the only way to succeed in life is to be persistent and patient.</p> <p>There is a lesson to be learned from every experience. If I learn the lesson I become smarter and more capable for future efforts.</p> <p>Successful people learn lessons from every failed attempt and use there unsuccessful efforts as stepping stones to new knowledge and skills.</p> <p>The only sure road to failure is quitting.</p>	<p>Display and discuss quotations like: "If at first you don't succeed, try and try again." "The difference between a try and a triumph is a little umph." "Failing is not falling, it's refusing to get up and try again." "Never say I can't – say, I can't yet."</p> <p>Discuss the idea "trial and error" and of of failing forward, learning from unsuccessful efforts and how vital that is to great inventors like Thomas Edison who supposedly failed 10,000 times before he got the light bulb right, or Michael Jordan who was cut from his high school basketball team).</p> <p>Give students a difficult physical or mental task (preferably both) and let them struggle. Then teach them how to do it and let them practice.</p>
<p><b>A3. RESPONSIBLE, ENGAGED, AUTONOMOUS &amp; CONNECTED LEARNERS. Students accept and demonstrate personal responsibility for their education by becoming autonomous (self-directed) learners fully engaged in all aspects of the educational process and firmly connected to the school community.</b></p>	<p>My learning is my responsibility.</p> <p>I gain the most when I learn and lose the most when I don't.</p> <p>The more I put into my education, the more I will get out of it.</p> <p>I will do better in school and enjoy it more if I actively participate in events and create connections between me and my teachers and classmates.</p>	<p>Explain and illustrate what self-motivation and self-reliance look like with stories, exercises and activities</p> <p>Tell a story showing how failing to learn only hurts the student (e.g., a girl who didn't learn to swim because she didn't like her swimming teacher or her swimming teacher didn't like her); what good does blaming her teacher do when she falls overboard in a lake?).</p> <p>Use dynamic and varied interactive learning strategies (e.g., circle within circle) to cause students to interact and learn things about each other.</p> <p>Assign students to work with others they don't seem to know. Create teams with tasks requiring students to work together.</p>

<p><b>A3.1 Dedication to Education.</b> Students demonstrate personal responsibility for seizing educational opportunities. They show dedication and creativity in overcoming obstacles to learning and graduating.</p>	<p>I will make the best of my learning opportunities and I am responsible to find ways to learn what I need to know.</p> <p>I am accountable to do what I need to do and learn what I need to learn to graduate; boredom and difficulty are challenges, not excuses.</p> <p>I will be happier and more successful if I take charge of my life and rely on myself rather than others to do what needs to be done.</p>	<p>Discuss different strategies students can use when they don't understand something in class or believe the teacher doesn't like them or they don't like the teacher.</p> <p>Give students a learning assignment with deliberate incomplete preparation or no instructions at all but tell them they are still responsible for completing the project competently. Tell them they can work together, ask others or do whatever they have to do to learn what they need to finish the assignment.</p> <p>Teach and demonstrate how to overcome obstacles (including lack of interest, boredom and difficulty) so students can take control of their lives and their education.</p>
<p><b>A3.2. Full Engagement in the Learning Process.</b> Students demonstrate full engagement in their learning by:</p> <ol style="list-style-type: none"> <li>1) being organized,</li> <li>2) coming to class prepared,</li> <li>3) attending all classes,</li> <li>4) being punctual,</li> <li>5) paying attention,</li> <li>6) remembering and following directions,</li> <li>7) participating in class,</li> <li>8) taking good notes,</li> <li>9) asking for help,</li> <li>10) completing all assignments promptly rather than procrastinating,</li> <li>11) establishing an effective study routine,</li> <li>12) using a planner or calendar,</li> <li>13) taking care of themselves (e.g., good diet, adequate sleep, exercise, healthy lifestyle).</li> </ol>	<p>I will do better in school and life if I become engaged sincerely and fully in the learning process.</p> <p>There are 13 things I can do to demonstrate my engagement and assure my success;</p> <ol style="list-style-type: none"> <li>1) I will be organized</li> <li>2) I will come to class prepared</li> <li>3) I will attend all classes</li> <li>4) I will be punctual in coming to class and completing my assignment.</li> <li>5) I will pay attention</li> <li>6) I will remember and follow the teacher's directions.</li> <li>7) I will participate in class by speaking up and doing what I'm asked to do.</li> <li>8) I will take good notes that will help me study later</li> <li>9) I will ask for help when I need it.</li> <li>10) I will complete my assignments promptly and without procrastination.</li> <li>11) I will set and follow a study routine that works for me.</li> </ol>	<p>Ask students to discuss what how the presence or absence of each of the 13 ways of showing engagement is likely to affect the success or reputation of the student.</p> <p>Give them instruction or resources on critical organizational techniques, taking and using class notes, developing and following a study routine, using a planner or calendar and establishing healthy personal habits.</p> <p>Provide students with tools, such as planning sheets or task lists.</p> <p>Make and refer to a poster or handout sheet with the 13 ways of being engaged.</p>

	<p>12) I will keep track of my responsibilities by using a planner or calendar</p> <p>13) I will take good care of myself by eating nutritious foods, getting adequate sleep, exercising and avoiding all unhealthy substances.</p>	
<p>A3.3. Self-Directed Learners. Students demonstrate responsibility for their learning by becoming autonomous learners who start and complete their school work without the need for direct supervision or external pressure.</p>	<p>I am accountable to do what I need to do and learn what I need to learn to graduate; boredom and difficulty are challenges, not excuses.</p> <p>I will be happier and more successful if I take charge of my life and rely on myself rather than others to do what needs to be done.</p> <p>I can turn my ideas into realities.</p>	<p>Ensure that students understand the relationship between success in school and becoming what they want to be.</p> <p>Implement project-based learning into the classroom.</p>
<p>A3.4. Resourceful and Discerning Research. Students demonstrate the ability to conduct broad-based, independent and discerning research to answer questions that interest them and provide the source material for major papers and projects.</p>	<p>I will be able to use effective and ethical research strategies for various reports and projects.</p>	<p>Provide assistance in preparing students to conduct research using a variety of sources.</p>
<p>A3.5. Versatile Learners. Students are versatile learners, demonstrating the ability to learn by listening, seeing, and doing. They adapt and respond to diverse teaching strategies.</p>		<p>Employ all three teaching modalities: doing (kinesthetic), listening (auditory) and seeing (visual).</p>
<p>A3.6. Connection to School Community. Students strive to form bonds with teachers, counselors, and other adults, and to classmates in their school community. They understand that this substantially improves their chances of doing well in school and avoiding dangerous and unhealthy behavior.</p>	<p>I believe that I belong and that my teachers, counselors, and others care about me.</p> <p>I will participate in school activities or clubs.</p>	<p>Strive to build personal relationships with students.</p> <p>Model character as an adult.</p> <p>Have students grasp an understanding of how ethical conduct might improve valued relationships.</p> <p>Emphasize the significance of school traditions and rituals. Discuss the importance of recognizing certain customs as a community.</p>
<p><b>A4. KNOWLEDGEABLE, LOGICAL, CRITICAL, AND CREATIVE THINKERS. Students demonstrate progressively complex cognitive abilities to become knowledgeable, logical, critical, and creative thinkers,</b></p>	<p>It is important to understand and evaluate the information I am given.</p>	<p>Read articles on a selected topic from different points of view.</p>

<p><b><i>especially in the areas of reading, writing, speaking, and listening.</i></b></p>		<p>Model and encourage asking questions as a way to get to higher-level thinking and understanding.</p>
<p>A4.1. Ability to Acquire and Remember Knowledge. Students demonstrate the ability to acquire, recall, and retain basic and complex forms of information.</p>	<p>I can learn and remember new information.</p>	<p>Use lists, flash-cards, and note-taking strategies to help students learn and retain information.</p> <p>Remember facts, lists, procedures and methods (e.g., the correct spelling of words, the boiling point of water, benefits of a good education, and the formula for determining volume).</p> <p>Correctly identify and label</p> <p>Develop a substantial vocabulary and correctly state definitions of terms, the content of theories and wording of rules</p>
<p>A4.2. Ability to Understand Knowledge. Students demonstrate the ability to understand (i.e., comprehend) the meaning and significance of facts, assertions, ideas, concepts, and theories acquired by listening, through experiential learning or by reading expository (e.g., essays, editorials, science textbooks) or literary (novels, plays poems) writings.</p>	<p>It is important to understand what I read and see.</p>	<p>Provide students opportunities to discuss, describe, and explain information through questions, reports and discussions.</p> <p>Restate paraphrase, explain, and summarize facts, definitions, methods, rules, theories, and concepts.</p> <p>Prepare and deliver explanatory and persuasive arguments and presentations.</p> <p>Draw distinctions and perceiving differences and similarities (i.e., comparing and contrasting).</p> <p>Understand the literal meaning and the implications of information conveyed in all forms of nonfiction writings (e.g., textbooks, diagrams, graphs, instruction manuals).</p> <p>Interpret the literal and symbolic meaning of various forms of literary writing.</p> <p>Illustrate or simplify information with pictures, diagrams, charts, and graphs.</p>
<p>A4.3. Ability to Apply Knowledge (Working Memory). Students demonstrate the ability to apply their knowledge in new situations and in useful ways (e.g., using a currency conversion formula to determine the price of an object).</p>	<p>I can use what I know to figure out problems and explain situations.</p>	<p>Provide exercises and projects that let students interpret and apply information.</p> <p>Retrieve and apply separate strands of retained knowledge as needed to successfully perform tasks.</p>

<p>A4.4. Ability to Analyze and Evaluate (Critical Thinking). Students demonstrate increasingly sophisticated analytical and evaluative skills and a disposition toward critical thinking.</p>	<p>I should consider the source when evaluating information.</p> <p>My experiences and what I assume can affect how I understand information and see the world.</p> <p>It is important to be objective when analyzing information. I should consider all available information when making decisions.</p>	<p>Compare various resources on the same topic: online encyclopedia vs. news article vs. blog.</p> <p>Analyze claims in advertisements targeted at the students' age group and compare with researched information and statistics.</p> <p>Explain and illustrate how to identify reliable facts and use them in decision-making.</p> <p>Organize, classify, and categorize information.</p> <p>Challenge, question, and test the accuracy and validity of recommendations, claims, and assertions by identifying a) internal inconsistencies, b) logical flaws, c) unproven or unstated assumptions, d) the existence of contradictory evidence and opinions, e) factors that bear on the objectivity and reliability of the sources of information (e.g., credentials, prejudice, bias, attitudes, motivations, and conflicts of interest).</p> <p>Evaluate the relevance and weight assigned to specific evidence or arguments by: a) distinguishing between facts, opinions, speculations, and feelings and b) considering the expertise, personal knowledge, character, and credibility of the source.</p> <p>Identify strengths and weaknesses, and constructively express criticism concerning the merit of oral communications, writings, performances and artistic works.</p>
<p>A4.5. Ability to Create and Innovate (Synthesis). Students demonstrate creative thinking, innovativeness, originality, and an openness to challenge assumptions, traditions, and preconceptions by re-classifying, re-categorizing, re-organizing, or rearranging information; assembling, combining, integrating, and reconciling divergent theories and approaches; and by supplementing existing theories and explanations with new perspectives or approaches.</p>	<p>I can use what I've learned to think of new ideas and ways of looking at things.</p> <p>I am open to new ideas.</p> <p>There are lots of ideas and experiences I haven't had yet.</p> <p>Feedback from others can be valuable.</p>	<p>Use case studies and projects that require proposing ideas and formulating plans.</p> <p>Model positive mindsets.</p> <p>Explain and practice motivational tools such as goal-setting and personal mottos.</p> <p>Demonstrate the value of embracing the new through familiar fields that constantly change such as music or fashion; connect to new ways of learning and thinking in other disciplines.</p>

		<p>Devise original, fresh, and unique ideas (i.e., “thinking outside the box”) to solve problems, to improve current practices or develop wholly new approaches.</p> <p>Produce original and inventive creative works (e.g., literature, art, or technology).</p>
<p>A.4.6. Ability to Concentrate. Students understand the importance of attentiveness and demonstrate the ability to concentrate (i.e., give focused, undivided attention) in class and while studying by avoiding distractions and focusing on the task of learning.</p>	<p>I value the importance of exhibiting on-task behavior.</p> <p>I can deal with distractions that could limit my ability to stay focused on learning</p>	<p>Understand effective time management and organizational skills.</p> <p>Create an environment that is conducive to learning.</p> <p>Provide reflection time for students to process information.</p>
<p>A4.7. Perceptive and Observant. Students demonstrate perceptiveness, keen observation skills, and discernment while reading, listening, and watching.</p>		<p>Pay attention to detail, noting anomalies or inconsistencies.</p> <p>Ask questions to resolve doubts and discover connections and patterns in seemingly unrelated events.</p>
<p>A4.8. Openness. Students demonstrate openness to new and different ideas and experiences by:</p> <ol style="list-style-type: none"> <li>1) Considering divergent and opposing viewpoints and alternative ideas and approaches.</li> <li>2) Their eagerness to go to new places and try new things.</li> </ol>	<p>It’s okay to change my mind if new ideas and perspectives support it.</p> <p>There are many viewpoints and ways of seeing things.</p>	<p>Explain and illustrate how our beliefs and ideas about things can change as we are exposed to new ideas and experiences, starting with minor things (favorite foods or music) to major things (political values).</p>
<p>A4.9. Intellectual Integrity. Students demonstrate the trait of intellectual integrity by:</p> <ol style="list-style-type: none"> <li>1) Being sincere (i.e., not using knowledge or argumentation skills to assert or defend positions they don’t sincerely believe).</li> <li>2) Their willingness to challenge and re-assess their own assumptions, beliefs, and conclusions, to admit errors or logical weaknesses and to change their positions in response to new evidence or arguments.</li> </ol>	<p>I will use my knowledge and understanding to only defend positions in which I strongly believe.</p> <p>I can change my assumptions and beliefs in response to new evidence that is obtained.</p>	<p>Read and discuss biographies of accomplished individuals. Encourage students to be discerning, seeing that an individual may have flaws but still be capable of much admirable action.</p>
<p>A4.10. Intellectual Independence. Students demonstrate the trait of intellectual independence by thinking for themselves, rather than adopting thoughts and values of peers or other external sources without first critically evaluating their merit.</p>	<p>My thoughts and ideas are important.</p> <p>I can come up with my own ideas and opinions.</p>	<p>Recognize independent efforts to learn and figure things out.</p>
<p>A4.11. Intellectual Humility. Students demonstrate the trait of intellectual humility by acknowledging that:</p> <ol style="list-style-type: none"> <li>1) There is often more than one right answer.</li> <li>2) What they think they know might be incorrect or incomplete.</li> </ol>	<p>My understanding and interpretation of information should be based on reliable facts and solid information.</p>	<p>Examine cultural assumptions and mindsets about topics, such as food or how to greet someone.</p>



3) Their judgment might be distorted by conflicts of interest, prejudices, or preconceptions.		
A4.12. Pursuit of Wisdom. Students understand the difference between being smart and being wise. They seek wisdom, an advanced mental competence that combines intelligence, experience, and common sense to create the ability to make judgments that reflect a deep understanding of facts, opinions, theories, and human nature.	Judgments will be made based on intelligence, experience and common sense.	
<b>A5. EFFECTIVE PROBLEM SOLVERS AND DECISION-MAKERS. <i>Students understand that their competence and character will be judged in terms of the choices they make. They demonstrate the ability to employ critical and creative thinking skills to solve problems and make rational, ethical, and effective decisions that produce the best possible result.</i></b>	<b>Thinking logically will create the best path out of stressful situations. My decisions should be based on reliable facts and solid information.</b>	<b>Use examples from literature or current events to demonstrate the benefits of calm decision-making.</b>
A5.1. Rational Decision Making. Students demonstrate the ability to employ a rational process that avoids rationalizations and elevates logic over emotions. The rational process includes: 1) Identifying long-term and short-term objectives. 2) Devising alternative courses of action to achieve the objectives. 3) Foreseeing potential consequences to each person or group (i.e., the stakeholder) affected by the decision. 4) Choosing the course of action most likely to produce the optimum (i.e., best possible) result. 5) Monitoring the effectiveness of the decision and making adjustments as necessary to achieve the objectives.	I will avoid resorting to rationalizing the decisions I make.	Understand the difference between a rationalization and a rational decision.  Provide scenarios that allow for students to determine a course of action that is based on rational decision-making.  Use literary works or historical documents to discuss if the choices made were rational or rationalizations.
A5.2. Ethical Decision Making. Students demonstrate the ability to discern the ethical implications of their choices by systematically considering core ethical principles and the discipline to do what they think is right even when it is difficult, risky, or personally costly 1) Students understand that they are morally and legally accountable for the consequences of their decisions 2) Students evaluate their choices in terms of core ethical principles and they eliminate any option that is illegal or unethical. 3) Students understand that in dilemmas where ethical principles compete (e.g., honesty versus kindness, loyalty versus fairness), they should choose the option most likely to produce the greatest good for the greatest number (i.e., the best possible result).	I can make the best decisions if I consider all the options carefully and thoughtfully.  I can make informed decisions when I gather and analyze the information. This will help me make better choices.  Learning how to make a variety of choices will enhance the outcomes of my actions.  I realize that my behavior and the choices I make affects others.	Explain and illustrate how different decisions can lead to alternative outcomes.  Review the actions of celebrities who have made notorious press and have students create best possible result mind maps for how things could have turned out.  Demonstrate to students how to gather and analyze information.  Provide students with a variety of media presentations of the same story and analyze how the reporting is different depending on the media.

		<p>Ensure students understand that responsible decision making affects interpersonal and group relationships.</p> <p>Have students use the newspaper to write their own moral dilemmas.</p>
<p>A5.3. Effective Decision Making. Students demonstrate the ability to make effective decisions that efficiently (using the least amount of time and resources) accomplish the desired result without causing unintended and undesirable consequences.</p>	<p>When confronted with an ethical dilemma, I am able to make a decision that ensures my actions are rational, ethical and effective.</p>	<p>Illustrate to students how our choices impact others. Use case studies in media and literature. Have students create different outcomes for the protagonist and chart their path.</p> <p>Share stories of ethical conflict from literature, current subjects, in the news or movies/TV shows.</p>
<p>A5.4. Best Possible Result. Students understand that most problems can be solved and most situations can be addressed in a variety of ways that are effective and ethical. They take responsibility for evaluating these options and choosing the one most likely to produce the best possible result, an outcome that honors ethical principles, preserves trust, and produces the most good and minimizes harm.</p>	<p>Decisions that have the potential of monumental consequences are determined on what will produce the best possible result.</p>	<p>Provide student based scenarios in which the decision that are made will produce the best possible result.</p> <p>Have students interview someone they think displays ethical actions.</p>

## SOCIAL/EMOTIONAL DOMAIN

This domain is concerned with non-cognitive skills and traits, including: self-awareness and self-management (e.g., the ability to identify and regulate emotions), interpersonal social skills (e.g., the ability to empathize and communicate clearly and to form and sustain positive personal relationships), and positive life skills and traits (e.g., executive functioning, goal-setting, planning, time management, perseverance, resilience, and conscientiousness).

<p><b>SE1. SELF-AWARENESS. Students demonstrate self-awareness and the skills of introspection and reflection by identifying and understanding their emotions, values, attitudes, motivations, mindsets, and personal attributes.</b></p>	<p><b>It is important to recognize and understand my emotions.</b></p> <p><b>Knowing how I feel can lead to better actions and decisions</b></p>	<p><b>Acknowledge and respond to student emotions.</b></p> <p><b>Analyze effects of emotions on characters in stories.</b></p>
<p>SE1.1. Emotions and Their Impact. Students demonstrate the ability to identify, label, verbalize, and understand the emotions they experience, the sorts of situations that cause them, and how their emotions influence their actions.</p>	<p>I can monitor my emotions and how they influence the way they perceive and respond to situations.</p> <p>Students recognize and guard against a tendency to exaggerate in their own minds the severity and duration of the consequences of mistakes, embarrassing moments, failures, rejections, and other negative events.</p> <p>Students know to seek help from trusted adults or mental health professionals if they experience severe and prolonged depression or the inclination to harm themselves or others</p>	<p>Have students think about what they did yesterday at school and identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) they experienced and express them in “feeling faces”, photographs or a sentence.</p> <p>View a video clip or read a story and name the emotions felt by characters. Describe a time you felt the same way the story character felt.</p> <p>Identify the emotions that are triggered when you: listen to music, talk to a friend, take a test, being scolded.</p> <p>Record changes in your emotions throughout the day (e.g., before and after transitions, recess, lunch, etc.).</p>
<p>SE1.2. Traits and Attributes. Students demonstrate the ability to accurately identify their dominant personality traits and their physical, mental, emotional, and moral attributes so that they can build on their strengths and improve their deficiencies.</p>	<p>I can get help if my emotions make me want to hurt myself or others.</p> <p>My emotions don’t control my actions—I control my actions.</p>	<p>Have information from counseling centers, help-lines, and other interventions posted and easily accessible in the classroom</p> <p>Provide specific ways to help students deal with an upsetting situation at school (e.g., being left out, losing, rejection, being teased).</p>
<p>SE1.3. Values, Beliefs, Attitudes, and Mindsets. Students demonstrate the ability to identify and understand their core values (i.e., what is really important to them), beliefs, opinions, attitudes, and mindsets and how they influence their feelings and actions. (For example, if the approval of others is a core value, they may be more vulnerable to peer pressure; or if they have a negative mindset, they may refuse to undertake new challenges.)</p>	<p>It’s important to recognize the attitudes and beliefs I have about things.</p>	<p>Provide self-assessment tools.</p> <p>Identify mindsets in the context of class regularly (e.g., What are the different mindsets students are experiencing before a test?)</p>

		Have students write their own sayings of significance or create a personal motto; display on walls.
SE1.4. Self-Acceptance. Though students are committed to continuous self-improvement, they are sufficiently comfortable “being themselves” to resist peer or other external pressure to change into someone they are not and don’t want to be.	<p>I can recognize my strengths and weaknesses.</p> <p>Knowing my strengths helps me feel confident; knowing my weaknesses helps me improve on them.</p> <p>I am my own person and don’t need to be like anyone else.</p>	<p>Give students feedback on their progress, highlighting areas of strength and needs for improvement.</p> <p>Assess students individual efforts and improvements, rather than “ranking” within the class.</p> <p>Provide examples of notable figures and role models who represent independent thinking and being themselves.</p>
SE1.5. Positive Concept of Happiness and Success. Students adopt a positive concept of personal happiness and success that goes beyond wealth, status, and fun. Students believe they will experience happiness and feel successful when they: <ol style="list-style-type: none"> <li>1) Experience and express gratitude for all the things in their lives that give them comfort, pleasure, pride, or joy.</li> <li>2) Derive pleasure and pride from their achievements.</li> <li>3) Pursue their full potential (self-actualization) by acquiring knowledge and wisdom, creating fulfilling personal relationships, and engaging in activities that broaden their horizons and enrich their minds.</li> <li>4) Find value and gratification in selfless service that makes a positive difference in the lives of others.</li> </ol>	<p>Being successful is about doing the best I can and helping others.</p> <p>I can make things better in my own life.</p>	<p>Provide opportunities for success in ways that support and helps others, such as in-class tutoring.</p> <p>Focus on achievements of exemplary leaders over accolades, wealth, or status.</p> <p>Consider service-learning opportunities for students.</p> <p>Participate in a class discussion with a recent graduate about his/her transition to college, work or the military, asking how good moral habits helped in the adjustment.</p>
SE1.6. Capacity to Be a Change Agent. Students demonstrate the ability to accurately assess current conditions (i.e., the way things are) and have the ability to envision how things could be better (i.e., the way things ought to be). They recognize their capacity to be a positive change agent in their families, school, community, and the world.	<p>I know that I can help change my family, my school, my community, and the world in positive ways.</p> <p>It is worth it for me to change because I gain more than I have to give up.</p>	Assign projects and tasks that require students to have community participation.
<b>SE2. SELF-MANAGEMENT. <i>Students understand that they have the power and responsibility to regulate their emotions, attitudes, and actions. They strive to exercise self-discipline so they can take full advantage of their strengths and virtues and effectively resist negative emotions and impulses.</i></b>	<b>Sometimes I need to control my emotions and stay focused on my priorities.</b>	<b>Provide tools to help students self-regulate emotions and actions, such as reminding yourself to stay on task and pausing and counting before responding to negative emotions.</b>

<p>SE2.1. Expressing Emotions. Students demonstrate the ability to verbalize positive and negative emotions at appropriate times and in appropriate ways that strengthen their relationships and advance their goals.</p>	<p>I can't control what I feel, but I can control how I express it.</p> <p>Expressing emotions in a negative way can hurt my relationships and expressing my emotions in a positive way can improve my relationships.</p>	<p>Role-play scenarios to demonstrate and practice positive expressions of emotions.</p>
<p>SE2.2. Self-Discipline. Students demonstrate the trait of self-discipline (i.e., will power) by:</p> <ol style="list-style-type: none"> <li>1) Doing what they should do even when they might be able to get away with misbehavior</li> <li>2) Doing what they need to do without procrastination or excuses.</li> <li>3) Resisting temptations and urges for immediate gratification.</li> </ol>	<p>I can make sure that my behavior is appropriate and reflects my values.</p> <p>Just because I feel like doing something doesn't mean I should, or that I have to do it.</p>	<p>Explain and illustrate how to make positive decisions in difficult situations, resist peer pressure and exercise self-control.</p> <p>Role-play scenarios in which students may be tempted to engage in unhealthy or destructive behaviors.</p>
<p>SE2.3. Resisting and Replacing Negative Emotions. Students demonstrate a basic understanding of and an ability to apply proven strategies to help them either manage or eradicate debilitating negative emotions that can cause suffering, impair judgment, jeopardize relationships, or lead them to engage in self-defeating, unhealthy, unethical, or illegal conduct.</p>	<p>I can handle negative emotions.</p> <p>When I feel really badly, I know what to do.</p>	<p>Provide and explain coping strategies, such as maintaining positive relationships and realizing the value of small steps (instead of all-or-nothing expectations).</p> <p>Provide easily accessible information on knowing when to reach out for help and support.</p>
<p>SE2.4. Resilience. Students demonstrate the trait of resiliency by maintaining a positive outlook and drawing on their inner strength to muster the courage and will to bounce back from the pain and grief of personal traumas and tragedies, disappointments, failures, and misfortunes.</p>	<p>Negativity in life or in others does not change who I know I am.</p> <p>Even when life is tough, I know I can survive.</p> <p>I can put negative experiences behind me and move forward with confidence and optimism.</p>	<p>Practice strategies for handling difficult people and challenges.</p> <p>Use examples from current events and literature to analyze how people face and bounce back from tragedy.</p>
<p>SE2.5. Flexibility. Students recognize the potential of unexpected and undesirable changes that can cause distress and hinder their ability to perform (e.g., a new teacher in the middle of a semester, a death or divorce in the family). They demonstrate the trait of flexibility by adapting to changes and adjusting their attitudes, approaches, or actions in order to cope with and get the best possible result from the new situation.</p>	<p>I am more likely to achieve my goals when I am persistent and continue working towards my goals despite difficulties, fear of failure, past setbacks or other obstacles.</p> <p>In order to succeed, I must keep trying even when things get hard.</p>	<p>Share stories of role models who faced long struggles before achieving success.</p> <p>Explain and illustrate that setbacks are part of the learning process.</p>
<p>SE2.6. Patience and Poise. Students demonstrate the traits of patience and poise by enduring delay, discomfort, inconvenience, difficulty, annoyance, and provocation with composure and without complaint. They wait their turn quietly and control any impulse to act out in frustration.</p>		
<p>SE2.7. Self-Improvement. Students are committed to continual self-improvement. They seek and demonstrate the ability to</p>	<p>I am committed to continual efforts to improve in what I think, say and do.</p>	<p>Have students Identify individuals (family members, peers, school personnel, community</p>

constructively receive positive and negative feedback and to alter their attitudes and behavior in response to valid criticism. Students seek to improve their social and emotional skills and their chances of being happy and successful by identifying and eliminating bad habits, strengthening weak attributes, and developing positive traits such as self-discipline, conscientiousness, perseverance, resilience, and optimism.		members) who support their school success and responsible behavior.  Set specific priorities to build on strength, to meet a need or address a challenge.  Insist that quality matters. Homework that stimulates and challenges students should be handed in on time, neat and complete. Details do count.
SE2.8. Setting Goals. Students demonstrate self-management by formulating and prioritizing short-term and long-term goals related to school, career, and personal life. They identify intermediate objectives to help them reach their goals.	I will get better results if I set goals and plan out the steps to reach them.  I will be more in control of my life if I set goals that will improve my way of facing problems.	Illustrate how to set goals for large assignments and tasks and break them into small steps, as well as how to make a plan.
SE2.9. Planning. Students demonstrate the ability to formulate and follow specific plans to meet their goals.	I will possess effective strategies to establish plans that will meet my goals	Point out the organizational and time-management strategies you utilize in the classroom.  Incorporate organizational skills into research-based or multi-part assignments, such as lab experiments and history projects.
SE2.10. Managing Time. Students know basic principles of organizational and time-management strategies and use these strategies to manage their responsibilities effectively and efficiently.	I can use time efficiently in completing necessary tasks and responsibilities.	Establish a routine of note-taking/writing down homework.
SE2.11. Organization. Students demonstrate the ability to organize their work and possessions (e.g., notebooks, school papers, lockers) in an orderly and efficient manner to enhance their productivity, efficiency, and success.	Being organized will help me be successful in school and the work environment.	Encourage (or require) the use of binders and planners.
<b>SE3. SOCIAL AWARENESS AND RELATIONSHIP SKILLS AND TRAITS. Students employ interpersonal and social skills and traits (e.g., empathy, consideration, the ability to listen and communicate) to guide appropriate behavior and create positive relationships and meaningful connections to family members, classmates, peers, teachers, and others.</b>	I know how to act with other people.	Explain and model appropriate social interactions for different situations
SE3.1. Social Awareness. Students demonstrate social awareness by:  1) Demonstrating the ability to identify what another person is feeling (e.g., happy, sad, disappointed, confused, angry), what another person intends or wants (e.g., whether an offensive	I recognize how other people are feeling and act accordingly.	Practice reading non-verbal cues

<p>comment was accidental or malicious, when a person is seeking approval), and 3) they are able to “read between the lines” and extract unstated messages conveyed by the choice of words, the tone of voice, facial expressions, body language, silence, and other nonverbal cues (e.g., knowing someone is upset even when they insist they are fine).</p> <p>2) Demonstrating an understanding of how the unique backgrounds, experiences, values, ideologies, and characteristics of individuals influence the way these individuals interpret and react to events and communications.</p> <p>3) Accurately assessing how they are perceived by others.</p> <p>4) Perceiving how others react to their statements and nonverbal communications.</p> <p>5) Recognizing when a friend requires adult help to cope with severe emotional distress.</p>		
<p>SE3.2. Empathy. Students display the trait of empathy (the disposition and ability to sympathetically understand and personally identify with the emotional states, needs, and feelings of others) by consoling, comforting, calming, supporting, and encouraging others.</p>	<p>I can imagine what it’s like to stand in someone else’s shoes.</p> <p>It is important to take someone else’s emotions and experiences into consideration.</p>	<p>Use literature, current events, or video clips to demonstrate empathetic behaviors.</p>
<p>SE3.3. Remorse. Students understand the importance to relationships of feeling and expressing sincere remorse to those they have wronged. They accept responsibility and apologize for injuries and offenses caused by their actions and they seek to make amends.</p>		
<p>SE3.4. Positive Relationships. Students seek to establish and maintain healthy, positive, mutually gratifying personal relationships with their teachers, classmates and others as a source of support, comfort, companionship, and intellectual stimulation.</p> <p>1) Students demonstrate a willingness to alter their attitudes and conduct when necessary to reduce or prevent disharmony, generate respect and trust, and increase intimacy (provided such changes do not require them to compromise their values or integrity).</p> <p>2) Students understand that meaningful and lasting friendships often require unselfishness, patience, understanding, acceptance, and loyalty.</p>	<p>I know what a positive relationship looks like.</p> <p>I can recognize what others need from me and when I need to help others.</p>	<p>Use fictional characters or celebrities to analyze positive and negative relationships.</p> <p>Role-play scenarios that help establish healthy boundaries for relationships.</p> <p>Use examples from literature and celebrity media to explain and illustrate the difference between supportive relationships and destructive ones. Help students define the essential qualities of a positive relationship.</p>
<p>SE3.5. Effective Communication. Students demonstrate the ability to:</p> <p>1) Send, receive, and correctly interpret information, ideas, thoughts, desires, and needs by both verbal and nonverbal communication.</p> <p>2) Be assertive without being offensive or arrogant.</p>	<p>It is my responsibility to communicate clearly with others and express my views effectively and respectfully.</p> <p>I can understand how others are feeling, even if they don’t tell me, and I can react appropriately.</p>	<p>Explain and illustrate the core components of effective communication and how it impacts others.</p> <p>Provide opportunities for students to learn non-verbal communication. Use a variety of games and role-playing activities to internalize non-</p>

	I know when and how to use different forms of communication, including technology.	verbal communication in a formal or professional setting.
SE3.6. Leadership. Students demonstrate the ability to build trust, inspire confidence, motivate, and positively influence individuals and groups by the use of reasoned argument, persuasion, inspiration, negotiation, and by setting an example. They are able to encourage and empower others with constructive criticism and timely praise. They know how to organize groups and build teams, mediate conflicts, build consensus, and understand and articulate the thoughts of a group.	It is important to use my ability to persuade and influence others in a positive way.  I am able to work well with others.	Use historical examples to show the power that influential people can wield, and the responsibility that goes with being a leader and role model.  Establish rights and responsibilities of group leaders.  Provide opportunities for students to work in collaborative learning groups.
SE3.7. Collaboration and Teamwork. Students demonstrate the ability and willingness to pursue common goals as part of a team, constructively participate in cooperative learning, and communicate effectively in cross-cultural and multi-lingual settings (i.e., with people who have diverse styles, views, and backgrounds).	Working productively with others as part of a team or group will allow me to accomplish more than I could alone.	Assign specific roles and responsibilities during group work.  Illustrate techniques for compromise. Focus on (and evaluate) the process of group projects in addition to the final products.  Examine careers based on your subject matter and look at the role collaboration and team skills would play.
SE3.8. Conflict Management. Students demonstrate the ability to recognize actual and potential conflict situations, and employ strategies to anticipate, avoid, and de-escalate conflicts and to resolve disputes peacefully.	I can handle conflicts calmly and peacefully resolve them.	Explain and illustrate techniques for conflict-resolution, including active listening and identifying the source of the problem.
<b>SE4. SUCCESS SKILLS AND ATTITUDES. Students demonstrate and continually seek to enhance the values, skills, and traits that increase personal happiness and the successful achievement of their academic, personal, and career goals.</b>	I have the skills and attitudes that will bring me happiness and success.	Model and illustrate the life skills that will help achieve happiness and success.
SE4.1. Executive Function. Students demonstrate executive function, the ability to employ a multitude of crucial academic, social and emotional skills in performing tasks, sometimes in new and chaotic settings.	I am able to begin a task and independently generate ideas, responses, or problem-solving strategies.  I have the capacity to hold information in mind for the purpose of completing a task.  I will monitor my own performance and	Role play and dramatize periods of history



	measure it against some standard of what is needed or expected.	
SE4.2. Commitment to Excellence. Students derive pleasure and pride from a job well done and pursue excellence in all they do. They understand the importance of effort, diligence, and hard work and they always strive to do their best and achieve the best possible result.	It's worth it to do my best work in all I do. I might not be the best, but I will try to be the best me.	Set expectations of excellence from all students. Acknowledge best efforts, not just best results
SE4.3. Conscientiousness. Students demonstrate the trait of conscientiousness by persisting with diligent efforts to complete tasks well, whether or not there is an external reward, and regardless of how difficult or boring the task is.	I can be counted on to reliably following through on their commitments and plans.	
SE4.4. Perseverance. Students demonstrate the trait of perseverance by continuing to perform their responsibilities and pursue their goals with vigor and tenacity despite frustrations, mistakes, setbacks, and other obstacles that make their task difficult or seem impossible.	I am able to resist temptations and pressures to give up or quit, choosing instead to persist as long as they are able.	Identify moral themes and dilemmas throughout history: prejudice versus civil rights, treatment of ethnic groups, greed versus giving, attitudes toward slavery, the family and its changing role.
SE4.5. Self-Confidence. Students demonstrate confidence in their abilities and inner strength to succeed and endure difficulties, failures, and other forms of adversity. In social situations they are assertive and willing to state their opinions despite the risk of disapproval, criticism, or rejection.		Study the speeches of famous Americans, Presidential Addresses to determine ethical issues that were presented. Analyze, paraphrase and summarize.
SE4.6. Initiation and Action. Students demonstrate the ability to motivate themselves to begin a task and to independently generate ideas, responses, and problem-solving strategies. 1) Students understand that there can be no success without action and that they must be bold, proactive, and decisive in the pursuit of their plans, goals, dreams, and responsibilities 2) Students do not procrastinate.	I will make my goals happen.	Encourage following through on plans and goals by creating benchmarks and accountability.
SE4.7. Positivity. Students demonstrate the trait of positivity by choosing to be optimistic, enthusiastic, hopeful, and cheerful. Students sustain their positive outlook based on the following beliefs: 1) Positive attitudes produce positive results — positive people are more likely to achieve their goals, feel successful, have good relationships, have better health, and live longer than those with negative outlooks. 2) Happiness is a state of mind, not a circumstance or fact. 3) There are positive aspects (i.e., the silver lining) in all experiences. One can characterize any experience in terms of its positive aspects (e.g., after a fire destroying most of his possessions, a positive person can feel genuinely fortunate and grateful that no one was hurt).	Having a positive outlook can help accomplish positive results.  I understand how having a negative attitude can affect my happiness and I will choose to find a positive alternative.  I can't always control the situation, but I can control how I choose to look at it and respond.	Have students share negative dialogue they might have and turn it into a positive dialogue.

<p>SE4.8. Gratitude. Students demonstrate the trait of gratitude by consistently appreciating and expressing thanks for the good things in their lives (i.e., they count their blessings). While positive people see the glass as half full, grateful people are thankful for the half they have rather than resentful about the half they don't.</p>	<p>I invariably and graciously express gratitude for gifts, favors, compliments, and services received</p>	
<p>SE4.9. Forgiveness. Students recognize that resentments, regrets, and grudges diminish their ability to enjoy their lives and can prevent them from moving forward. They demonstrate the ability to forgive others and to let go of negative feelings so they can get on with their lives.</p>	<p>To move on, I need to forgive.</p>	<p>Use lessons in literature to examine the outcomes of forgiving and what happens when resentment sets in.</p>
<p>SE4.10. Technological Literacy. Students demonstrate competence in the ability to choose, learn, and safely and ethically use various current and emerging technologies to communicate socially and professionally, conduct research, acquire diverse perspectives, and gain new knowledge and skills that will enhance their analytical and critical thinking skills.</p>		
<p>SE4.11. Financial Literacy. By the time they graduate high school, students demonstrate a basic understanding of personal financial management. They understand the value of being prudent, skeptical, and well-informed when making financial decisions, especially if they involve borrowing money or living beyond their means.</p>		

## CHARACTER DOMAIN

This domain is concerned with educational outcomes that help students develop the constellation of moral and ethical qualities that define good character. Successful efforts to build good character will result in a safe caring, and respectful school climate that provides students with standards of right and wrong and instills in them ethical consciousness, commitment and competencies that will help them achieve personal, school, and career goals; live happy, worthy and fulfilling lives; and become engaged, responsible, and productive citizens.

<p><b>C1. COMMITMENT TO CHARACTER AND ETHICS. <i>Students understand the personal and social importance and the basic terminology and concepts of character and ethics. They strive to acquire the knowledge, adopt the values, and develop the skills, traits, and conduct patterns of a person of good character, and they seek to govern their choices and actions by universal moral/ethical principles.</i></b></p>	<p>My character affects all parts of my life.</p> <p>I am responsible for making the right choices and being a person of character.</p>	<p>Incorporate character building into everyday lessons and activities, rather than as a stand-alone experience.</p> <p>Develop a class motto.</p>
<p>C1.1. Components of Good Character. Students understand that good character consists of attributes reflecting positive moral values, traits, dispositions, habits and attitudes. They know that their character (i.e., who they are inside) will define them, shape their reputation, and determine how they are likely to act. (For example, will they be generous or indifferent to a person in need, kind or cruel to a person who made a mistake, honest or devious in dealing with others?)</p>	<p>How people see me isn't always how I am.</p> <p>It is important for my reputation to reflect my true self.</p> <p>I know what it takes to have a good character.</p> <p>I understand right and wrong.</p>	<p>Discuss responsible and authentic social media interactions.</p> <p>Explain and illustrate the Six Pillars of Character in context during class on a regular basis.</p> <p>Model and illustrate the importance of ethics and values in schoolwork and beyond.</p>
<p>C1.2. Importance of Character. Students understand that good character is more important to success, meaningful relationships, self-respect, and the esteem of others than other commonly valued attributes, including intelligence, beauty, talent, money, and status. Character not only defines who they are, it determines their future.</p>	<p>It is important to be an ethical person.</p>	<p>Model and illustrate positive examples of ethical values in action.</p> <p>Make the discussion of moral development and current school projects around character a regular part of parent meetings.</p> <p>Have students write in their journals about the pillars of character.</p>
<p>C1.3. Responsibility for Character. Students understand that their character is a product of their values and choices (i.e.). Students accept and demonstrate personal responsibility to create and improve their character by conscientious efforts to strengthen their commitment and adherence to ethical values and principles.</p>	<p>The formation of my character lies in my own hands.</p>	<p>Institute a "Character Honor Roll."</p> <p>Discuss how living by the six pillars promotes being a good student.</p> <p>Have students assist in creating classroom rules based on the pillars</p>

<p>C1.4. The Six Pillars of Character. Students understand that ethical beliefs and actions are the foundation of good character. They seek to develop and display the virtues and traits arising from universal ethical values known as the Six Pillars of Character:</p>	<p>I realize that character is ethics in action.</p>	<p>Designate a section in the school library that contains books with stories depicting the pillars of character and other moral lessons.</p> <p>Share an everyday hero, mentor or source of character of yours and tell the students why and how he/she has impacted you.</p>
<p>C1.5. Knowledge of Ethical Concepts and Terms. Students understand that the concepts of character and ethics refer to principles that establish standards of right and wrong; these standards define morality and prescribe how a good person should behave. They understand that:</p> <ol style="list-style-type: none"> <li>1) There is a difference between <i>universal ethical values</i> (beliefs about virtue and morality consistent across time and cultures) and <i>personal ethical values</i> (personal beliefs about right and wrong, often based on political or religious convictions that are not universal because people of character disagree on whether they establish ethical duties for everyone.</li> <li>2) Ethical duties and moral obligations are different from, and sometimes more demanding and important than, legal duties. For example, civil disobedience (the deliberate and open violation of unjust laws) is an expression of an ethical duty.</li> <li>3) "Ethics" and "values" are not interchangeable terms. Ethics concerns what is right and wrong, whereas values are simply what matters to us.</li> </ol>	<p>Ethics describes how an honorable person ought to behave.</p> <p>My values are those things that motivate me to action.</p> <p>The choice of attitudes and actions are determined by my values</p> <p>My values shape my choices, which shape my behaviors</p> <p>I believe that I can change behaviors and choices, and ultimately values.</p> <p>A person of good character has deeply held ethical values.</p>	<p>Apply the concept that values are the building blocks of character and shape the nature and quality of their personal and social interactions.</p> <p>Have students understand and apply the concept of Key and Lock beliefs.</p> <p>Keys</p> <ul style="list-style-type: none"> <li>• Positive values (beliefs and attitudes) that unlock potential and open doors to success, personal growth, and fulfillment</li> </ul> <p>Locks</p> <ul style="list-style-type: none"> <li>• Negative values that limit potential, impede achievement, and prevent personal growth and fulfillment.</li> </ul>
<p><b>C2. TRUSTWORTHINESS. Students develop and demonstrate the character trait of trustworthiness. They understand that trust is an essential ingredient in meaningful and lasting relationships, as well as school and career success, and they strive to earn the trust of others by demonstrating the ethical virtues of integrity, honesty, promise-keeping, and loyalty.</b></p>	<p>I will have more opportunities in life if I am a person of integrity.</p>	<p>Provide examples that demonstrate the importance of trustworthiness.</p>
<p>C2.1. Integrity. Students demonstrate integrity by adhering to ethical principles, acting honorably and assuring that there is consistency between their beliefs, words, and actions. They safeguard their integrity and demonstrate their character by exercising the <i>moral courage</i> to do the right thing even when it is difficult or detrimental to their relationships, social standing,</p>	<p>It is important to do the right thing even when it is hard.</p>	<p>Explore and examine people and situations in different disciplines faced with issues of integrity.</p>

careers, or economic well-being (i.e., they do the right thing even when it costs more than they want to pay).		
<p>C2.2. Honest Communications. Students recognize the central role honesty plays in generating trust, and they demonstrate honesty in their communications in three ways:</p> <ol style="list-style-type: none"> <li>1) Truthfulness. Students are truthful; everything they say is true to the best of their knowledge (</li> <li>2) Sincerity. Students are sincere. This means they always convey the truth as best they can, avoiding all forms of accidental or intentional deception, distortion, or trickery (e.g., it is dishonest to tell only part of the truth or to omit important facts in an effort to create a false impression).</li> <li>3) Candor. Students know that certain relationships (e.g., parent-child, teacher-student, best friends) create a very high expectation of trust. In these relationships, honesty requires them to be candid and forthright by volunteering information to assure that they are conveying the whole truth, and nothing but the truth (e.g., a student who accidentally spills soda on a school computer must voluntarily tell the teacher without being asked; a student who breaks her mother's favorite vase must tell her mother voluntarily).</li> </ol>	<p>It is important that all stakeholders know what they need to know; I will not withhold any information that will help others.</p> <p>Trust is essential to all my important relationships.</p> <p>Honesty is the best policy.</p>	<p>Role-play scenarios where the truth could hurt and others where it could help.</p>
<p>C2.3. Honest Actions. Students demonstrate honesty by honoring the property rights of others (they do not steal) and playing by the rules in sports and other activities (they do not cheat).</p>	<p>It's not worth to lie or cheat because it hurts your character.</p>	<p>Read aloud a "Two-Minute Story" to begin or end the school day that is brief, yet value-centered.</p> <p>Use quotations or maxims related to honesty.</p>
<p>C2.4. Belief That Honesty Pays. Students believe that honesty and integrity will help them succeed in school and life and strengthen their relationships; they reject common rationalizations for lying and cheating as false and short-sighted (e.g., one has to lie or cheat in order to succeed, everyone cheats, it's only cheating if you get caught).</p>	<p>It is better to try and fail and learn from the process than to take shortcuts by cheating.</p> <p>There's no excuse for lying or cheating.</p>	<p>Develop an honor code for work, tests and games with real consequences agreed upon by all.</p>
<p>C2.5. Promise-Keeping, Reliability, Dependability. Students demonstrate trustworthiness by being reliable and dependable, being cautious about making promises and commitments, and conscientious about keeping the promises and commitments they make.</p>	<p>It is important to keep promises and commitments.</p> <p>My word means something.</p>	<p>Model keeping promises.</p> <p>Examine situations (historical, literary, or current) in which promises were broken and what the results were.</p>

<p>C2.6. Loyalty. Students demonstrate trustworthiness by being loyal and standing up for their friends, family, school, and country. Proper demonstrations of loyalty include not disclosing embarrassing information or secrets confided in them (unless keeping the secret could result in serious harm) and refraining from gossip that could hurt feelings or damage reputations or relationships. Loyalty is not an excuse to justify lying or other unethical conduct.</p>	<p>Loyalty means being there for others ALL the time, not just in good or bad times.</p> <p>Loyalty is more important than gossip.</p>	<p>Study historical figures and characters in literature who have exemplified loyalty through good times and bad.</p> <p>Explore the nuances of loyalty in everyday life.</p> <p>Consistently prohibit gossip and, when appropriate, address/discuss its damaging consequences.</p>
<p><b>C3. RESPECT. Students believe that the well-being and dignity of all people is important. They treat all individuals with respect, judging them on their character and ability without regard to race, religion, sexual orientation, political ideology, gender, age, or other physical or personal characteristics.</b></p>	<p><b>It is important that all stakeholders know what they need to know; I will not withhold any information that will help others.</b></p>	<p><b>Role-play scenarios where the truth could hurt and others where it could help.</b></p>
<p>C3.1. Treating Others With Respect. Students understand that they are not morally required to respect everyone in the sense of holding them in high esteem, but they are required to treat everyone with respect regardless of their personal assessment of the person's character or worth (e.g., we treat criminals with respect, not because they deserve it, but because of who we are).</p>	<p>It is important to treat everyone with respect, even if I feel they don't deserve it.</p>	<p>Explain and illustrate how it is possible to treat everyone with respect.</p>
<p>C3.2. The Golden Rule. Students understand the universal Golden Rule ("do unto others as you would have them do unto you") and apply it as a standard of respect.</p>	<p>I will treat others the way I want to be treated.</p>	<p>Model and practice treating others how students want to be treated.</p>
<p>C3.3. The Basics of Respect: Students demonstrate respect by:</p> <ol style="list-style-type: none"> <li>1) Being civil, courteous, and polite (i.e., they use good manners).</li> <li>2) Refraining from offensive and disrespectful profanity, insults and gestures.</li> <li>3) Listening respectfully to others even if they think what's being said is wrong or foolish.</li> <li>4) Paying attention to the well-being of others and striving to make them feel comfortable and welcome.</li> <li>5) Learning about and treating with respect the customs and traditions of people who come from different cultures.</li> </ol>	<p>It is important to be respectful and courteous with others.</p> <p>When I am respectful of others they will be more likely to treat me the same way.</p> <p>Treat everyone the same whether they are my friends or someone I don't know very well.</p> <p>I should be courteous and have good manners.</p>	<p>Establish an environment of civility and politeness in the classroom.</p> <p>Practice courteous communication for email, phone and in-person interactions.</p> <p>Role play some typical situations in which disrespectful behavior leads to hostility and maybe even violence. Then, change one of the disrespectful actions into one of respect and see how the outcome changes.</p>

<p>C3.4. School Climate of Respect &amp; Kindness. Students demonstrate respect by seeking to create and support a kind, caring, respectful, and emotionally and physically safe school climate. They refrain from and discourage others from engaging in violence, threats, intimidation, and other conduct intended or likely to cause physical injury, emotional pain, humiliation, embarrassment, or a feeling of being left out or excluded. This includes:</p> <ol style="list-style-type: none"> <li>1) Unwelcome physical touching (i.e., they keep their hands to themselves).</li> <li>2) Cruel, unkind, or deliberately hurtful or embarrassing gossip.</li> <li>3) Physical intimidation, cyberbullying, harassment, and mean-spirited teasing or taunting.</li> </ol>	<p>I must respect the personal space of others and keep my hands to myself.</p> <p>I can present my best self, even if I am upset or frustrated.</p> <p>Fighting will only create more problems. Everyone should feel safe and welcome at school.</p> <p>It is important to make sure that my words are not hurting other people.</p> <p>It is important for people to be included.</p> <p>Be willing to accept differences found in my classmates.</p>	<p>Explain and teach alternatives to physical fighting.</p> <p>Establish clear guidelines of expectations. Use examples from current events or literature to demonstrate the effects of bullying.</p> <p>Model and practice a kind climate within the classroom.</p> <p>Brainstorm ways to make your school environment more respectful. Create a list of recommendations and place them in your school newspaper or on a poster.</p>
<p>C3.5. Respecting Privacy. Students demonstrate respect by acknowledging and honoring each other's right to privacy and personal space, including the right to determine whether, how and when information about their personal lives and thoughts will be revealed (e.g., it is disrespectful to read another's diary, look through another's backpack, hack their Facebook page, or eavesdrop on their conversations).</p>	<p>Others are entitled to not share everything.</p> <p>It is important to respect others' privacy.</p>	<p>Conduct a lesson on social media privacy options. Make sure everyone knows how to use them and consider why we should respect them being used both online and in the real world.</p>
<p>C3.6. Respecting Others' Autonomy. Students demonstrate respect by acknowledging and honoring the desire and right of others to govern themselves (i.e., autonomy), make decisions about their lives and be free from oppressive and offensive behavior and unwanted interference in their lives. This includes:</p> <ol style="list-style-type: none"> <li>1) Taking the desires, opinions, perspectives, values, and goals of others seriously.</li> <li>2) Refraining from repetitive arguments, tirades, rants, insults, ridicule, manipulation, or coercion to cause others to change their opinions or actions.</li> <li>3) Providing others with the information they need to make informed judgments about their own lives rather than concealing the information to advance their own goals or to shield them from potential bad choices. (Example: Suppose an old boyfriend of your best friend gives you a note to give to your friend but you think it would be a terrible idea if your friend started communicating with him again – the principle of autonomy says you should deliver the note.)</li> </ol>	<p>Each person has the right to make decisions for himself or herself.</p> <p>I can't force my opinions or ways on others.</p>	<p>Examine the difference between helping and controlling using literature or film clips.</p>

<p><b>C4. RESPONSIBILITY. <i>Students demonstrate the trait of responsibility by taking ownership of their lives and acknowledging their power to choose what they think (including their attitudes and mindsets), say, and do. They are accountable for the consequences of their choices.</i></b></p>	<p>I have responsibilities to myself and others.</p> <p>I am responsible for my choices and their consequences.</p>	<p>Explain and illustrate responsible actions.</p>
<p>C4.1. Compliance: Doing What Is Required. Students accept responsibility to do what they are required to do by their parents, teachers, coaches, and other adults who have legitimate authority. Students also are careful to keep their own promises and commitments.</p>	<p>It is important to follow rules and do what I have to do.</p>	<p>Learn about other cultures and their traditions through music and art.</p> <p>Trace the influence of music throughout cultural traditions both here and throughout the world.</p>
<p>C4.2. Ethics: Doing What Should Be Done. Students accept responsibility to do what they should do based on their personal values and universal ethical principles such as the Six Pillars of Character (trustworthiness, respect, responsibility, caring, fairness, and citizenship).</p>	<p>Others depend on me.</p> <p>I determine what kind of person I am.</p>	<p>Practice group or class activities that require working together.</p> <p>Create a list together of ways in which students can help others.</p> <p>Use historical examples, literary characters, or current figures to model how each individual is responsible for his or her own character.</p>
<p>C4.3. Consequences for Their Words. Students accept responsibility for the consequences of what they say, recognizing their words can have serious and lasting impact on others (e.g., insults can harm another's self-image and revealing secrets can destroy relationships).</p>	<p>What I say affects other people.</p> <p>I seek to affirm, support, and encourage others rather than humiliate, discourage, or demean them.</p>	<p>Examine the meaning and power behind words.</p> <p>Model affirming and supportive language, even in times of stress or difficulty.</p>
<p>C4.4. Consequences for Their Actions. Students accept responsibility for the consequences of their actions and inactions, recognizing obligations to:</p> <ol style="list-style-type: none"> <li>1) Foresee and avoid harmful outcomes, including unintended but predictable consequences.</li> <li>2) Help others in need (e.g., charity).</li> <li>3) Protect others from harm or abuse (e.g., stand up for a student who is bullied).</li> </ol>	<p>I am responsible for my actions and their consequences.</p>	<p>Have students keep records of their own successes and missteps.</p> <p>Examine the consequences of not being accountable for actions in literature, history or current events.</p> <p>Explain and illustrate the role of bystanders in the face of trouble.</p> <p>Role-play situations in which the action (or lack of action) has a great impact on a character.</p>



<p>C4.5. Developing and Using Positive Attitudes and Life Skills. Students acknowledge their responsibility to enhance their chances of success in school and life, in the quality of their relationships, and in their own well-being and happiness by:</p> <ol style="list-style-type: none"> <li>1) Consciously choosing positive attitudes and mindsets (including optimism, enthusiasm, gratitude, and cheerfulness) and rejecting self-defeating attitudes (e.g., pessimism, cynicism, defeatism, and hopelessness). (See SE3.4.)</li> <li>2) Developing critical self-management and social skills traits, including: self-discipline, resiliency, perseverance, stress management, organization and time management, planning and goal-setting, initiative, flexibility, poise, patience, communication, collaboration, and an uncompromising commitment to excellence. (See SE2, SE3, SE4.)</li> </ol>	<p>It's up to me to have a good attitude.</p> <p>A positive attitude is more likely to have positive results</p>	<p>Explain and illustrate how even though we can't control our situations, we can choose our attitudes.</p>
<p>C4.6. Self-Reliance and Prudent Money Management. Students demonstrate the trait of self-reliance by striving to live independently, relying on their own resources, capabilities, judgment, and emotional strength, rather than depending on others to do things for them or tell them what to think or feel.</p>	<p>I can succeed by working independently. It is important to rely on myself, not others.</p> <p>I should manage my affairs so I can pay my own way and not be a burden on others.</p> <p>I should within my means, avoiding debt and other obligations that generate unhealthy pressure.</p>	<p>Help students become aware of their accomplishments and encourage them to recognize their skills.</p>
<p>C4.7. Learning From Experience. Students accept their responsibility to review and learn from all experiences. They hold themselves accountable to determine what they could have done differently to get a better result and what they should do in the future.</p>	<p>I should do what I have to do without whining or giving excuses.</p> <p>Do my best work and be my best self.</p>	
<p>C4.8. Being Rational and Reflective. Students demonstrate responsibility by being rational (using reason and logic to make or justify decisions) and reflective (thinking ahead to anticipate the consequences of choices, and thinking back to draw lessons from what happened). They use critical thinking and decision making skills to avoid rationalizations and excuses and to make rational, prudent choices.</p>	<p>It is important to think about my actions and decisions</p>	<p>Remind students that others look up to them even though they may not know it. List who might think of them as role models.</p> <p>Have them write a letter to their five-year-old selves giving advice on how to be successful as themselves</p>
<p>C4.9. Healthy Choices. Students demonstrate responsibility by making healthy choices to protect their well-being by eating well, getting sufficient sleep and exercise, and by refraining from the use of illegal drugs</p>	<p>It is important to take care of myself and treat my body well.</p> <p>Harming myself, even in small ways, won't solve my problems or make me feel better.</p>	<p>Provide realistic information about the consequences of unhealthy choices.</p>

<p>and other intoxicating or mind-altering substances. They do not abuse prescription drugs, use alcohol or tobacco, or engage in self-abusive practices (e.g., cutting, overeating, anorexia, bulimia).</p>	<p>Using drugs and alcohol is not healthy for me. I should treat food as fuel for my body and follow healthy eating practices.</p>	<p>Examine statistics, physiological effects, or celebrity examples of making unhealthy vs. healthy choices.</p>
<p><b>C5. FAIRNESS. <i>Students strive to be fair and just in all their actions.</i></b></p>	<p><b>It is right to be fair, to take turns. When I take advantage of others it is unfair to them.</b> <b>Believing in the same code of conduct allows for a more positive environment.</b> <b>I am responsible for making sure that everyone gets his or her share.</b> <b>It is important to not take advantage of people.</b> <b>People deserve to be treated fairly in all situations.</b></p>	<p><b>Role-play a variety of situations when people are being unfair and fair to each other. Make lists specifying when people do not play fair. Document how they can respond appropriately.</b> <b>Model and illustrate the importance of playing by the rules.</b> <b>Set procedures and processes for working in groups with others.</b> <b>Model and illustrate the importance of always treating others fairly.</b></p>
<p>C5.1. The Basics of Fairness. Students: 1) take turns, 2) play by the rules, 3) give due credit to others, and 4) ask for and take only their fair share. They don't: 1) claim credit for the work of others, 2) recklessly or falsely blame or accuse others, or 3) take advantage of another's mistakes or ignorance.</p>	<p>Having a clear system for making decisions promotes fairness.</p>	<p>As a class, make two lists: a list of things we sometimes do in our personal lives that are unfair, and a list of things we do as a society that are unfair. What could be done to rectify these injustices so we can cross them off the list? Whose responsibility is it to correct the injustices in our society? How could you contribute to the effort? How could we do better in our personal lives?</p>
<p>C5.2. Making Fair Decisions. In making decisions that affect others, students demonstrate the trait of fairness by: 1) being open-minded and objective, 2) giving everyone affected by a decision the chance to tell their side of the story, 3) considering the merits of all evidence relevant to a just resolution, 4) being impartial 5) consciously setting aside personal feelings (bias or favoritism) that might interfere with objectivity.</p>	<p>I should treat all people equitably based on their merits and abilities.</p>	<p>Bring in articles from newspapers and magazines describing situations in which fairness and justice is an issue. Decide who is acting fairly, and who is acting unfairly in these situations.</p> <p>Research and write about how the legal system in a democracy attempts to administer fairness or justice.</p>
<p>C5.3. Proportionality. Students understand that the principle of fairness requires that imposed consequences for misconduct are proportional to the harm caused (i.e., the more serious the harm, the more serious the consequence). They know that the punishment should fit the crime (it's neither too lenient nor too severe).</p>	<p>Making appropriate consequences to actions helps create a fair community.</p>	<p>Involve students in determining consequences of violating classroom rules.</p> <p>Put literary characters or historical figures "on trial" to determine appropriate consequences.</p>

<p>C5.4. Complexity of Fairness. Students demonstrate the ability to identify alternative theories for determining what is or is not fair in the way benefits and burdens are distributed.</p>	<p>I must understand the different perspectives that others have when determining what is fair.</p>	<p>Examine a school rule (such as no iPods allowed) from the differing viewpoints of students, teachers, parents and administrators, and why each stakeholder finds it fair or unfair.</p>
<p><b>C6. CARING. Students understand that caring — including the virtues of compassion, kindness, benevolence, altruism, charity, generosity, and sharing — is the heart of ethics. They strive to demonstrate a concern for the well-being of others by displaying compassion for those in pain or in need by providing support in the form of donations and/or personal service.</b></p>	<p>It is important to show care and concern for others.  It is important to be kind and caring to everyone.  I can be kind even when others are not.  It is important to help improve the lives of others.  I can always find a way to help others.</p>	<p>Model and illustrate the importance of caring.  Create a culture of caring in the classroom.  Model kindness and courtesy and expect your students to do the same.  Create a culture of kindness.  Engage students in service-based projects.</p>
<p>C6.1. The Basics of Caring. Students accept their moral duty to be caring and demonstrate caring by: 1) being kind, compassionate, and empathetic to everyone (even those who don't seem to deserve it), 2) expressing support and sympathy at appropriate times in appropriate ways, 3) being charitable in judging others by assuming good intentions and by being forgiving and merciful, and 4) being charitable to causes and individuals. They are not: 1) cruel, 2) indifferent or apathetic, 3) callous, or 4) unforgiving.</p>	<p>I have to show concern for others' well-being.  I should act compassionately and with empathy.  I need to be kind and considerate.  I should practice charity, make sacrifices, and show gratitude.  I have to be willing to show mercy and forgiveness.</p>	<p>Write a thank you note to someone in your community who did something very caring.  Write a thank you note to a historic figure, for instance, Florence Nightingale, to thank her for what she did.</p>
<p>C6.2. Caring Moderates Other Ethical Duties. Students understand that the virtue of caring frequently interacts with other ethical principles requiring them to be careful that:</p> <ol style="list-style-type: none"> <li>1) Honesty is not causing them to be unnecessarily hurtful or offensively blunt (e.g., telling a person their speech was absolutely awful).</li> <li>2) In seeking to impose justice, they do not miss opportunities to be merciful and forgiving.</li> <li>3) While respecting another's privacy, they do not condone or ignore dangerous and harmful conduct.</li> <li>4) Their sense of responsibility is proportionate to their actual level of authority and moral duty and that they do not ignore their own needs.</li> </ol>		<p>Write about a real or an imagined experience in which you performed a random act of caring, and the results it produced.</p>

<p><b>C7. GOOD CITIZENSHIP. <i>Students demonstrate good citizenship by fulfilling their civic and social responsibilities. They contribute to the well-being of their communities (including their school, neighborhood, and country).</i></b></p>	<p><b>I am a member of many communities (school, neighborhood and country).</b></p> <p><b>I must contribute to my community and fulfill my responsibilities.</b></p>	<p><b>Explain and illustrate the roles students fulfill in the different communities to which they belong.</b></p>
<p>C7.1. Civil Rights. Students understand and appreciate the rights and liberties embodied in the Constitution and Bill of Rights, including: 1) freedom of speech and religion, 2) the right to vote and run for elected office, and 3) the right to be treated fairly under the law.</p>		<p>Write a speech describing the essential balance of rights and responsibilities in our democracy. Convince your fellow classmates that in a democracy the preservation of our rights depends on our exercise of responsibility.</p>
<p>C7.2. Civil Responsibilities. Students understand and strive to fulfill the responsibilities of citizenship, including: a duty to abide by the law, respect the rights of others, participate in the democratic process, protect the environment, and volunteer to improve their school and community. They also understand additional responsibilities of adult citizenship, including paying taxes and serving on juries.</p>	<p>My community needs my positive contributions.</p>	<p>Start with projects that improve the classroom and then move to the school and community.</p> <p>Study examples of how kids of different ages can participate in community projects.</p>
<p>C7.3 Respect for Authority and the Law. Students demonstrate good citizenship by contributing to the orderliness and fairness of society by respecting authority, obeying rules and laws (unless a higher moral duty justifies civil disobedience) and taking action (including reporting) to protect fellow citizens from dangerous or harmful conduct.</p> <ol style="list-style-type: none"> <li>1) Students understand the special role that civil disobedience plays in the democratic process and the extraordinary conditions that must exist to justify unlawful conduct.</li> <li>2) Students set an example for their peers, abiding by laws and following rules even when it is inconvenient (e.g., returning their shopping carts, respecting the 10-items-or-less rule in markets).</li> </ol>	<p>Obeying the law is one way I contribute to society.</p> <p>I will play by the rules.</p> <p>I should do my share in my family, class, school and community.</p> <p>I must be willing to share with others.</p>	<p>Examine the effects of following or not following the law.</p> <p>Analyze and determine what situations call for civil disobedience.</p>
<p>C7.4. Participation in the Democratic Process. Students demonstrate good citizenship by staying informed about matters important in their school and community so they can formulate thoughtful positions, passionately advocate for their beliefs, engage in respectful and informed discussions, vote intelligently, and, if they choose, seek elected or appointed leadership positions.</p>	<p>Students exercise their civil rights fairly and responsibly. They examine and evaluate political claims and allegations to determine for themselves what is true, and they maintain an open mind so they can assess the merits of others' political positions.</p>	<p>Identify some individuals or organizations who are making a positive difference in your community. Work in groups to interview these people and then give class reports on how they got started, why they do what they do, how they have accomplished what they have.</p>

	Students maintain an open mind (i.e., a willingness to be persuaded) and demonstrate a willingness to re-examine their own positions and objectively consider the arguments and beliefs of others.	
C7.5. Improving School Climate. Students demonstrate good citizenship by promoting and modeling responsible, respectful, caring, honest, and fair conduct to create and maintain a safe and positive school climate where all students feel physically and emotionally safe, cared for, and respected.	<p>Students personally refrain from, and discourage others from, all forms of bullying and other forms of mean and unkind conduct.</p> <p>Students do their share to make their school a clean, attractive, and comfortable place to learn and grow.</p>	<p>Establish a school project that promotes intellectual, social and emotional, moral development and physical well-being.</p> <p>Involve the entire school community (advisors, counselors, yard duty, bus drivers, volunteers, custodians) in reinforcing the pillars and using the vocabulary.</p> <p>Include discussions at staff /grade level meetings of what is being done to promote a positive school climate and the desired goals for the school.</p>
C7.6. Environmental Protection. Students demonstrate good citizenship by proactively engaging in conduct that conserves natural resources (e.g., reducing, reusing, and recycling, and using water and fuel conservatively). They also protect the natural environment from unnecessary destruction and all forms of pollution.	<p>It is important to protect and improve the environment.</p> <p>Everyone must do their part to help the environment</p>	<p>Model responsible environmental behavior.</p> <p>Examine the effects of protecting (or not protecting) the environment.</p> <p>Study the interaction between people and their environment. How does this create conflict? How do they work together?</p>