



Charter Schools Institute
State University of New York

BROOKLYN EXCELSIOR CHARTER SCHOOL

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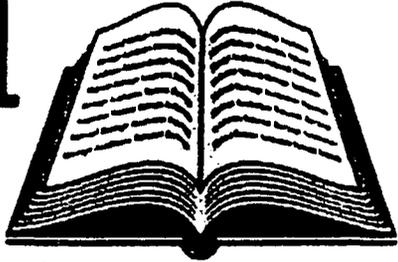
VOLUME 8 OF 9

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Moral Focus

Curriculum Handbook 2001-2002

National Heritage Academies™



MISSION

Challenging children to achieve their greatest potential.

VISION

Our shared vision is to build a national organization of over 200 charter schools that become the finest K-8 schools in the country. Using a partnership with parents as our foundation, we will achieve this by combining rigorous, "back-to-basics" academics, strong moral development, and a universal commitment to all children.

PHILOSOPHY

National Heritage is guided by a few key principles that guide us in all our program decisions. First, we believe that a school environment with high academic and social expectations is necessary for students to thrive. Second, the company believes that parents have the ultimate responsibility for their children's education and, thus, will choose what is best for their children. Third, we believe that a school should support and reinforce the moral guidance a child receives at home. And, finally, we believe that a child's self-esteem is developed through diligence and achievement.

**The NHA Curriculum Handbooks are dedicated
to the 2001-2002 Teacher Presenter Team**

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Rationale Statement

There are certain moral principles, common to all people,
which transcend time, culture and religion.

These principles find expression in
the four Greek Cardinal Virtues outlined by Plato:
justice, prudence, fortitude, and temperance.

Reinforcing these virtues has been key to developing
people of character throughout the ages.

Therefore, at National Heritage Academies we believe
it is imperative to equip students with both
the moral and academic foundations necessary
to excel in today's society.

Through thoughtful study and application of these key virtues,
as well as studying the heroes who exemplify them,
we strive to develop students of strong moral character.

Cardinal Virtues

Prudence - to be wise and practical;
careful in handling of relationships and resources

Temperance - to exercise self-control and moderation
in order to pursue a wise and balanced life

Fortitude - to have strength of mind; resolve that enables us
to endure with courage and patience

Justice - to do what is honorable, right, and merciful

Monday Object Lesson: Year 1

Month	Virtue	Definition	Key Words	Vice	Extra Words
September	Wisdom (Prudence)	To be careful to do what is right	1. Listen 2. Think 3. Choose 4. Responsibility	ignore careless rash foolish indecisive irresponsible	
October	Respect (Prudence)	To obey authority and be considerate of others	1. Honor 2. Obey 3. Considerate 4. Good manners	mock/tease rude/belittle inconsiderate pride disobey tattling	polite look up to
November	Gratitude (Temperance)	To be thankful	1. Attitude 2. Contentment 3. Appreciate 4. Generous	bitter discontent not satisfied greedy/selfish demanding envy/jealousy	unselfish
December	Self-control (Temperance)	To discipline yourself	1. Balance 2. Monitor 3. Restraint 4. Purpose	out of control anger indulgence gluttony/lust tantrum/violent egocentric	words/thoughts strong actions/modest stop abstinence peace
January	Perseverance (Fortitude)	To patiently keep trying	1. Resolve 2. Endure 3. Patience 4. Diligence	give up quit half-hearted unfaithful lazy unreliable	consistent determination commitment
February	Courage (Fortitude)	To do what's right no matter the cost	1. Moral strength 2. Conscience 3. Resolution 4. Self-sacrifice	foolish doubting wavering withhold good fear of ridicule cowardliness	conviction trust righteousness
March	Encouragement (Temperance)	To put others first and build them up	1. Humility 2. Hope 3. Support 4. Friendship	bossy/mean tear down exclusive haughty boastful unfaithful	meekness loyalty
April	Compassion (Justice)	To care for others in the kindest way possible	1. Empathy 2. Kindness 3. Forgiveness 4. Resolution	unkind/hatred disregard hurtful faultfinding revenge grudge	gentle merciful tenderhearted forgiving
May	Integrity (Justice)	To live an honest life	1. Honesty 2. Pure 3. Trustworthy 4. Reputation	impure/lying bad name betray dishonest deceitful exaggerate	virtuous truthful faithful loyalty

Monday Object Lesson: Year 2

Month	Virtue	Key Words	Objective	How Key Words Relate to Monthly Virtue.
September	Wisdom (Prudence)	1. Listen 2. Think 3. Choose 4. Responsibility	timer light bulb/lamp remote control bike helmet	Wisdom carefully listens to truth, thinking about how it applies to life. It then chooses to act on it responsibly .
October	Respect (Prudence)	1. Honor 2. Obey 3. Considerate 4. Good manners	American flag referee whistle get-well card telephone	Respect begins by showing honor to those in authority through obedience . It leads us to be considerate of all people and results in good manners .
November	Gratitude (Temperance)	1. Attitude 2. Contentment 3. Appreciate 4. Generous	baseball cap magnifying glass pillow packet of sugar	Gratitude begins by cultivating an attitude of contentment . When we appreciate the gifts we have, we desire to be generous .
December	Self-control (Temperance)	1. Balance 2. Monitor 3. Restraint 4. Purpose	book thermometer salt/pepper shakers binoculars	Self-control begins with balance . We achieve this by monitoring our choices and restraining ourselves in order to attain a more worthy purpose .
January	Perseverance (Fortitude)	1. Resolve 2. Endure 3. Patience 4. Diligence	stone & ice cube flashlight book art print	Perseverance begins with a resolve to endure difficulties with patience and diligence .
February	Courage (Fortitude)	1. Moral strength 2. Conscience 3. Resolution 4. Self-sacrifice	shake head safety glasses candles & matches match & candle	Courage begins with moral strength to live by our conscience in the face of obstacles. It requires resolve and self-sacrifice .
March	Encouragement (Temperance)	1. Humility 2. Hope 3. Support 4. Friendship	hand mirror box with lid tower of blocks stitches in fabric	Encouragement begins with putting others first (humility). When we build others up, we give them hope and support which results in faithful friendship .
April	Compassion (Justice)	1. Empathy 2. Kindness 3. Forgiveness 4. Resolution	sponge lotion soap wrapped present	Compassion begins with empathy for others and is demonstrated by kindness and forgiveness .
May	Integrity (Justice)	1. Honesty 2. Pure 3. Trustworthy 4. Reputation	jewel clean/dirty plates pen w/o ink cup with design	Integrity begins with the inner honesty it takes to live a pure life. It results in a trustworthy reputation.

Monday

Month	Virtue	Key Words	Objective	How Key Words Relate to Monthly Virtue
September	Wisdom (Prudence)	1. Listen 2. Think 3. Choose 4. Responsibility	stethoscope map/guidebooks menu garbage bag	Wisdom carefully listens to truth, thinking about how it applies to life. It then chooses to act on it responsibly.
October	Respect (Prudence)	1. Honor 2. Obey 3. Considerate 4. Good manners	medal, flag traffic sign chain napkin/mat	Respect begins by showing honor to those in authority through obedience . It leads us to be considerate of all people and results in good manners .
November	Gratitude (Temperance)	1. Attitude 2. Contentment 3. Appreciate 4. Generous	seeds beanie baby balloon jar of candy	Gratitude begins by cultivating an attitude of contentment . When we appreciate the gifts we have, we desire to be generous .
December	Self-control (Temperance)	1. Balance 2. Monitor 3. Restraint 4. Purpose	balance timer/metronome strainer/colander dart, target	Self-control begins with balance . We achieve this by monitoring our choices and restraining ourselves in order to attain a more worthy purpose .
January	Perseverance (Fortitude)	1. Resolve 2. Endure 3. Patience 4. Diligence	wedding ring diamond/coal fishing pole shovel/blue ribbon	Perseverance begins with a resolve to endure difficulties with patience and diligence .
February	Courage (Fortitude)	1. Moral strength 2. Conscience 3. Resolution 4. Self-sacrifice	jump rope alarm/bell chair toy soldier	Courage begins with moral strength to live by our conscience in the face of obstacles. It requires resolve and self-sacrifice .
March	Encouragement (Temperance)	1. Humility 2. Hope 3. Support 4. Friendship	flashlight Tootsie Pop hanger/ladder rope	Encouragement begins with putting others first (humility). When we build others up, we give them hope and support which results in faithful friendship .
April	Compassion (Justice)	1. Empathy 2. Kindness 3. Forgiveness 4. Resolution	mirror/clear glass Band-Aid eraser, marker scented candle	Compassion begins with empathy for others and is demonstrated by kindness and forgiveness .
May	Integrity (Justice)	1. Honesty 2. Pure 3. Trustworthy 4. Reputation	food coloring & water clear water & dirty water candy bars cups of liquid	Integrity begins with the inner honesty it takes to live a pure life. It results in a trustworthy reputation.

Month	Virtue	Key Words	Reading Selection	Substitute Selection
September	Wisdom (Prudence)	1. Listen 2. Think 3. Choose 4. Responsibility		
October	Respect (Prudence)	1. Honor 2. Obey 3. Considerate 4. Good manners		
November	Gratitude (Temperance)	1. Attitude 2. Appreciate 3. Contentment 4. Generous		
December	Self-control (Temperance)	1. Balance 2. Monitor 3. Restraint 4. Purpose		
January	Perseverance (Fortitude)	1. Resolve 2. Endure 3. Patience 4. Diligence		
February	Courage (Fortitude)	1. Moral strength 2. Conscience 3. Resolution 4. Self-sacrifice		
March	Encouragement (Temperance)	1. Humility 2. Hope 3. Support 4. Friendship		
April	Compassion (Justice)	1. Empathy 2. Kindness 3. Forgiveness 4. Resolution		
May	Integrity (Justice)	1. Honesty 2. Pure 3. Trustworthy 4. Reputation		

Wednesday and Thursday

Week	Writing Activities	Activities
1	Comprehension	Memorize: Definition quote, phrase poem, song writing or other related pieces
2	Analysis	K-hats 1-Calendars 2-Penants 3- 4- 5-Symbol 6-Hallway Banners 7-Window Painting 8-Video Commercial
3	Synthesis	Assembly 6th-8th 3rd-5th K-2
4	Evaluation	Booklet: Staple works Bind laminate Computerize Frame Fasteners/Brads Publish Decorate File Folder Book

Friday Applications

otation	Wisdom	Respect	Gratitude	Self-control	Encouragement	Courage	Perseverance	Compassion	Integri
K	Role Play & Motto	Letter Writing	Mentoring	Teach	Album	Newsletter	Service project focus	Heroes Gallery	Award Someone
1	Award Someone	Role Play & Motto	Letter Writing	Mentoring	Teach	Album	Newsletter	Service project focus	Heroes Gallery
2	Heroes Gallery	Award Someone	Role Play & Motto	Letter Writing	Mentoring	Teach	Album	Newsletter	Service project focus
3	Service project focus	Heroes Gallery	Award Someone	Role Play & Motto	Letter Writing	Mentoring	Teach	Album	Newsletter
4	Newsletter	Service project focus	Heroes Gallery	Award Someone	Role Play & Motto	Letter Writing	Mentoring	Teach	Album
5	Album	Newsletter	Service project focus	Heroes Gallery	Award Someone	Role Play & Motto	Letter Writing	Teach	Teach
6	Teach	Album	Newsletter	Service project focus	Heroes Gallery	Award Someone	Role Play & Motto	Letter Writing	Mentoring
7	Mentoring	Teach	Album	Newsletter	Service project focus	Heroes Gallery	Award Someone	Role Play & Motto	Letter Writing
8	Letter Writing	Mentoring	Teach	Album	Newsletter	Service project focus	Heroes Gallery	Award Someone	Role Play & Motto

Bulletin Board Schedule

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Grade	Month	Virtue	Cardinal Virtue	Ideas	Student's Role
8	September	Wisdom	Prudence	1. Treasure Map	Footprint border
				2. Back to school owl	school supplies border
7	October	Respect	Prudence	1. Every leaf a beauty	creates leaves
				2. People are people	hats and hands
6	November	Gratitude	Temperance	1. Scrapbook of America	poster collages
				2. Thank you notes	table items/notes
5	December	Self-control	Temperance	1. Carolers - "Harmony"	song book border - use doves
				2. Nutcracker Ballerina	candy cane, gingerbread, gifts
4	January	Perseverance	Fortitude	1. Crazy birds flying north	Birds and Clouds
				2. Turtle and the Hare	reading month flags
3	February	Courage	Fortitude	1. Superhero's bodies	bodies as borders
				2. African American focus	M.L. King's speech
2	March	Encouragement	Temperance	1. "Built up person"	Legos or blocks
				2. Cheerleading squad	pom poms border
1	April	Compassion	Justice	1. World map and events	index cards and pictures
				2. Collect snapshots	photos and captions
K	May	Integrity	Justice	1. Night sky and stars	stars/city buildings
				2. Knight and horse	shields border

Assemblies

Month	Virtue	Guests	Time	Classes
September	Wisdom			K-A 3-A 6-A
October	Respect			K-B 3-B 6-B
November	Gratitude			1-A 3-C 6-C
December	Self-control			1-B 4-A 7-A
January	Perseverance			1-C 4-B 7-B
February	Courage			2-A 4-C 7-C
March	Encouragement			2-B 5-A 8-A
April	Compassion			2-C 5-B 8-B
May	Integrity			Specials Teach. 5-C 8-C

Service Projects

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Grade	Service Project
K	
1	
2	
3	
4	
5	
6	
7	
8	

Community Connection

Month	Virtue	Community Connection
September	Wisdom	
October	Respect	
November	Gratitude	
December	Self-control	
January	Perseverance	
February	Courage	
March	Encouragement	
April	Compassion	
May	Integrity	

Month	Virtue	Videos	Library Book Requests
September	Wisdom		
October	Respect		
November	Gratitude		
December	Self-control		
January	Perseverance		
February	Courage		
March	Encouragement		
April	Compassion		
May	Integrity		

Weekly Organizer

Virtue:

Month:

Monday	Tuesday	Wednesday	Thursday	Friday
Definition (Introduction) Object Lesson Key Word _____	Literature Selection	Writing Project Comprehension	Activity	Application self/family
Object Lesson Key Word _____	Literature Selection	Writing Project Analysis	Activity	Application school
Object Lesson Key Word _____	Literature Selection	Writing Project Synthesis	Activity (Assembly)	Application community
Object Lesson Key Word _____	Literature Selection	Writing Project Evaluation	Activity (Booklet)	Application world

Each key word reflects back to the definition of the monthly virtue. However, definitions and key words can seem meaningless to students when they do not connect with their own experience. Object lessons are an attempt to introduce students to keywords using things familiar to their everyday lives. Each object should be something easily accessible to the classroom teacher. The following pages contain simple explanations for each object lesson. We realize that they are written in a rather generic fashion and leave it up to the classroom teacher to customize these lessons to a particular grade level.

Wisdom

Wisdom carefully listens to truth, thinking about how it applies to life.
It then chooses to act on it responsibly.

Listen – timer

Wind up a timer for the students and have them listen carefully to hear the ticking. Has anyone ever used a timer in your home? Talk about the importance of tuning background noise out so that you can hear the warning ring. What happens if you ignore it? If you want a cake to turn out right, you must listen carefully for the bell so you can take it out of the oven on time. Wisdom is like that. Listen carefully to the right sources (truth) and tune other influences out so that you can make good choices.

Think – light bulb/lamp

Show a light bulb to the students and ask what it would take to make it light up. Screw it into a lamp and turn the switch on. It has to be connected to a circuit to work. Wisdom is like that. You can have all the information in the world, but if you don't carefully think about it, you will still fail to act wisely.

Choose – remote control

Ask the students what a remote control has to do with choices. Who makes choices about TV programs at their house? What kind of criteria do they use to make the right choices? The choices we make will affect the kind of people we become.

Responsibility – bike helmet

Show a bike helmet and ask the students how many of them wear one when riding their bikes. What can happen when you choose not to wear one and are irresponsible? The consequences can affect both you and other people. (Think about how your parents would feel if you got into an accident.)

Variation: Middle school students might see car keys and their future driving plans as a more relevant object lesson.

Respect

Respect begins by showing honor to those in authority through obedience.
It leads us to be considerate of all people and results in good manners.

Honor – American flag

Have students note the American flag. Ask them what they think of when they see it. Think of different settings in which you find the American flag. How do we show honor to the flag? Do you ever see it on the ground or thrown in a corner? When we honor people, we also give them a special place and deference.

Obey – referee whistle

How many students have paid attention to referees in a sporting event? What happens when the referee blows the whistle? What would happen if the players decided to ignore the whistle? The game could no longer proceed! In life it is important to heed the instructions of the authority figures in your life if you want to stay on the right path.

Considerate – get-well card

Show a get-well card to the students and ask how many of them have ever received one. How did it make them feel? How many have ever made or sent one? Little gestures can mean a lot!

Good Manners – telephone

Show an unplugged telephone to the students and ask them how they answer the phone at their house. Allow volunteers to role-play or demonstrate. Your voice on the phone is someone else's first introduction to the kind of person you are. Do you speak clearly? In a friendly tone? Do you identify yourself for the other person's benefit? Good manners can be like a door to your personality. They show a lot about your level of respect for someone else.

Gratitude

Gratitude begins by cultivating an attitude of contentment.
When we appreciate the gifts we have, we desire to be generous.

Attitude – baseball cap

Demonstrate different ways to wear a baseball cap (with the brim over your eyes, pushed back, to the side, facing backwards...). What does each mode communicate to someone else? It can show a lot about how you're feeling inside. You can walk down the street wearing the same clothes each time, but your attitude can make a big difference. Is your attitude selfish and grumpy this month, or is it thankful and gracious? Attitude counts!

Appreciate – magnifying glass

Have the students pass around a common object such as a penny or a tree leaf. Now have them look at it again through a magnifying glass. What do you notice now that you didn't notice before? When you appreciate things, you take time to examine them more closely and value them for what they are.

Contentment – pillow

How do you feel when you are very tired and rest your head on a nice soft pillow? Do you feel your whole body relax? Contentment is like a pillow. It means that you stop and rest in what you have. Enjoy it!

Generous – packet of sugar

Why do you add sugar to things? What happens to your cereal or bread when you put sugar on it? Do you enjoy it so much more? When you are generous to others it's like putting a bit of sugar in their lives. A little bit can go a long way, but it makes life so much sweeter (for them and for you!).

Self-control

Self-control begins with balance. We achieve this by monitoring our choices and restraining ourselves in order to attain a more worthy purpose.

Balance – book

Demonstrate walking with a book on your head. Explain that in order to have self-control you need balance. Ask students what you need to do to keep that book balanced. You need to walk carefully, stand straight, and keep your eyes open. Have volunteers try it with and without balance. When we don't use balance, we fall. When we stay balanced, we have self-control.

Monitor – thermometer

Ask students what happens when their temperature rises. This is a symptom of unbalance in the body. Having lack of self-control does the same thing. When we're sick it affects others, too. We don't want things to be too hot or too cold. Monitoring our actions is essential.

Restraint – salt and pepper shakers

Salt and pepper need a shaker to restrain them from ruining the food. Loosen a lid and let the students see the outpouring of salt and pepper without the shaker cover on. The food would be very unpleasant without a restrained amount of salt or pepper. In the same way we need to show restraint. Think of behaviors that represent the unrestrained shaker such as blurting, interrupting, bossing, and yelling. We become unpleasant to ourselves and others when we don't use restraint. So keep a lid on it!

Purpose – binoculars

Look through binoculars and explain how they help give us perspective. Binoculars allow us to focus on something beyond where we are and see something in the distance close up. If you point to something in the distance that students can't see and ask them to get it, they're stuck. If you let them look through the binoculars and focus, they'll be able to reach the object. In the same way we need to focus and understand our purpose so we can do what we're asked. Your binoculars help you focus on it, see it and go get it. A person on a ship who cannot see the land may be tempted to lose self-control and forget his purpose is getting to the land. Just like binoculars help us see something out in the distance, purpose is the self-control we need to reach a goal.

Perseverance

Perseverance begins with a resolve to endure difficulties with patience and diligence.

Resolve – a stone and an ice cube

Show students a stone and an ice cube fresh from the freezer. Which of these will look the same as the end of the day? The ice cube will no longer have its shape when we go home from school. Resolve is like this stone. It will not change or get worn down as you move through the day. You need resolve to bring something through to completion. Without resolve you cannot achieve a goal because you will wither before you get there. Remember, it's how you finish the race that matters in the end.

Endure – flashlight

Shine a flashlight and enjoy the light it brings. Tell the students that you appreciate the light so much that you will keep the flashlight burning all day long. What will happen? After a while, the light will fade and go out. The batteries cannot endure that long. Perseverance means enduring for the long haul. You need to be more like a lamp or a heavy duty lantern. Don't fade away when the going gets rough.

Patience – book

Have you ever read a book that was so good that you couldn't wait to get to the end of it? Have you ever peeked ahead to see how it ended? Once you know the ending though, the book isn't as exciting anymore. It's hard to be patient. Sometimes you are tempted to give up or take a short cut. However, when you are patient the reward is so much greater. You enjoy the end result most when you have the patience it takes to get there the right way.

Diligence – art print by a renowned artist

Examine with the students a painting by an old master. Discuss the detail and the amount of time it would take to produce such a work of art. You might want to point out that many good paintings begin with a number of preliminary sketches before the artist actually paints. Anything worth doing well is going to take diligence. If you keep your resolve and work hard, you, too, will end up with something worth keeping such as a good report card, a bedroom that has been cleaned, or a game of basketball that has been played well. It will give pleasure to you as well as others.

Courage

Courage begins with moral strength to live by our conscience in the face of obstacles.
It requires resolve and self-sacrifice.

Moral Strength – shaking your head

Begin by shaking your head silently to the students. Ask them what this means. Talk about different situations that require parents to say “no” to a small child. Now that you are older and more responsible, what situations call for you to say “no” to yourself? Is it always easy? Saying “no” to yourself (or “yes” in certain circumstance) takes moral strength in order to attain a higher good.

Conscience – safety glasses (from your school science lab)

Ask the students if they have ever worn or seen someone else wear safety glasses. Why do you need to wear them? Your eyes are sensitive and need to be protected from substances that can harm them. Your heart is sensitive, too. Your conscience signals you about negative influences and protects you from them.

Resolution – candles and matches

Light a candle for the students and turn off the lights. Have you ever noticed that the darker it gets, the brighter a candle will glow? Resolution is like that. What you believe in will give you the strength to keep going, even through tough times. The harder things are, the stronger your resolution becomes. Being able to stand firm in tough situations can give courage to others as well. Use the first candle to light another as a demonstration of giving courage to others.

Self-sacrifice – match and one candle

Show an unlit candle to the students. What do I have to do to make this candle burn? Light a match! In order to give light, this match has to be used up. It has now created something that is beautiful and useful. Courage often comes with a cost to ourselves. If we are willing to spend ourselves for what is right and good, we will give something beautiful to the world around us.

Encouragement

Encouragement begins with putting others first (humility). When we build others up, we give them hope and support which results in faithful friendship.

Humility – hand mirror

Look into a hand mirror and then turn it so others can see themselves. Humility is not self-focused but others-focused. It allows us to see another's worth instead of focusing on our own.

Hope – box with lid

Use a box with a lid to generate interest and excitement over what students hope is in the box. Find out what they're basing their hope on. An encouraging person is like this box. They bring hope (not dread) to others about what's inside. People anticipate receiving something good from those who are encouraging.

Support – tower of blocks

Construct a tower of blocks. Watch how it stands or falls based on the supports in place. Using support for encouragement can actually mean the difference between someone standing strong or falling. It is important to support others in doing right.

Friendship – stitches in fabric (embroidery, tapestry, cross-stitch)

Encouraging others with friendship pulls people together. In order to have a beautiful tapestry, you need different colors, patterns, and stitches side by side. When we connect with others in friendship, something beautiful may result.

Compassion

Compassion begins with empathy for others and is demonstrated by kindness and forgiveness.

Empathy – sponge

Show the children a dry sponge. Ask the students why sponges are so helpful. They help us clean up messes! How does a sponge help clean up messes? It absorbs what has been spilled. Just like a sponge absorbs the “problem,” empathy is helping another absorb their pain. People can have their feelings spilled. When this happens, they feel like their hearts are in a mess. How precious it is to have someone come alongside us when we feel this way and love us by absorbing some of our pain.

Kindness – lotion

Why do we use lotion? To soften skin when it gets dry and flaky and it’s dying. Put a little lotion on each student’s hand. Ask the students to rub the lotion into their hands. How does this feel? Good, funny, slimy... Gently rub your hand onto your cheek. How do your hands feel now? Soft! Kindness works the same way. Sometimes when we are kind it feels good, other times funny or awkward. But our acts of kindness soften people’s hearts. Some hearts are very dry and they need several acts of kindness before they will soften. Others will soften right away. As kindness is worked into people’s lives, it restores in people the hope and joy that was drying up and dying.

Forgiveness – soap

Hold up a bar of soap. What good does soap do? It cleans us, kills germs, smells good... Sometimes we can see dirt! Germs, however, are tiny. We cannot always see them, but they can make our bodies sick. That is why we keep clean by washing our hands. We are full of “germs” and “dirt” when we have done wrong to other. We need to ask for forgiveness to have that “dirt” washed away. When others have hurt us, we hold the soap that makes them clean. That soap is forgiveness. It kills the germs (the wrong) and washes the germs away (no longer holds the wrong against that person). If we don’t wash, the germs will spread and cause many to become sick and weak. If we don’t forgive, bitterness and hatred will grow and cause people’s relationships to grow weak. We all need forgiveness. Forgiving others actually keeps us healthy too, because we are helping someone’s heart to be free from “dirt” again. We all know that a healthy heart brings joy, just like a healthy body brings energy.

Resolution – wrapped present

Why do people give presents to each other? To openly extend their love to us and/or offer us friendship. Presents cost something to give! When we receive a present, we know that someone offered his/her own goodwill to us. Sometimes people love us because we are nice and fun to be with. That may be why they get us a present. Resolution is offering goodwill to those who don’t act nice or aren’t fun. In fact, resolution is offering love to the very people who don’t recognize the value of the gift. Why would anyone openly offer a costly gift to someone who doesn’t appreciate it? Resolution knows the value of the gift and the goodness the receiver will gain from it. Resolution shows an unrelenting capacity to love. Resolution hopes for the best in a person and gladly suffers the cost.

Integrity

Integrity begins with the inner honesty it takes to live a pure life.
It results in a trustworthy reputation.

Honesty – jewel

Have you ever noticed how a jewel sparkles in the light? That's because it catches the light and lets it shine through! Honesty is like that. It doesn't have anything to hide, so it lets your life sparkle for all to see. A real jewel is very valuable and so is an honest life. Don't trade it for a convenient lie.

Pure – clean and dirty plates

Which of these would you like to eat from? What happens when you eat from someone else's dirty plate? You're exposed to their germs - even food poisoning if the plate has been around for too long. A pure life is like a clean plate. Keep it clean from the influences that can contaminate you. Then others can trust what you put on it.

Trustworthy – pen without ink

Ask a student to write on a piece of paper with a pen that doesn't work. (Don't inform the student of the fact that it doesn't work.) What's wrong? The pen looks all right, doesn't it? Have you ever had that happen when you are trying to write down a phone message? If this pen doesn't write, we might as well throw it away. It's of no use to anyone. Having a trustworthy life is like a good ink pen. You know that when you pick it up, you can use it because you can rely on it to do its job. Not being trustworthy is like a pen without ink. People will no longer rely on you if you have failed them in the past.

Reputation – cup or plate with a design etched on it

Give a student a china plate with a pattern on it and ask him/her to wipe it off with a rag. Why won't it come off? The pattern was carefully applied and then fired (burned) into the piece to make it permanent. Your reputation is like the pattern of your life. Other people examine this pattern to see if it is a trustworthy one. A good reputation is made over time and is not easily changed. The same is true of a bad reputation.

Wisdom carefully listens to truth thinking about how it applies to life.
It then chooses to act on it responsibly.

Listen – stethoscope

Have the students listen to their heartbeat with the stethoscope. What does the doctor need to hear the heartbeat well? She must listen and have silence in the room. Why is it important to carefully listen? What can it tell us? Wisdom is like that. We need to stop and carefully listen if we want to do the right thing.

Think – map/guidebooks

Show the map to the students. How many of you have ever gone on a long trip? Why do you need a map? What would happen if you didn't take one? If you want to have a good trip, you have to think ahead. Gather everything you know and have learned to reach your destination. That's wise!

Choose – menu

Talk about menus in restaurants. How many have ever had a hard time deciding what to choose? What things do you consider when choosing? The price, nutritional value, taste, how hungry you are, and what sounds good! When you are wise, you try to choose carefully after considering all the options and consequences.

Responsibility – garbage bag

Show the garbage bag to the students. How many of you have chores at home? How many have to take out the garbage? What happens when you don't do your job? It smells, germs can spread, and you might get consequences! A wise person acts responsibly.

Respect

Respect begins by showing honor to those in authority through obedience.
It leads us to be considerate of all people and results in good manners.

Honor – flag, medal

Show flag. What do you do when you see a flag? What does it stand for? What does it mean to honor the flag? Why do we honor it? Respect means honoring those who deserve it. How do we sometimes honor people? Show medal and discuss.

Obey – traffic sign

How many have seen this? What does it represent? What would happen if you were driving and chose to ignore it? What if there's no one at the intersection? There are reasons for rules. We need to obey them. When obedience and respect erode, our society does too. Show newspaper clippings of an accident.

Considerate – chain tied together with a piece of thread

Show the chain and talk about how each link is connected to the next to make a strong chain. Consideration is like that. Being considerate of each other builds a strong classroom. Break the chain circle at the thread. This is what happens to our class when one person isn't considerate of another.

Good manners – thank you card, mat to wipe your feet, or napkin

Hold any of these objects up and ask what they have to do with good manners. Good manners are simply showing consideration and respect for others.

Gratitude begins by cultivating an attitude of contentment.
When we appreciate the gifts we have, we desire to be generous.

Attitude - seed packets of different varieties

What will grow from these seeds? Your attitude is like the plant in a seed. No one sees it at first, but it grows and affects your whole life. An attitude of ungratefulness grows into a life of selfishness and unhappiness. An attitude of thankfulness grows into a joyful, fruitful life.

Contentment – balloon

When you are satisfied or content with what you have, your life is just right. Blow up balloon to an appropriate size. When you want more and more and become discontented and greedy, your life becomes useless and empty no matter how much you have. Blow up the balloon until it pops.

Appreciate – Beanie Baby, baseball card or antique

To appreciate means to grow in value like this item. When you value and make the most of what you have, your enjoyment and gratitude grows.

Generous – jar of candy

What if I gave all this candy to one student and he ate all of it? He would get a stomach ache! What if I told him to share it with everyone – would he enjoy it less? Generosity with what we have allows everyone (including ourselves) to enjoy and be grateful.

Self-control

Self-control begins with balance. We achieve this by monitoring our choices and restraining ourselves in order to attain a more worthy purpose.

Balance – rocker balance with weights or objects

We have to go through life sensibly. Don't pursue an activity or object so much so that it interferes with others or with our other goals. Don't do too little and achieve nothing at all. Balance all the areas of life. Don't take so much on that you can't be responsible or give so little that you're not pulling your weight. Balance makes us helpful to others.

Monitor – timer or metronome

A timer allows you to bake a cake just the right amount of time. A metronome helps you play the music at the right speed - not too slowly and not too quickly. When you carefully watch your choices, you are controlling yourself to reach your goal.

Restraint – colander/strainer or camera

A colander holds something back so that what we want doesn't flow out. Illustrate this concept with noodles/pasta and a strainer. Sometimes you have to hold back to achieve what you need. Show restraint!
Variation: Take a picture of your class with your camera. A camera takes a picture now, but the film is developed later. You don't take the film out right away.

Purpose – darts and target or arrow

This dart is useless unless it's aimed for a target. Then it goes straight for it! Self-control helps us to aim for a purpose like an arrow at a target. What is your purpose? Is it to get good grades, be an excellent piano player, be a good basketball player? Have purpose!

Perseverance begins with a resolve to endure difficulties with patience and diligence.

Resolve – wedding ring/judge’s mallet

Show the wedding ring to the class. How does this remind you of resolve? It’s a promise and a commitment to stick with someone and not go back. When you resolve something, you are resolved to stick with it to the end.

Variation: A mallet can also be used to illustrate a final decision – not going back.

Endure – diamond and a piece of coal; teabag with hot water

Show the diamond. How was it made? It was made after being under pressure for years. Before all that pressure, it was just a lump of coal. If you endure under pressure, your character will come out like a diamond.

Variation: A tea bag in hot water can also be used to show that hardship makes our character come out.

Patience – fishing pole

How many have ever gone fishing? How does it remind you of patience? What happens when you’re not patient or jiggle the boat? Perseverance takes patience!

Diligence – blue ribbon or shovel

Show the ribbon. What do you have to do to get a blue ribbon in a spelling bee or science fair? Not just talent, but hard work is needed. You’ve got to be willing to work hard to persevere toward a goal.

Courage begins with moral strength to live by our conscience in the face of obstacles.
It requires resolve and self-sacrifice.

Moral strength – barbell or jump rope

The more you make right choices and do good, the stronger you become. You train yourself to do what's right every day, so when you reach tough decisions, you're strong – just like a barbell or jumprope can make you physically strong.

Conscience – bell or alarm

Everyone has an inner sense of right and wrong. The more you use it, the stronger it gets (like using the barbell from last week). When you're in any situation, your conscience is like a warning bell or alarm that's plugged into what you know about right and wrong. Follow it, and you'll make good choices.

Resolution – chair

Resolution means believing in what is right. Here's a chair – Would you sit on it? Why? You know it will hold you up. Resolution in what's right is like that. You have to believe in what's right to have courage.

Self-sacrifice – toy soldier, camouflage, or war paraphernalia

Hold up the toy soldier. How does this make you think of self-sacrifice? Discuss the sacrifices of veterans who have fought for our country.

Encouragement begins with putting others first (humility). When we build others up, we give them hope and support which results in faithful friendship.

Humility – flashlight

When you just shine a light on yourself, you can't see anyone else. When you shine it on others, you can light the path for everyone and enjoy the view. That's encouragement.

Hope – Tootsie Pop

Encouragement means you give hope to someone else. You let them know that something good lies ahead if they keep at it. It's like when you keep licking at a Tootsie Pop because you know there's chocolate inside. That's hope!

Support – hanger, ladder, life jacket, or life preserver

Sometimes someone needs help to get through a situation. When you learn to swim or are in deep water, a life jacket or life preserver will hold you up. You can be a supporter for someone else. That's encouragement. A hanger does the same for clothes and a ladder can do the same on land.

Friendship – rope made of strands/string

If you went rock climbing, which of these would you hang onto? Look closely at rope. What's it made of? Many strands make the rope strong. Each strand is like a friend. We make each other strong.

Compassion

Compassion begins with empathy for others and is demonstrated by kindness and forgiveness.

Empathy – mirror and clear glass

When you only think about your own needs and feelings, it's like looking in a mirror all the time. All you ever see is yourself, and people will believe you are a selfish person. When you think about others, you begin to understand their needs and feelings - like looking through a window. You can empathize with them.

Kindness – band-aid

What is it about a band-aid that makes you feel better? Kindness cares for the needs of someone else and soothes hurts like a band-aid.

Variation: A bowl of water with pebbles. Kindness spreads just like the ripples move to the edge of a bowl.

Forgiveness – eraser/marker

Write a number of words on board. Then erase everything. Who can remember everything I wrote? Can you see it any more? Forgiveness is like an eraser. It wipes clean the wrongs done to us and doesn't remember them. Forgiveness takes compassion!

Integrity begins with the inner honesty it takes to live a pure life.
It results in a trustworthy reputation.

Honesty – food coloring and clear water

What does it mean to be honest? An honest person is like clear, clean water. Lies and dishonesty are like this food coloring (add drops into water for each dishonest act). You can't undo the damage easily, and you end up with an untrustworthy reputation – no integrity.

Pure – clear water and dirty water

Which water would you rather drink? Keeping our lives pure and uncontaminated by vices and bad habits makes us people of integrity. We are respected and sought after by others because our lives are clean and pure.

Trustworthy – four candy bars: three of them are empty wrappers but look like the real thing; the fourth one actually has candy in it

Who would like this candy bar? Give an empty wrapper to a student. What's wrong? Who would like another? Repeat. Finally offer the fourth candy bar. Repeat. Why don't you believe me? Relate this to trustworthiness. Integrity means people can trust your word every time.

Reputation – cup of liquid

What happens when you bump this cup? Water spills out. Your reputation shows your character. When hard things bump into you, who you really are will spill out.

Variation: Tabloid newspaper – Would you trust this headline or *The Grand Rapids Press*? *The Press* has a better reputation.

Levels of Student Thinking Desired in an Assignment

<p style="text-align: center;">6</p> <p style="text-align: center;">Evaluation</p> <p>Use these verbs to ask a student to make a judgement based on criteria.</p>	<p>This thinking skill tells you that a student can appraise, assess or criticize on the basis of specific standards and criteria.</p>
<p style="text-align: center;">5</p> <p style="text-align: center;">Synthesis</p> <p>Use verbs to ask a student to take parts of information to create a valuable whole.</p>	<p>This thinking skill tells you that a student can originate, combine, and integrate parts of prior knowledge into a product, plan, or proposal that is new.</p>
<p style="text-align: center;">4</p> <p style="text-align: center;">Analysis</p> <p>Use these verbs to ask a student to show that she can identify parts and relationships.</p>	<p>This thinking skill tells you that a student can examine, take apart, classify, predict, and draw conclusions.</p>
<p style="text-align: center;">3</p> <p style="text-align: center;">Application</p> <p>Use these verbs to ask students to use learning in a new situation.</p>	<p>This thinking skill tells you that a student can transfer selected information to a life problem or a new task with a minimum of direction.</p>
<p style="text-align: center;">2</p> <p style="text-align: center;">Comprehension</p> <p>Use these verbs to ask a student to show comprehension or understanding.</p>	<p>This thinking skill tells you that a student can grasp and interpret proper learning.</p>
<p style="text-align: center;">1</p> <p style="text-align: center;">Knowledge</p> <p>Use these verbs to ask a student to recall information.</p>	<p>This thinking skill tells you that a student can recall or recognize information, concepts, and ideas in the approximate form in which they were learned.</p>

K-8 Bloom's Journal Starters

	Comprehension	Analysis	Synthesis	Evaluation
K	Name people who model this virtue.	Think about opposites. What is the opposite of each virtue?	Pretend you are a hero with this virtue. How would you act?	Choose your favorite hero and tell why.
1	Summarize the meaning of the virtue.	Put into categories the behaviors that match this virtue and behaviors that are the opposite.	Predict what will happen if you have or don't have this virtue.	Decide how you are going to show this virtue.
2	Describe a person with this virtue.	Group (classify) actions that show this virtue and actions that don't.	Rewrite a "villain" story and show the different outcome if he has this virtue.	Select a classmate or someone you know. Explain how he or she demonstrates this virtue.

K-8 Bloom's Journal Starters

	Comprehension	Analysis	Synthesis	Evaluation
3	Rewrite the definition of this virtue in your own words.	Analyze the feelings others have when you show or don't show this virtue.	Suppose this virtue was not in this world. What would the world be like?	How can you show this virtue to someone who is very different from you? Why is it important?
4	Restate in your own words what this virtue means.	Specifically tell how this virtue will create a positive result for anyone who chooses to obtain it.	Visualize how having this virtue could help the world's people live peacefully.	Which of the key words do you want to practice most? Tell how you will do this.
5	Paraphrase the definition of this virtue into 5 th grade language.	Distinguish life with this virtue from life without this virtue.	If everyone had this virtue, which world problems would disappear?	Support or defend this virtue by finding examples of how it helped other people.

K-8 Bloom's Journal Starters

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	Comprehension	Analysis	Synthesis	Evaluation
6	Explain what this virtue means in your life.	Examine the result of behaviors that are opposite of this virtue.	Write about an unusual way you could demonstrate this virtue.	Judge the cost of not having this virtue.
7	Translate into 7 th grade language what having this virtue means. Does it mean this for everyone?	Determine what factors would be needed to bring about this virtue in society.	Create three examples in different settings with different people, where you may need to apply this virtue even though it's not popular.	Pretend you are a lawyer. Justify (prove) why this virtue is needed.
8	Discuss/write about how this virtue is either respected or disrespected in our culture. Why?	Debate the effects of this virtue (in home, school, or public places).	Suggest how people in other cultures show this virtue.	Consider possible criticisms against this virtue and try to defend it.

September Wisdom Activities

Making signs for our school

- K Welcome
- 1A Restrooms
- 1B Water Fountains
- 1C Doors
- 2A Recess Behavior
- 2B Playground Toys
- 2C Hallway Walking
- 3A Restrooms
- 3B Water Fountains
- 3C Doors
- 4A Recess Behavior
- 4B Playground Toys
- 4C Hallway Walking
- 5A Office Etiquette
- 5B How to Treat Guests
- 5C Library Etiquette
- 6A Restrooms
- 6B Water Fountains
- 6C Doors
- 7A Locker Etiquette
- 7B Smooth Transitions
- 7C Office Etiquette
- 8A Guest Etiquette
- 8B Leadership Responsibilities
- 8C Encouragement Posters

Second Week of the Month Activity

K- Create a hat that reminds you to think about the virtue.

1st- Create a calendar with a picture of you demonstrating the virtue. Parents “star” days that students exhibits the virtue.

2nd- Create pennants for pencils or display to remind students to demonstrate the virtue.

3rd- Create magnets to place on desks or refrigerator. These could include sayings written and decorated on tagboard.

4th- Create mobiles that display the key words with the virtue. Consider displaying in the library.

5th- Create a symbol to represent the meaning of the virtue. You could color, carve, or construct your symbol.

6th- Make hallway banners (one per each classroom) to decorate school hallways. Create a design together and then transfer it onto paper or felt. Be creative! Use a design crew, assembly crew, and a banner shape crew.

7th- Window paintings can speak to the neighborhood. Students work together to embellish the saying, monthly word, or create a symbolic picture. At the end of the month, it needs to be washed off. Each month rotate designing, painting, and washing between the three classrooms.

8th- Make a one minute video commercial to share at the assembly. Classes rotate production each month. Classes write the script, practice, and make props during their “off months.”

Monthly Booklet Publishing Ideas

At the end of each month, students compile previous “Wednesday Writing Activities” or highlight one. This may be done through:

- Decorating a folder

- Making a cover using
 - *cloth
 - *tagboard
 - *construction paper
 - *noodles on cardboard

- Binding a book with
 - *staples
 - *a binder
 - *ribbon
 - *fasteners/brads
 - *yarn

Students and teachers role play real or imaginary situations in which the virtue of the month is emphasized. Each week the teacher focuses on the key word in the role play as it relates to self/family, school, community and world. After role playing, the class works together to create a motto or saying about the weekly word in light of the monthly virtue. For example: Respect begins by honoring your family.

Hints:

- ◆ Avoid role playing negative outcomes and examples that promote silliness and loss of focus
- ◆ Have props and costume pieces available
- ◆ Divide older students into small groups
- ◆ Encourage the audience and actors to display the virtue in how they participate

Students can communicate what they have learned about the virtue to another person or group of people. This may include responding to community issues, making personal amends, or thanking/encouraging others who display the virtue. Students may deliver the letters or, if all the letters are going to one place, they may be collected and sent by the teacher in a large envelope.

Hint:

- ◆ Focus on the keyword and key people group (family, community, school, and world)

Ideas

Thank you note
Letter of concern
Letter of encouragement
Letter of honor
Letter of apology
Letter of reminder/goal
Get well/cheer-up letter
Letter of support

Groups and Individuals

Self-reminders
Family members
Relatives
Business owners
Editors
The press
Television personnel
School leaders or students
Police force members
Caregivers/hospitals
Veterans of war
Senior citizens

Mentoring is time spent between classes of upper and lower elementary students:

4th-5th

3rd-7th

2nd-6th

1st-5th

K-K

Each morning students share their thought from the Tuesday writing with their mentor class. This is a time of accountability, inspiration, and sharing. Kindergarteners may share what they have learned within their own classrooms or between kindergarteners. Teachers will need to lead kindergarten discussions. Older students may eventually pair up with younger students and form a buddy system.

Hints:

- ◆ Do not allow for disruptive behavior
- ◆ Proofread student work
- ◆ Share the reading selections

Students have the opportunity to teach others about the virtue. Teachers may focus on one lesson created by the class for another class. They may also choose to teach a group in society or teach each other. Teachers should discuss how students can teach family, school, community and world as they relate to a particular virtue.

Ideas

- Teach by creating a song
- Teach by writing a letter to the editor
- Teach by example
- Teach by object lessons and stories

Students may collect pictures, newspaper clippings, poems, sayings, writings, and drawings that they both create and find. The album will include at least four pages: self/family, school, community and world. The pages may be arranged collage style or as the teacher determines to be most effective. Students may each create their own albums, or they may all contribute to one class album. The albums should focus on the virtue of the month. Teachers may want to draw attention to the key words.

Hints:

- ◆ Have magazines, newspapers and books available
- ◆ Make the material collection an assignment for the week
- ◆ Keep collected items in envelopes with students' names
- ◆ Laminate for use in the classroom or school library

Service Projects

Students have the opportunity to either demonstrate the month's virtue by serving others each week or serving one target group for the entire month. If a target group focus is selected, teachers should also discuss service in light of family, school, community and world. Teachers may choose to learn about the agency during application time prior to visiting. Teachers may also consider extending the service to a year long commitment (grade level service projects).

Hints:

- ◆ Be certain that students are displaying the virtue
- ◆ Choose to support others who already promote the virtue

Family

Sick mother
Death in family
New birth
Accident
New job
New home

School

New family
Ground clean-up
Grounds beautification
Cleaning
Repair
Contribution
Decoration

Community

Meals on Wheels
Hospital
Pregnancy Resource Center
Alzheimers
Nursing home
Veterans
Day care

World

Minority groups
Internet
Care packages
Peace proposals

Heroes Gallery

Students may decorate the “Heroes Gallery” for the month. Students use the application time to think of heroes who demonstrate the virtue. They then draw, sculpt or cut out pictures of their heroes, and describe how their hero demonstrated that virtue. Students may fill in the gallery with songs, poems or writings from their heroes. Teachers have the option of focusing on one hero or several heroes (one per student) depending on their teaching style. All items are put on display the final Friday of the month. The display remains up for the entire month.

Hints:

- ◆ Frame the head or portrait of your heroes for a gallery look by using construction paper, yarn, noodle borders, etc.
- ◆ Write famous quotes under/above each portrait
- ◆ Place a border around heroes
- ◆ Display neatly

Award Someone

This application may be approached in several ways. First, the teacher needs to decide with her class which person or people they wish to recognize. If desired, several people may be recognized. The teacher may wish to consider inviting a guest(s) to the classroom to be honored by the students, or the teacher may prefer to honor someone by telling about his/her life story and having students create a memento or "award" for that person. Consider each area: self/family, school, community and world.

Award Ideas

Banner
Ribbon
Placque
Picture
Card
Trophy
T-shirt
Bookmark
Wreath
Mobile
Baked goods
Song
Writing/poem

Memorizing timeless quotes and phrases is a worthwhile exercise for many reasons. Students can learn from notable people throughout history who have demonstrated the virtue. A quote is useful because it puts profound concepts into a few words. It also highlights virtues in a cultural context.

The following pages are a compilation of quotes to memorize for each monthly virtue. They are designated by grade level. Many of these quotes come from the suggested phrases found in the *Core Knowledge Sequence*. The quotes should be presented to the students as sayings that pertain to the monthly virtue. One suggestion is to allow each student to select the quote she will memorize for the month. She can then choose the quote that most closely underscores what she believes.

All asterisked quotes (*) are taken from the *Core Knowledge* curriculum. Quotation marks were not placed around the quotes in order to make the page more readable, but it can be assumed that all are direct quotations. The source or author's name, when known, has been placed in parentheses following the quote.

Wisdom Quotes

To be careful to do what is right

Kindergarten

- *Look before you leap.
- The time is ripe for doing right. (Martin Luther King, Jr., American clergyman and Nobel laureate; 1929-1968)

First

- Listen or thy tongue will keep thee deaf. (Native American proverb)

Second

- *You can't judge a book by it's cover.
- What is wrong today, won't be right tomorrow. (Dutch proverb)

Third

- *Choice not chance determines destiny.
- *One rotten apple can spoil the whole barrel.
- A good listener is not only popular everywhere, but after a while he knows something. (Wilson Mizner, author)

Fourth

- *An ounce of prevention is worth a pound of cure.
- Can a blind man lead a blind man? (Jesus to the Pharisees)
- The only thing necessary for the triumph of evil is for good men to do nothing. (Edmund Burke, British statesman and orator; 1729-1797)

Fifth

- *Read between the lines.
- It is only with the heart that one can see rightly; what is essential is invisible to the eye. (Antoine de Saint-Exupery, French Aviator and Writer; 1900-1944)
- There is a great difference between knowing a thing and understanding it. (Charles Kettering with T.A. Boyd)

Sixth

- Knowledge is proud that he has learned so much; wisdom is humble that he knows no more. (William Cowper, English Poet 1731-1800)
- Don't cast your pearls before swine. (Jesus Christ)
- He who is good at making excuses is seldom good at anything else. (Benjamin Franklin, American printer, author, diplomat, philosopher and scientist; 1706-1790)

Seventh

- *Carpe Diem-Sieze the day.
- *Sic transit gloria mundi- Thus passes away the glory of the world.
- Understanding is the reward of faith. Therefore seek not to understand that you may believe, but believe that you may understand. (Augustine, theologian; 354-430)

Eighth

- *Raison d'être-Reason for being.
- Savoir faire- The ability to say or do the right thing in any situation.
- A great deal of what we see still depends on what we're looking for.

Respect Quotes

To obey authority and be considerate of others

Kindergarten

- Honor your father and your mother. (Moses)
- What you do not want done to yourself, do not do to others. (Confucius, Chinese philosopher; circa 551-479 B.C.)

First

- Manners are the happy way of doing things. (Ralph Waldo Emerson, American essayist and poet; 1803-1882)

Second

- 'Tis a shame that your family is an honor to you. You ought to be an honor to your family. (Benjamin Franklin, American printer, author, diplomat, philosopher and scientist; 1706-1790)

Third

- The only people with whom you should try to get even are those who have helped you. (Mae Maloo)
- When in Rome, do as the Romans do. (English proverb)
- Do not judge your fellow man until you stand in his place. (Hillel, Jewish rabbi and teacher; 70 B.C.-10 A.D.)

Fourth

- Life is not so short but that there is always time for courtesy. (Ralph Waldo Emerson, American essayist and poet; 1803-1882)
- Only those who respect others can be of real use to them. (Albert Schweitzer, German theologian, philosopher, and Nobel laureate; 1875-1965)
- Thinking is the hardest work there is, which is probably the reason so few engage in it. (Henry Ford, American industrialist; 1863-1947)

Fifth

- No person was ever honored for what he received. Honor has been the reward for what he gave. (Calvin Coolidge, 30th President of the United States; 1872-1933)
- He who has never learned to obey cannot be a good manager. (Aristotle, Greek philosopher and scientist; 384-322 B.C.)

Sixth

- It's smart to pick your friends, but not to pieces. (Anonymous)
- The true measure of a man is how he treats someone who can do him absolutely no good. (Ann Landers, newspaper advice columnist; 1918-)

Seventh

- Honor is to be earned, not bought. (Margaret Chase Smith, U.S. Senator; 1897-1995)
- If a man be gracious and courteous to strangers, it shows that he is a citizen of the world, and that his heart is no island cut off from other lands, but a continent that joins them. (Francis Bacon, English philosopher and statesman; 1561-1626)

Eighth

- To have respect for ourselves guides our morals; to have a deference for others guides our manners. (Laurence Sterne, English novelist and humorist; 1713-1768)
- Manners are a sensitive awareness of the feelings of others. If you have that awareness, you have good manners, no matter what fork you use. (Emily Post)

Gratitude Quotes

1503

To be thankful

Kindergarten

- Joy is not in things; it is in us. (Richard Wagner, German composer and musical theorist; 1813-1883)

First

- A grateful heart is richer than a full purse. (Anonymous)

Second

- Now is not time to think of what we do not have. Think of what you can do with what there is. (Ernest Hemingway, American novelist and short-story writer; 1899-1961)

Third

- Gratitude is not only the greatest of all virtues, but also the parent of all others. (Cicero, Roman writer, statesman and orator; 106-43 B.C.)

Fourth

- Reflect upon your present blessings, of which every man has many; not on your past misfortune of which all men have some. (Charles Dickens, English novelist; 1812-1870)
- *Half a loaf is better than none.

Fifth

- *Count your blessings.
- *Grass is always greener on the other side of the hill.
- We must not only give what we have; we must also give what we are. (De'sere Joseph Mercier)

Sixth

- Everything has its wonders even darkness and silence ,and I learn whatever state I'm in: there is to be content. (Helen Keller, American author and lecturer; 1880-1968)
- Consider the lilies of the field (Jesus Christ)

Seventh

- All that we send into the lives of others comes back into our own. (Edwin Markam, American poet; 1852-1940)
- The Beatitudes from The Sermon on the Mount in Matthew 5 (Jesus)

Eighth

- Silent gratitude isn't very much use to anyone. (Robert Louis Stevenson, Scottish novelist, essayist and poet; 1850-1894)

Self-control Quotes

1504

To discipline yourself

Kindergarten

- The best way to keep a secret is not to tell it to anyone. (Swahili proverb)

First

- Grabbing for too much can lead to big trouble. (William Bennett from an Aesop Fable The Flies and the Honey Pot)

Second

- Not the fastest horse can catch a word spoken in anger. (Chinese proverb)

Third

- Better to slip with the foot than tongue. (Benjamin Franklin, American printer, author, diplomat, philosopher and scientist; 1706-1790)

Fourth

- He that would live in peace and at ease, must not speak all he knows nor judge as he sees. (Benjamin Franklin, American printer, author, diplomat, philosopher and scientist; 1706-1790)

Fifth

- He that would govern others, first should be the master of himself. (Philip Massenger, English playwright; 1583-1640)

Sixth

- Conscience is that still small voice that is sometimes too loud for comfort. (Bert Murray, *Wall Street Journal*)

Seventh

- Half of the confusion in the world comes from not knowing how little we need...I live more simply now and with more peace. (Richard Evelyn Byrd, American explorer, author, aviator, and naval officer; 1888-1957)

Eighth

- We need to learn to be still in the midst of activity and to be vibrantly alive in repose. (Mahatma Gandhi, Indian nationalist leader; 1869-1948)

Perseverance Quotes

To patiently keep trying

Kindergarten

- *Where there's a will there's a way.
- *Practice makes perfect.

First

- *If at first you don't succeed try, try again.

Second

- *Back to the drawing board.
- A diamond is a piece of coal that stuck to the job. (Michael Larson)

Third

- *The show must go on.
- Whoever knocks persistently, ends by entering. (Ali, Islamic leader, 600-661 A.D.)
- Defeat is simply a signal to press onward. (Helen Keller, American author and lecturer; 1880-1968)

Fourth

- We must believe that we are gifted for something, and that this thing, at whatever cost, must be attained. (Marie Curie, French physicist and Nobel laureate; 1867-1934)

Fifth

- *Well begun is half done.
- *Rome wasn't built in a day.
- *Little strokes fell great oaks.
- No pain, no balm; no thorns, no throne; no gall, no glory; no cross, no crown. (William Penn, English Quaker and founder of the colony of Pennsylvania; 1644-1718)
- With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who should have born the battle, and for his widow and orphan, to do all which may achieve and cherish a just, and lasting peace, among ourselves, and with all nations. (Abraham Lincoln, 16th President of the United States; 1809-1865)

Sixth

- There has never been a man in our history who led a life of ease whose name is worth remembering. (Theodore Roosevelt, 26th President of the United States; 1858-1919)
- It is not enough to aim. You must hit. (Harry S. Truman, 33rd President of the United States; 1884-1972)

Seventh

- It isn't the load that weighs us down—it is the way we carry it. (Anonymous)
- He conquers who endures. (Andrew Jackson, 7th President of the United States; 1767-1845)

Eighth

- The world is moved along not only by the mighty shoves of its heroes, but also by the aggregate of the tiny pushes of each honest worker. (Helen Keller, American author and lecturer; 1880-1968)

Courage Quotes

To do what's right no matter the cost

Kindergarten

- Study the words to "America"

First

- Behold the turtle. He makes great progress only when he sticks his neck out. (J. Conant, President of Harvard University; 1893-1978)

Second

- Learn the poem "Harriet Tubman" by Eloise Greenfield
- He that would have the fruit must climb the tree. (Thomas Fuller, English clergyman, author and wit; 1608-1661)

Third

- Brave people think things through and ask, 'Is this the best way to do this?' Cowards on the other hand always say, 'It can't be done.' (William Bennett)
- A smooth sea never made a skilled mariner. (English proverb)

Fourth

- Sometimes being a hero means having the courage and determination to say, 'Forward' while the crowd all around you cries, 'turn back.'" (William Bennett)
- He who has courage and faith will never perish in misery! (Anne Frank, German diarist; 1929-1945)

Fifth

- Let us have faith that right makes might and in that faith, let us, to the end, dare to do our duty as we understand it. (Abraham Lincoln, 16th President of the United States; 1809-1865)

Sixth

- Worry does not empty tomorrow of its sorrow; it empties today of its strength. (Corrie Ten Boom)
- He who has courage and faith will never perish in misery! (Anne Frank, German diarist; 1929-1945)

Seventh

- Living faith is a rock with roots. (Puzant Kevork Thomajan, American writer and poet)
- Without faith, nothing is possible. With it, nothing is impossible. (Mary McLeod Bethune, American educator; 1875-1955)

Eighth

- Nothing before, nothing behind; the steps of faith fall on the seeming void and find the rock beneath. (John Greenleaf Whittier, American poet; 1807-1892)
- What is the definition of "guts?" Grace under pressure. (Ernest Hemingway, American novelist and short-story writer; 1899-1961)
- You gain strength, courage and confidence by every experience in which you stop to look fear directly in the face. (Eleanor Roosevelt, wife of President Franklin Roosevelt; 1884-1962)

Encouragement Quotes

To put others first and build them up

Kindergarten

- Where there is life, there is hope. (Cicero, Roman writer, statesman and orator; 106-43 B.C.)
- Do unto others as you would have them do unto you. (aka The Golden Rule) (Jesus Christ)
- A man of words and not of deeds is like a garden full of weeds. (Hans Christen Anderson, Danish author; 1805-1875)

First

- Those who bring sunshine to the lives of others cannot keep it from themselves.
- The only way to have a friend is to be one. (Ralph Waldo Emerson, American essayist and poet; 1803-1882)

Second

- *Two heads are better than one.
- There is no greater calling than to lift another up. (Martin Luther King, Jr., American clergyman and Nobel laureate; 1929-1968)

Third

- No one can look at a pine tree in winter without knowing that spring will come again in due time. (Frank Bolles)
- Extending your hand is extending yourself. (Rod McKuen)

Fourth

- The miracle is this- the more we share, the more we have. (Leonard Nimoy)
- If you can't feed a hundred people, then feed just one. (Mother Theresa of Calcutta, Roman Catholic nun and Nobel laureate; 1910-1998)
- It is always darkest before the dawn. (Thomas Fuller, English clergyman, author and wit; 1608-1661)

Fifth

- *Every cloud has a silver lining.
- Love thy neighbor as thyself. (Leviticus 19:18)
- To ease another's heartache is to forget one's own. (Abraham Lincoln, 16th President of the United States; 1809-1865)
- To love thy neighbor in all its fullness simply means being able to say to him: 'What are you going through?' (Simone Weil, French social philosopher, mystic and political activist; 1909-1943)

Sixth

- *All for one and one for all.
- Only love can be divided endlessly and still not diminish. (Anne Morrow Lindbergh, American writer; 1906-present)
- Love is an act of faith, and whoever is of little faith is also of little love. (Erich Fromm, American psychoanalyst; 1900-1980)

Seventh

- *Go the extra mile.
- If we build on a sure foundation in friendship, we must love our friends for their own sakes rather than our own. (Charlotte Bronte, English novelist; 1816-1855)
- The worst prison would be a closed heart. (Pope John Paul II, Roman Catholic pope; 1920-present)
- 'Hope' is the thing with feathers-That perches in the soul-And sings the tune without the words-And never stops-at all. (Emily Dickinson, American poet; 1830-1886)

Eighth

- Life is not made up of great sacrifices or duties, but of little things...[Given habitually which] win and preserve the heart.
- Correction does much, but encouragement does more. (Johann Wolfgang Von Goethe, German poet, dramatist, novelist and scientist; 1749-1832)
- The greatest good you can do for another is not just to share your riches but to reveal to him his own. (Benjamin Disraeli, British writer and prime minister; 1804-1881)
- When it is dark enough, you can see the stars. (Charles A. Beard, educator and historian; 1874-1945)

Compassion Quotes

To care for others in the kindest way possible

Kindergarten

- The love we give away is the only love we keep. . .

First

- Be kind. Everyone you meet is fighting a hard battle. (George Watson)
- Love is a great beautifier. (Louisa May Alcott, American writer; 1832-1888)

Second

- The great acts of love are done by those who are always performing small acts of kindness. (Helen Keller, American author and lecturer; 1880-1968)

Third

- *Let bygones be bygones.
- Love seeks one thing only; the good of the one loved...It is its own reward. (Thomas Merton, American monk; 1915-1968)

Fourth

- We can do no great things, only small things with love. (Mother Theresa of Calcutta, Roman Catholic nun and Nobel laureate; 1910-1998)
- When one helps another, both gain strength. (Equadorian proverb)

Fifth

- *It's never too late to mend.
- Faith, hope and love remain – but the greatest of these is love. (Paul the Apostle, I Corinthians 13:1b)
- I expect to pass through life but once. If, therefore, there be any kindness I can do to any fellow-being let me do it now, and not defer or neglect it, as I shall not pass this way again. (William Penn, English Quaker and founder of the colony of Pennsylvania; 1644-1718)

Sixth

- Condemn the fault and not the actor of it. (Anonymous)
- Love your enemy. (Jesus Christ)
- Judge not lest ye be judged. (Jesus Christ)
- I have made a caseless effort not to ridicule, not to bewail, not to scorn human actions, but to understand. (Baruch Spinoza, Dutch philosopher; 1632-1677)

Seventh

- Forgiving those who hurt us is the key to personal peace. (Anonymous)
- Life appears to me too short to be spent in nursing animosity or registering wrong. (Charlotte Bronte, English novelist; 1816-1855)
- When you clenched your fist, no one can put anything into your hand. (Alex Haley, American author; 1921-1992)

Eighth

- I have found the paradox if we love until it hurts, then there is no hurt, but only more love. (Mother Theresa of Calcutta, Roman Catholic nun and Nobel laureate; 1910-1998)
- Life is a long lesson in humility. (Sir James M. Barrie, Scottish dramatist and novelist; 1860-1937)

Integrity Quotes

1510

To live an honest life

Kindergarten

- My heart is ever at your service. (William Shakespeare, English playwright and poet; 1564-1616)
- To live an honest life (definition)

First

- Just as there are no little people or unimportant lives, there is no insignificant work. (Elena Bouner)
- *Wolf in sheep's clothing.
- A man shows his character by what he laughs at. (German proverb)

Second

- *Practice what you preach.
- If you are truthful, you will be trusted. (Confucius, Chinese philosopher; 551-479 B.C.)
- It is better to be alone than in bad company. (George Washington, 1st President of the United States; 1732-1799)

Third

- *Actions speak louder than words.
- Live so that your friends can defend you but never have to. (Arnold H. Glasow)
- If it is not right, do not do it; if it is not true, do not say it. (Marcus Aurelius, Roman emperor and Stoic philosopher; 121-180)

Fourth

- Wisdom is knowing what to do next, skill is knowing how to do it; and virtue is doing it. (David Starr Jordan)
- What is liberty without wisdom and without virtue? (Edmund Burke, British statesman and orator; 1729-1797)
- He is not wise to me who is wise in words only, but wise in deeds. (St. George)
- It is not in the still calm of life...that great characters are formed...Great necessities call out great virtues. (Abigail Adams, wife of John Adams, 2nd President of the United States, and mother of John Quincy Adams, the 6th President of the United States; 1744-1818)

Fifth

- *The leopard doesn't change his spots.
- There can be no happiness if the things we believe in are different from the things we do. (Freya Stark)
- The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy. (Martin Luther King, Jr., American clergyman and Nobel laureate; 1929-1968)
- Stand with anybody that stands right...and part with him when he goes wrong. (Abraham Lincoln, 16th President of the United States; 1809-1865)

Sixth

- *The proof of the pudding is in the eating.
- Example is a language all men can read. (Anonymous)
- A 'No' uttered from the deepest conviction is better and greater than a 'Yes' merely uttered to please, or what is worse, to avoid trouble. (Mahatma Gandhi, Indian nationalist leader; 1869-1948)
- The only guide to a man is his conscience; the only shield to his memory is the...sincerity of his actions. (Winston Churchill, British statesman and prime minister; 1874-1965)

Seventh

- Don't spend the last half of your life regretting the first half. (Anonymous)
- Truth is the only safe ground to stand upon. (Elizabeth Cady Stanton, American social reformer; 1815-1920)

Eighth

- Everyone thinks of changing humanity and no one thinks of changing himself. (Leo Tolstoy, Russian novelist; 1828-1910)
- It is not what you call us, but what we answer that matters. (Djuka proverb)

Many of the virtues and heroes closely correlate to material covered in the *Core Knowledge Sequence*. It is essential that each teacher examine these guidelines on his/her own. For convenience, grade level reading lists have been compiled from the *Core Knowledge Sequence*. These books were chosen because they were known to connect with the various virtues. However, please refer to the *Core Knowledge Sequence* guide to explore opportunities that may not have been included here.

Listed on the following pages are people mentioned in the *Core Knowledge Sequence* in the grade level materials. Suggestions for using this material include:

1. Make a scope and sequence chart for your grade level that lines up the subjects you study with the moral focus schedule for your school (as much as you are able).
2. Use the list of Core Knowledge literature to line up with the scope and sequence chart that you have made.
3. Highlight at least one hero per month (from the Core Knowledge list) that would connect with both the virtue and the subject matter you are studying. Remember that some of the people listed can be positive or negative examples of a virtue.

After you have completed this exercise, fill in the gaps with other appropriate literature and heroes.

Heroes and Books

Month	Virtue	Key Words	Books	Heroes
September	Wisdom	<ol style="list-style-type: none"> 1. Listen 2. Think 3. Choose 4. Responsibility 	- - - -	
October	Respect	<ol style="list-style-type: none"> 1. Honor 2. Obey 3. Considerate 4. Good Manners 	- - - -	
November	Gratitude	<ol style="list-style-type: none"> 1. Attitude 2. Contentment 3. Appreciate 4. Generous 	- - - -	
December	Self-control	<ol style="list-style-type: none"> 1. Balance 2. Monitor 3. Restraint 4. Purpose 	- - - -	
January	Perseverance	<ol style="list-style-type: none"> 1. Resolve 2. Endure 3. Patience 4. Diligence 	- - - -	
February	Courage	<ol style="list-style-type: none"> 1. Moral Strength 2. Conscience 3. Resolution 4. Self-sacrifice 	- - - -	
March	Encouragement	<ol style="list-style-type: none"> 1. Humility 2. Hope 3. Support 4. Friendship 	- - - -	
April	Compassion	<ol style="list-style-type: none"> 1. Empathy 2. Kindness 3. Forgiveness 4. Resolution 	- - - -	
May	Integrity	<ol style="list-style-type: none"> 1. Honesty 2. Pure 3. Trustworthy 4. Reputation 	- - - -	

Kindergarten Curricular Connections

Readings

Chicken Little
Goldilocks
King Midas
The Legend of Jumping Mouse
The Little Red Hen
Little Red Riding Hood
Snow White
The Three Little Pigs
The Ugly Duckling
The Velveteen Rabbit
Winnie-the-Pooh selections

Fables

The Lion and the Mouse
The Grasshopper and the Ants
The Dog and His Shadow
The Hare and the Tortoise

People

Johnny Appleseed
Queen Isabella and King Ferdinand
The Pilgrims
Native Americans (Squanto)
George Washington
Thomas Jefferson
Abraham Lincoln
Theodore Roosevelt
George Washington Carver
Jane Goodall
Wilbur and Orville Wright

First Grade Curricular Connections

Poetry

- “Hope” (Langston Hughes)
- “Table Manners” (Gelett Burgess)
- “Thanksgiving Day” (Lydia Maria Child)
- “Washington” (Nancy Byrd Turner)

Stories

- The Boy at the Dike*
- Pinnocchio*
- Sleeping Beauty*
- The Tale of Peter Rabbit*
- Aesop's Fables*
- The Boy Who Cried Wolf*
- The Fox and the Grapes*
- Lon Po Po*
- Little Red Riding Hood*
- Cinderella* (from different cultures)

People

- Langston Hughes
- Jack Prelutsky
- Robert Louis Stevenson
- Robert Frost
- Gelett Burgess
- Beatrix Potter
- Aesop
- Jesus as “Messiah”
- Muhammed
- Hernando Cortes
- Francisco Pizarro
- Sir Walter Raleigh
- Virginia Dare
- Captain John Smith
- Pocahontas
- Powhatan
- Pilgrims
- Puritans
- Paul Revere
- Thomas Jefferson
- Ben Franklin
- George Washington

Poetry

- “Harriet Tubman” (Eloise Greenfield)
- “Hurt No Living Thing” (Christine Rossetti)
- “Lincoln” (Nancy Byrd Turner)
- “Who Has Seen the Wind?” (Christine Rossetti)
- “Beauty and the Beast”
- “The Blind Men and the Elephant”
- “A Christmas Carol” (Dickens)
- “Charlotte’s Web” (E.B. White)
- “The Emperor’s New Clothes” (Hans Christian Andersen)
- “The Fisherman and His Wife” (Brothers Grimm)
- “Peter Pan” selections (James M. Barrie)
- “The Tiger, the Braham, and the Jackal” (Indian folktale)
- “The Tongue-Cut Sparrow” (a folktale from Japan)

People

- Paul Bunyon
- Johnny Appleseed
- John Henry
- Pecos Bill
- Casey Jones
- Prince Siddhartha (Buddha)
- King Asoka
- Socrates
- Plato
- Aristotle
- Alexander the Great
- James Madison
- Dolly Madison
- Francis Scott Key
- Robert Fulton (invented the steamboat)
- Sequoyah (Cherokee alphabet)
- Harriet Tubman
- Ulysses S. Grant
- Robert E. Lee
- Clara Barton

Poetry

- “Adventures of Isabel” (Ogden Nash)
- “The Bee” (Isaac Watts)
- “By Myself” (Eloise Greenfield)
- “Catch a Little Rhyme” (Eve Merriam)
- “The Crocodile” (Lewis Carroll)
- “Dream Variation” (Langston Hughes)
- “Eletelephony” (Laura Richards)
- “Father William” (Lewis Carroll)
- “First Thanksgiving of All” (Nancy Byrd Turner)
- “For want of a nail, the shoe was lost...” (Traditional)
- “Jimmy Jet and His TV Set” (Shel Silverstein)
- “Knoxville, Tennessee” (Nikki Giovanni)
- “Trees” (Sergeant Joyce Kilmer)

Stories

From the *Arabian Nights*:

“Aladdin and the Wonderful Lamp”

“Ali Baba and the Forty Thieves”

The Hunting of the Great Bear

The Husband Who Was to Mind the House

The Little Match Girl

The People Who Could Fly

Three Words of Wisdom

William Tell

Selections from *The Wind in the Willows*:

“The River Bank”

“The Open Road”

Science Biographies

Anton van Leeuwenhoek

Elijah McCoy

Florence Nightengale

Daniel Hale Williams

Biblical Literacy

David and Goliath

Jonah and the Whale

The Parable of the Prodigal Son

The Parable of the Lost Sheep

People

Ogden Nash
Isaac Watts
Eloise Greenfield
Langston Hughes
Nancy Byrd Turner
Nikki Giovanni
Hans Christian Anderson
John Cabot
Samuel de Champlain
Henry Hudson
John Smith
Pocahantas
Powhatan
Lord Baltimore
James Oglethorpe
William Bradford
Wampanoag Indians
Massasoit/Squanto
John Winthrop
Roger Williams
Anne Hutchinson
William Penn
Louis Braille
Alexander Graham Bell
Copernicus
Maye Jensen
John Muir
President Abraham Lincoln
Susan B. Anthony
Eleanor Roosevelt
Mary McLeod Bethune
Jackie Robinson
Rosa Parks
Martin Luther King, Jr.
Cesar Chavez

Fourth Grade Curricular Connections

Readings

Afternoon on a Hill

Concord Hymn

Dreams

George Washington

The Drum

Humanity

Life Doesn't Frighten Me

Paul Revere's Ride

Things

A Tragic Story

The Fire on the Mountain

Gulliver's Travels: Lilliput and Brobdingnag

The Legend of Sleepy Hollow and Rip Van Winkle

The Magic Brocade

Pollyanna

Robinson Crusoe

Robin Hood

St. George and the Dragon

Treasure Island

Legends of King Arthur and the Knights of the Round Table

Speeches

"Give me liberty or give me death"

"Ain't I a Woman" (Sojourner Truth)

Biblical Literacy

Joshua conquers Jericho

The Story of Ruth (Whither thou goest, I will go.)

Samson and Delilah

The Judgement of Solomon

Daniel and the Handwriting on the Wall

Daniel in the Lion's Den

Jesus Choosing the Disciples, "Fishers of Men"

Phrase: The blind leading the blind

Phrase: Walk on water

People

Eleanor Aquitaine
King John
Joan of Arc
Muhammed
Constantine
Saladin
Richard the Lion Hearted
Mansammusa
Sundiatakeita
Iben Batuta
Qin Shihuangdi
Kahn Chinggis (Genghis)
Khubiliakhan
Marco Polo
Zheng-He
Chrispus Attucks
King George III
Thomas Paine
Paul Revere
George Washington
Thomas Jefferson
Elizabeth Freeman
Deborah Sampson
Phyllis Wheatley
Molly Pitcher

Edna St. Vincent Millay
Christina Rossetti
Ralph Waldo Emerson
Langston Hughes
Nikki Giovanni
Carl Sandburg
Rosemary & Stephen Vincent Benet
Elma Stuckey
Maya Angelou
Henry Wadsworth Longfellow
Edward Lear
Ogden Nash
Eloise Greenfield
Jonathan Swift
Washington Irving
Eleanor Porter
Daniel Defoe
Robert Louis Stevenson
Patrick Stevenson
Patrick Henry
Sojourner Truth
Charlamagne
William the Conqueror
Henry II
Thomas Becket

Fifth Grade Curricular Connections

Poetry

- “The Arrow and the Song” (Longfellow)
- “Battle Hymn of the Republic” (Julia Ward Howe)
- “Casey at the Bat” (Thayer)
- “The Eagle” (Tennyson)
- “I Hear America Singing” (Walt Whitman)
- “I, too, America Sing” (Langston Hughes)
- “O Captain! My Captain!” (Walt Whitman)
- “The Road Not Taken” (Robert Frost)
- “A Wise Old Owl” (Edward Hersey Richards)

Literature

- Tom Sawyer* (Mark Twain)
- Episodes from Don Quixote* (Miguel de Cervantes)
- Little House on the Prairie* (Laura Ingalls Wilder)
- Little Women* (Louisa May Alcott)
- Narrative of the Life of Frederick Douglas*
- Sherlock Holmes “The Red-Handed League”* (Arthur Conan Doyle)

Legends

- “Tale of the Oki Islands”
- “Morning Star and Scarface: The Sun Dance” (Plains Indians Legend)

Speeches

- “The Gettysburg Address”
- “Chief Joseph”

Science Biographies

- Galileo
- Percy Lavon Julian
- Ernest Just
- Carl Linnaeus

Biblical Literacy

- Creation, Adam and Eve, Cain and Abel
- The Annunciation, Mary and the angel Gabriel
- The Nativity
- John the Baptist
- The Temptation of Christ
- Jesus Raises Lazarus
- Palm Sunday, The Last Supper, Judas, Pilate, Calvary, Crucifixion, Resurrection

Fifth Grade Curricular Connections con.

People

Hernan Cortes	Zebulon Pike
Francisco Pizzaro	Brigham Young
Montezuma	Osceola
Prince Henry the Navigator	Stephen Austin
Bartholomeu Dias	Gen. Antonio Lopez de Santa Anna
Vasco de Gama	Davy Crockett
Christopher Columbus	Jim Bowie
Ferdinand Magellan	Zachary Taylor
Vasco Nunez de Balboa	Henry David Thoreau
Leonardo da Vinci	Billy the Kid
Michelangelo	Jesse James
Nicholaus Copernicus	Annie Oakley
Galileo	William Lloyd Garrison
Johann Gutenberg	Frederick Douglas
Martin Luther	Harriet Beecher Stowe
John Calvin	John Brown
Henry VIII	President Abraham Lincoln Jefferson Davis
Elizabeth I	Robert E. Lee
Sir Francis Drake	Ulysses S. Grant
King Charles I vs. Puritains/Parliament	Stonewall Jackson
King James II	Colonel Shaw
Ivan III	General William Tecumseh Sherman
Ivan IV	John Wilkes Booth
Peter the Great	Crazy Horse
Catherine the Great	Sitting Bull
Daniel Boone	George Custer
Lewis & Clark	Kamakura Buddha
Sacagewea	

Sixth Grade Curricular Connections

Poetry

“Stopping by the Woods on a Snowy” Evening (Frost)

“All the World’s a Stage” (Shakespeare)

“I Wandered Lonely as a Cloud” (Wordsworth)

“If” (Kipling)

“Mother to Son” (Hughes)

“Lift Every Voice and Sing” (Johnson)

“A Psalm of Life” (Longfellow)

“A Song of Greatness” (Mary Austin)

“Sympathy” (Dunbar)

“Women Work” (Angelou)

Read Alouds

Illiad and Odyssey (Homer)

Secret Garden (Burnett)

Julius Ceasar (Shakespeare)

Apollo and Daphne

Narcissus and Echo

Pygalion and Galatia

Biblical Literacy

Noah and the Flood

God tests Job

Sodom and Gomorrah; Lot’s Wife

The Covenant with Abraham, Promised Land, Canaan

Abraham and Isaac

Jacob, Esau sells his birthright, a mess of pottage

Joseph, coat of many colors, saves family

Moses, the burning bush, the plagues of Egypt; Passover, the Exodus, the Parting of the Red Sea, Manna from Heaven

The Ten Commandments

The 23rd Psalm

Ecclesiastes 3:1-8 (“To everything there is a season”)

The message of the prophets: Isaiah, Jeremiah, Ezekiel, Amos

Deuteronomy 19:21

Leviticus 19:18

Sermon on the Mount, The Beatitudes

New Testament phrases and precepts such as: turning the other cheek; ask and it shall be given to you; cast not your pearls before swine; go the extra mile; wolves in sheeps’ clothing; no man can serve two masters; the salt of the earth; consider the lilies of the field; love your enemies; judge not that ye not be judged

People

Moses

Jesus

God

Socrates

Aristotle

Alexander the Great

Ceasar Augustus

Virgil

Constantine

Isaac Newton

Rene Descartes

Thomas Hobbes

John Locke

Thomas Jefferson

Charles Louisde Secondat Montesquiew

Louis XIV

Louis XVI

Marie Antoinette

Napolean Bonaparte

Jean-Jacques Rousseau

James Watt

Eli Whitney

Adam Smith

Benjamin Disraeli

Frederick Engels

Karl Marx

Toussaint L'Ouverture

Miguel Hidalgo

Jose Maria

Santa Anna

Benito Juarez

Pancho Villa

Simon Bolivar

Jose de San Martin

Bernando O'Higgins

Emma Lazarus

Horatio Alger

Samuel Gompers

Andrew Carnegie

J.P. Morgan

Cornelius Vanderbilt

William Jennings Bryan

Ida Tarbell

Upton Sinclair

Jane Adams

Jacob Riis

President Theodore Roosevelt

Ida B. Wells

Booker T. Washington

W.E.B. Du Bois

Susan B. Anthony

Eugene V. Debs

Poetry

- “Because I Could Not for Death” (Emily Dickinson)
- “The Charge of the Light Brigade” (Alfred Lord Tennyson)
- “The Chimney Sweeper” (William Blake)
- “Fire and Ice; Nothing Gold Can Stay” (Robert Frost)
- “Heritage” (Countee Cullen)
- “The Negro Speaks of Rivers; Harlem, Life is Fine” (Langston Hughes)

Short Stories

- “The Gift of the Magi” (O. Henry)
- “The Necklace” (Guy de Maupassant)
- “The Secret Life of Walter Mitty” (James Thurber)

Novels

- The Call of the Wild* (Jack London)
- The Prince and the Pauper* (Mark Twain)

Essays and Speeches

- “Shooting an Elephant” George Orwell
- “The Night the Bell Fell” James Thurber
- “Declaration of War on Japan” Franklin D. Roosevelt

Autobiographies

- Diary of a Young Girl* (Anne Frank)
- Cyrano de Bergerac* (Edmund Rostand)

Science Biographies

- Charles Darwin
- Antoine Lavoisier
- Lise Meitner
- Dmitri Mendeleev

People

Captain Alfred T. Mahan
Jose Marti
Teddy Roosevelt
Kaiser Wilhelm II
Woodrow Wilson
Queen Victoria
Garibaldi
Stanley and Livingstone
Giuseppe Gallipoli
Lawrence of Arabia
Nicholas II and Alexandra
Sacco and Vanzetti
Al Capone
Ernest Hemingway
F. Scott Fitzgerald
W.E.B. Du Bois
Zora Neal Hurston
Countee Cullen
Langston Hughes
Duke Ellington
Louis Armstrong
Marcus Garvey
Henry Ford
Will Rogers
Charlie Chaplin
Charles Lindbergh
Amelia Earhart

Huey Long
Sinclair Lewis
Franklin Delano Roosevelt
Eleanor Roosevelt
John L. Lewis
Philip Randolph
Benito Mussolini
Adolf Hitler
Joseph Stalin
Winston Churchill
Matthew Perry
Gen. Douglas MacArthur
Democritus
Antoine Lavoisier
John Dalton
Dmitri Mendeleev
Neils Bohr
Gregor Mendel

Eighth Grade Curricular Connections

Poetry

"Buffalo Bill"

"Chicago"

"Do Not Go Gentle into that Good Night"

"How do I Love Thee?"

"How They Brought the Good News from Ghent to Aix"

"I Dwell in Possibility; Apparently with no Surprise"

"The Lake Isle of Innisfree"

"Lucy Gray"

"Mending Wall, The Gift Outright"

"Mr. Flood's Party"

Polonius' Speech from Hamlet "Neither a borrower nor lenderer"

"Ozymandius"

Sonnet 18 "Shall I compare thee..."

"Spring and Fall"

"A Supermarket in California"

"Theme for English B"

"We Real Cool"

Short Stories

"The Bet"

"Dr. Heidegger's Experiment"

"God Sees the Truth but Wait"

"An Honest Thief"

"The Open Boat"

Novels

Animal Farm

The Good Earth

Essays and Speeches

"Ask not what your country can do for you"

"I have a dream"

"Letter from a Birmingham jail"

"Death of a Pig"

"The Marginal World"

Autobiographies

Selections from "I know why the caged bird sings"

Drama

As You Like It

People

e.e. cummings	J. Edgar Hoover
Carl Sandburg	Yuri Gargarin
Dylan Thomas	Robert F. Kennedy
Elizabeth Barrett Browning	Fidel Castro
Robert Browning	Lee Harvey Oswald
Emily Dickinson	Neil Armstrong
William B. Yeats	Jackie Robinson
William Wordsworth	Adam Clayton Powell
Robert Frost	Thurgood Marshall
Edward Arlington Robinson	Rosa Parks
William Shakespeare	Medger Evers
Percy Bysshe Shelley	Gov. George Wallace
Gerald Manley Hopkins	President Johnson
Allen Ginsburg	Malcolm X
Langston Hughes	Dien Bien Phu
Gwendolyn Brooks	Ho Chi Minh
Anton Chekov	Richard Nixon
Nathaniel Hawthorne	Henry Kissinger
Leo Tolstoy	Betty Frieden
Fyodor Dostoyevsky	Cesar Chavez
Stephen Crane	Rachel Carson
George Orwell	Jimmy Carter
Pearl S. Buck	Andrei Sakharov
John F. Kennedy	Mikhail Gorbachev
Martin Luther King, Jr.	Lech Walsea
E.B. White	Nelson Mandela
Rachel Carson	James Madison
Maya Angelou	Chief Justice John Marshall
Harry Truman	Isaac Newton
General Douglas MacArthur	Christain Johann Doppler
Joseph Raymond McCarthy	Dorothy Hodgkin
Dwight D. Eisenhower	James Maxwell
Julius & Ethel Rosenberg	Charles Steinmetz
Alfred Wegener	

Ideas, Ideas, Ideas...

Sometimes you just need a little nudge to get you started on your own great idea. This section is entitled "Idea Starters" and is divided into three categories by grades: K-3, 4-6, and 7-8. You are not expected to use all of these ideas. In fact, you may want to discuss different options with the grade levels grouped with your own. This will ensure that any one idea does not become overused from year to year. Perhaps you will use only one or two of these ideas each month to get you started. You might find one idea that you will want to develop into a month long project.

You will note that these ideas are a combination of activities, writing projects and applications. They focus on higher levels of comprehension (Bloom's taxonomy), especially in grades 4-8. Have fun!

Wisdom

K-3

1530

1. Introduce a service project for the year (connect to being wise).
2. Establish responsibilities students will have during the year to teachers, the classroom, as well as home/parents. These responsibilities can include pledge cards, coupon books, homework schedules, classroom procedures, and contracts.
3. Discuss choices that they will be encountering this year through activities such as semantic webbing, brainstorming, or role-playing. Establish criteria for making wise choices and display in the form of a menu or classroom poster.
4. Introduce signs with a kick-off assembly. Create signs to post around the school that emphasize wise choices regarding school and hallway procedures.
5. Write a class slogan to take you through the year.
6. Invite an exemplary guest who could discuss and demonstrate wisdom.
7. Begin a heroes gallery for the year (gallery, book, pictures or writings collection). Emphasize the criteria of wisdom in any hero.
8. Designate a bookshelf, corner of the room, bulletin board, or special box where students may contribute anything they find regarding wisdom. Examples include storybooks, newspaper articles, church bulletins, cereal boxes, words, slogans, or billboards.
9. Select a service to do for the school grounds that demonstrates responsibility.

Wisdom

4-6

1. Introduce a service project for the year (connect to being wise).
2. Establish responsibilities students will have during the year to their teachers, classroom, and home/parents. These may include pledge cards, coupon books, homework schedules, charts, routines, classroom procedures, and contracts.
3. Establish criteria for wise decision making (discernment). This could be in the form of: a class poster, wisdom pamphlet, instruction guide/manual for wisdom, semantic webbing, or brainstorming.
4. "Time Capsule Box" - Have students select a personal hero who exemplifies wisdom, write three criteria for wisdom, and write a pledge/promise for the year. "Bury" the time capsule on a top shelf to be opened at the end of the year for analysis.
5. Create a cereal box cover for a hero who exemplifies wisdom.
6. Have students write their own proverbs.
7. Write an advice column. The teacher presents dilemmas for which the students would write their own advice column (Dear Abby, Ann Landers). This could be done for a week in place of DOL. The teacher writes the "problem" on the board and the students write their advice.
8. Have students select a wise family member or acquaintance and interview him/her.
9. Have students interview their guardian/parent: The parent should define each key word, choose a key word and relate a memorable experience related to it.
10. Choose a wisdom activity and present it to a younger class.
11. Have a display center where students contribute their own examples of wisdom (shelf, table, corner of the room, bulletin board, or box). Items to contribute could include newspaper articles, advertisements, cartoons, or church bulletins.
12. Create slogans that will take you through the year for the class or on an individual basis.

7-8

1. Have students wrestle with the word wisdom in one or more of the following activities: semantic web; list words that are associated with wisdom; write a one-sentence definition of wisdom; or compare to the definition in the curriculum. Discuss.
2. Have the class choose a service project for the year and implement action towards the service project based on wisdom.
3. Establish and discuss responsibilities students will have during the year regarding teachers, classroom procedures, home/parents, homework procedures, and schedules.
4. Have each student fill out a pledge card of responsibility they will fulfill by the end of the year.
5. Have each student sign up and commit to individually serving the school in some way with wisdom. A list of possibilities could include: early morning car duty, library, computer lab, office help, clean up, student monitoring duty, lunch help, hallway clean up, bathrooms, adopt a section of school grounds or inside, and student senate. For instance, once a week the homeroom slot could be the time students go and do their job ("service day").
6. Students create their own object lesson and present them to 4th-6th graders.
7. Do TV show reviews. Have each student compile a list of three TV shows that meet the criteria for wisdom as determined by the class. Begin by making a semantic web. Break down into an agreed list of criteria. Then complete the assignment by critiquing the TV shows (long term impact, true virtue in characters, etc.). Report back and share with the class.
8. Interview parent/guardian and ask them what is the wisest and/or most foolish thing they've ever done.
9. Have students write in their own words what makes a hero.
10. Make a list of key verbs for each key word.

Respect

K-3

1. Choose someone in the school or community whom your class could honor. Have students write letters or cards to that person.
2. "Honor Your Parents Book" - Take a week and have students journal in it each day about something for which they respect their parents. Have students publish this the next week and present to parents.
3. Create a certificate of respect that each student can fill out for someone that they honor. (The certificate could be student or teacher generated.)
4. Make a list of what it means to show respect. Using this list, have students make a coupon book of manners (I promise to say thank you at dinner tonight). The coupons could focus on manners used in a variety of places (home, stores, playground, classroom, restaurants, or drinking fountain).
5. Write thank you notes to someone who has done something for the class (guest speaker, field trip leader, parent drivers, etc.).
6. Teach students how to say "please" and "thank you" in different languages. This is fun and also teaches students that manners are cross-cultural.
7. "Good Manners Club" - At the end of each day, the teacher accepts five nominations for students who had shown good manners during the day. (Students are not allowed to nominate themselves. Older students could even make a motion and have someone else second the motion.) The five nominees then sign a good manners club autograph book. At the end of the month, the top five students receive a class award.
8. Have students role-play/demonstrate different situations requiring good manners (answering the phone, asking a sales clerk for help, welcoming someone, answering the door, greeting an older person, waiting in line, etc.).
9. Have students make posters demonstrating a specific good manners word. This could even be compiled into a class book. Students work in groups.
10. As part of class homework, have students take home an "obedience chart." Parents check this off and send it back signed at the end of the week.
11. Invite service project representatives to the classroom. Students focus on consideration and respect.
12. Have students write "Recipes for Respect" using key words.

4-6

1. Have students write acronyms using verbs (or other parts of speech) for each letter in respect.
2. Write a tribute to honor someone you know.
3. Create a silhouette, sculpture, or drawing of a hero you admire and write a paragraph (or report) on why you respect them.
4. Test your level of respect toward a chosen individual (for example, a parent or friend). Have students evaluate themselves using a class-created respect scale. They would do this at the beginning and end of the month to check for progress.
5. "Remedies for Disrespect" - Find three situations on TV, in books, or in newspapers that demonstrate disrespect. Write descriptions of each situation and then a remedy that would restore respect.
6. "Recipes for Respect" - Students write specific ingredients that make up a respectful person. They present these recipes to the class and decide which student should share their recipe with a younger group of students.
7. Think of examples of respect and tell why they qualify. This can be done as a writing project or a class discussion.
8. As a part of good manners, have each student think of a situation in which they "messed up". Have them write a confidential apology. After a week, ask which students put their apologies into action.
9. Have students role play different ways in which apologies can be made. Discuss body language, eye contact, tone of voice, words, etc. Students then evaluate which apologies seemed sincere and acceptable. This can also be extended for other aspects of good manners.
10. Write a quote from a hero you respect and tell what that demonstrates about that person. (Choose someone no longer alive.) How does this quote influence respect today?
11. Choose someone you have studied in history this month and write about whether you would respect them and why/why not.
12. Have a class luncheon in which one group serves the rest of the class (for example, boys could serve girls). Stress good manners and etiquette. The next week the roles are reversed.

Respect

7-8

1. As an introduction to the definition, have students describe how the object from the object lesson might represent the virtue. (In other words, approach it inductively.)
2. Have students choose someone in the news this month and write why they do or do not respect that person.
3. Have students write down five rules that they think are absolutely essential for success in life. Have them also ask their parents for five rules. Compare and contrast the two lists.
4. Choose an individual you studied in history with whom you would disagree. Write a respectful letter to that person stating your opinion.
5. Trace the origins of specific manners (applause, napkin in your lap, or standing when a dignitary enters the room) or rules.
6. Have students work in groups to write a "respect rap". Present them in an assembly.
7. Have students write out a dialogue involving two other people discussing a disagreeable topic.
8. Have students write out introductions for each other (or for a parent, grandparent, or other adult).
9. Decide as a class a way honor an administrator or staff member this month. This could be through an award, poster, cards, gift certificate, or special lunch.
10. Have students decide on a way to generate respect for their service project. This could culminate in inviting a service project representative as a guest speaker.

Gratitude

K-3

1. Make an attitude chart for home or at school. This could be a calendar or grid using stickers or check marks.
2. Write a letter to the oldest member of your family telling them what you appreciate about them.
3. Write Poems of Praise.
4. For the month of gratitude, contribute to the school-sponsored food drive, clothes drive, or relief effort.
5. Write your own Thanksgiving songs.
6. Have students write a precious memory, create a decorated cardboard frame and give it to someone who would appreciate the memory.
7. Write a grocery list of generosity: Have students create a list of things they could give away that don't cost money.
8. Have students write thank-you notes to other classes, teachers in school, or someone special.
9. Write an acronym of things we are thankful for using the word gratitude.
10. Make up a class book of ways to show gratitude to others. Let each student pick one of those ways and put it into action.

Gratitude

4-6

1. Write a thank you note to someone in history and tell them how their life has impacted yours.
2. For the month of gratitude, contribute to the school-sponsored food drive, clothes drive, or relief effort.
3. Write how you would help a needy family if you had only \$1.00 to do so.
4. Have each student create their own postcard of thanks and send it to their family.
5. Write gratitude parables and share them with younger classes.
6. Design a gratitude slogan to display on the outdoor school sign message board each week for the gratitude month. Each student may submit an idea and then the class votes on a slogan.)
7. Create a class fundraiser in which proceeds go toward the service project.
8. Have students choose one thing they would want with them if they were a pilgrim on the *Mayflower*. Have them present the object as a symbol to the class and be prepared to tell about it. (This could also turn into a writing project.)
9. Pretend you are a reporter at the first Thanksgiving. Describe what you see using the four key words.
10. Make up four new key words for gratitude and defend your choices.

7-8

1. For the month of gratitude, contribute to the school-sponsored food drive, clothes drive, or relief effort.
2. Write a prescription or remedy for someone suffering with “chronic complaint syndrome”.
3. Have groups of students write their own definition of gratitude and four new key words. Have the class discuss and compare their new definition with the current definition.
4. Have students collect pledges for a specific activity such as going without bread and water for a day, a class jog, or a neighborhood trash pick-up.
5. Have students prepare a dinner for their parents. They could plan the meal, buy/prepare/serve the food, make a presentation of gratitude, and clean up.
6. “Silver Linings”- This is a writing assignment in which students share about a negative experience in their own lives and list the positive results that have come from it.
7. “A Trip Down Memory Lane” - Have students make a map of the most significant people in their lives. Write a letter of appreciation to one of those people and send it.
8. “Contentment Cruise” - Plan a cruise with the final destination as the land of contentment. You’re allowed to take three tangible things and three intangible things along on the cruise. What would they be?
9. “Time Travel” - Have students “visit” a hero whom they’ve studied and do a mock-interview regarding what they are most grateful for. This could be done in pairs where one student impersonates the hero and the other acts as the interviewer.
10. Have an immigrant come and share their immigration experience. Have them tell what they’ve come to appreciate about America, their family, and/or their native country.
11. Have students interview their parents regarding what they most appreciated about their upbringing.

Self-control

K-3

1. Have students dictate or write the "purpose" of family holidays they keep (Christmas, Hanukkah, Kwanza, etc.)
2. Have students "monitor" TV watching for the week (or month) using a chart at home.
3. "Hero Fan Club"- Highlight the self-control hero all month long by having a life-sized cut-out poster in the room. Students who display self-control (as defined by the key words) could sign the cut-out at the end of the school day. These people are designated members of the "----- fan club".
4. Invite an older student to speak about sports, music, academics, or some other activity as self-discipline. An alternative might be to use the gym, music, or art teacher as a speaker.
5. "Thermometer Monitor" - Have the class determine what makes "balanced behavior" in school. Create a gauge in the shape of a thermometer indicating the level of self-control throughout the day. For example, the teacher could put a penny in the class jar if the temperature stayed below 72 degrees. (If the teacher wanted to exchange the penny for a quarter each day, the end of the month contribution could go to the class service project.)
6. "Restraint Role Play" - Have students write on slips of paper situations that require restraint. Place all the slips in a strainer or colander. Once a week (or every day), students draw a slip of paper from the strainer and role-play how they would demonstrate restraint in that situation.
7. Students write slogans that would help them exercise self-control in a given situation. They could make motions that would help them remember. A variation would have students could choose five well-known and/or class created slogans and create motions for each. They could then play a game of charades using the motions to guess the slogans.
8. "Cause and Effect Flow Chart" - As a class, brainstorm how small beginnings in loss of control lead to greater consequences. This could be illustrated on the board in the form of a flow chart. For example: interruption>irritates neighbors>creates conflict between the students>someone is hurt>loss of privilege. Teacher could then erase one of the links to demonstrate how self-control cuts into the process. An alternative for younger students could be note cards attached with yarn which are actually cut.
9. "Rules as Restraint" - Discuss a game that students like to play. Determine one rule that would help everyone keep the game fun and not out of control. (In other words, the rule should help students stay balanced, show restraint, monitor their progress, and stick to the purpose of the game.)
10. Determine and focus on the purpose of the year's service project.

4-6

1. Have students monitor their TV watching for the week (or month) using a chart at home.
2. Write a TV jingle using the four key words for self control. This could be done using a familiar TV ad tune and changing the words.
3. Have students bring in newspaper clippings illustrating people who did and didn't show self-control. Display these on a comparison chart in the room. Students could also do this as homework and create their own comparison chart.
4. "Self-Control Similes" - Have students make up similes based on animals, famous people, or objects in nature for each of the key words (as restrained as a cocoon, as balanced as a leopard in a tree, etc.).
5. "Truth or Consequences" - Have students write up situations as they really happened or as exaggerations. Have classmates read these to each other and determine which stories are real. Discuss how they could determine using the four key words as tools.
6. "A Well-Balanced Diet of Self Control" - Have students note four components found in a healthy diet (for example: smaller amounts of sugar, increase vegetable content). Then have them substitute key words for food words so that they now have a balanced plan for increasing their self control (regularly..., stay away from..., limit your..., keep a lid on..., avoid...).
7. "Ann Landers Columns" - Have students write down problems they have with self-control and sign them with anonymous pen names relating to the key words (i.e. Unrestrained Robert). Then have the students respond by writing advice columns which incorporate the key words.
8. Have students interview parents asking them to relate a situation where they struggled with self-control and what they did to overcome it.
9. Have the students examine the purpose of their service project and their own purpose in supporting it. Have them write a rationale statement justifying the project.
10. Have a group of students create a board game about self-control. It can incorporate heroes, keywords, create a timeline or any format they choose. Decide on the goal, sign posts, traps, etc.

Self-control

7-8

1. Have students monitor their TV watching for a week (or month) at home using a chart.
2. Have each student choose a goal and then write an operator's manual on how to achieve and maintain that goal.
3. Brainstorm a list of area leaders as a class (judge, commissioner, symphony musicians, etc.). Have students write one of these people a letter explaining the definition and four keywords of self-control. Then have them ask the person how they accomplished their goals. Send these in the mail.
4. Have students keep a confidential food intake chart for a week. Then have them choose one area that they propose to change.
5. Write at least three good reasons for studying a subject in school. For instance, does math do anything special for your mind? How will it help you focus on problems and find solutions and purpose?
6. Have students note the accomplishments of their hero and write a pamphlet from the perspective of the hero as a prescription for self-control.
7. Have the students fill out a form outlining their after-school activities. Have them analyze their activities for balance between active/sedentary, service/self-serving, and chores/leisure. Is anything out of balance? Do they need to change anything?
8. Have students list their wants and needs in two separate columns. Discuss as a class what percentage of each would be good. Then allot them each \$50.00 of imaginary money per week. Have them create a budget keeping a balance between their needs and wants. As part of their presentation, they must justify each expenditure. Have the class vote on the ideal budget.
9. Have students write a tribute to their parents or significant adult explaining how they display self-control. Have them publish these in the computer lab and then present them to their parents.
10. Have each student write out their own mission statement (or purpose in life). Then have each of them design an imaginary trip that would allow them to achieve that purpose. What would they have to give up to achieve it?

Perseverance

K-3

1542

1. Create banners for the hallway based on the key words.
2. Create jump rope jingles or chants based on the key words or definition. Have students hand off the jump rope after they miss and keep trying.
3. Hand out diligence awards to those who have been most consistent in doing their homework for the month.
4. Have students write out their own resolutions for the month. (i.e. Dear Mom and Dad, I resolve to...) Send home and ask parents to bring them back signed with a report on their progress after a month.
5. Make a scrapbook of heroes collecting newspaper articles or drawn pictures of various people who have shown perseverance. A variation may be to create a book about your main hero or incorporate each one you've studied so far and how they demonstrated perseverance in their accomplishments.
6. Send a perseverance note from the class or each individual student to the service project you support.
7. Have the students choose a familiar fairy story that shows perseverance and rewrite the story inserting themselves as the main character.
8. Make a collection of familiar quotes and sayings and learn to match the quote with the source.
9. Create refrigerator magnets using a perseverance slogan.
10. Bring an item into class that symbolizes perseverance and tell about it. Display the item in the perseverance gallery.

Perseverance

4-6

1. "Perseverance Almanac" - Students compile their created wise sayings and publish their own class or grade level almanac.
2. Write resolutions and pair up with an accountability partner with whom to check in weekly. The resolution could be kept confidential or have an unveiling ceremony.
3. "Victory Visions" - Students pair up and share one goal. They exchange these goals with their partner. The student then writes up an article, complete with headline, chronicling his/her partner's victory (i.e. Girl Reaches for the Stars..., Fretful Fanny Conquered Her Fear of Heights).
4. Using Aesop's fables as an example, have students write their own fables showing that perseverance pays off.
5. "Heroes Hall of Fame" - Have each student write a paragraph about a hero who showed perseverance and draw silhouettes of the hero.
6. "A Family History" - Create a family heroes collection by having each student write about a family member who endured. Students may want to research by interviewing parents or relatives.
7. Create a cereal box cover that highlights a persevering hero. The box should have ingredients on the side, the person's history on the box, and a famous quote on the other side.
8. Make bumper stickers using plastic cling wrap highlighting the key words or definition of perseverance. These could adhere to car or classroom windows.
9. Have the class determine a classroom goal and fill a marble jar during the month to reach the goal.
10. Write a personal perseverance story and share it with a younger grade.

1. Have the school administrator shares his/her personal goals with the students during an assembly. The students will help hold him accountable. At the end of the assembly, students write down their own personal goal and submit it to their teacher or administrator. (Keep them filed in a recipe box.)
2. Have students give a two-minute speech presenting perseverance using the four key words, the definition, and a personal testimony.
3. Have students come up with an activity they could host for a younger grade where they personally award perseverance. Students might want to work with the gym teacher using gym time for their hosted activity.
4. "Profiles in Perseverance" - Have students collect articles of present day people who have persevered.
5. Design a perseverance pamphlet advising younger children how to patiently keep trying. To incorporate technology, have students use their time in computer lab to create a slide show on perseverance using key words, definitions, heroes, and quotes. Share it with younger children.
6. "Plan for Patience" - Determine situations in which people are tempted to quit or give up and make a three-step (or five-step) plan to patiently endure. Make a pack of laminated cards to distribute and teach. A variation would be to write three phrases or quotes on the cards that will help people persevere.
7. "Present Perseverance" - Group students by interest and have each group present a skill they've learned that required practice. Each group should plan to teach one aspect of the skill to the class demonstrating the perseverance it took to accomplish it.
8. Write a perseverance parable and have it published for the library.
9. Have students write a perseverance note to the service project they support.
10. Come up with a list of words and actions that describe a person with perseverance. Name characters in history and discuss why they should or should not be included in a perseverance list.

Courage

K-3

1. Have students write their own belief statements. The class could write these on strips of paper representing an American flag as a class display entitled "We Believe!"
2. Write a class conscience book. Using a stop sign symbol, yield sign, and green light, make a picture book of situations during which time the students need to be guided by their conscience.
3. Design posters honoring courageous Americans to be displayed in community businesses.
4. Make a heroes gallery to display in the classroom or hallway. The people of courage are written about and displayed in an art form.
5. Role-play courageous heroes and put on the skits for another class.
6. Learn patriotic songs that gave courage to people from the past.
7. Do an acrostic poem on the word courage using names, attributes, and actions.
8. Have students create Popsicle stick puppets of their hero.
9. Have the class give up something self-sacrificially that would benefit their service project.
10. Create a badge of courage for their parents with a message thanking them for their self-sacrifice.

Courage

4-6

1. Nominate a hero for the "Badge of Courage". After nominations are in, have students award one hero the "Gold Badge of Courage". The class can then create a bulletin board around this one hero and study that person in depth.
2. Have students create heroic puppets (stick, sock, Styrofoam, cloth) and write scripts for them. Put on a show for other classes.
3. Design a map for their hero. Make signs warning them along the way and add words of encouragement to help them reach their goal.
4. Do a word study on courage beginning with "fortitude". Write why you think courage comes under fortitude. List three things you will do to move towards a courageous life.
5. Write a how-to story explaining how to live a courageous life.
6. What's one thing you would be willing to die for? Explain your view using the four keywords and definition of courage. Have someone come to your class to discuss something they risked their life for.
7. "An Exercise Manual for Increasing Your Moral Strength" - Have student groups list activities that build moral strength and those that deplete it. Have the groups illustrate and publish the manual to be presented to the class.
8. Examine and discuss different definitions of resolution. Have each student write his/her own resolution statement.
9. Assign students to ask their parents who their heroes are. Take a class survey with the results. A possible approach would be to ask parents, "Who's the first person, either past or present, who comes to mind when I say "courage"?"
10. Have students research a quote book for quotes under the topic of courage. Have them each choose their own quote to memorize. Students may also substitute a poem or passage from another source. Another idea would be to have students say their quote and have those listening guess who said it.

Courage

7-8

1. Name three individuals in a hero's life who helped define who they were. Now name three people in your own life who have helped define who you are. These might be people who shared their faith, moral strength, conscience, or self-sacrifice.
2. Invite someone to speak who could share the realities of facing tough situations. This could include a Vietnam Vet, a former drug addict, a Holocaust survivor, or a physically handicapped person. After the talk, have students journal their thoughts and decide how they're going to act on what they have learned.
3. Have students take a stand on a particular issue according to the dictates of their own conscience and write an editorial to their local paper. Have students work in a group and edit each other's writing, checking for grammar, persuasiveness, and writing style.
4. Have each student memorize a speech or piece of writing to present to an audience. After the speech they should tell why it inspired them and how it helps them in their pursuit of courage.
5. Have the students think about their ideal life in twenty years. Have them write about it as though it really happened with special attention to how courage played into it.
6. Examine heroes and find out what they did that went against popular opinion of the time. What can you learn from them?
7. Develop "A Family History". Create a family heroes collection by having each student write about a family member who showed courage. Students may want to research by interviewing parents or other relatives.
8. Have students put on a patriotic assembly including songs, stories, skits, banners, speeches, and readings.
9. Create a comic strip illustrating an incident in the life of a hero. After each comic strip, have students write a synopsis of why they chose that hero. Make into a class book and share it with the fifth graders.

Encouragement

K-3

1. Make a tape of the class poem, a song sung by the class, or message of encouragement for the service project recipients.
2. Participate in "Secret Pals". Put each student's name in a bowl. Have the students then draw names without showing the name to anyone else. Their goal is to anonymously encourage that person throughout the day. A variation would be to divide the students into small groups to create encouragement notes for others throughout the school. It might be fun to hide them in places the recipients are bound to look.
3. "Cheerleader's Club" - Have students decide on a phrase or word they could use throughout the month to uplift classmates. This could become the class "cheer". For example: "Good job!", "Keep it up!", "Hooray for Kinder Bay!", or even applause.
4. "Hallmarks of Encouragement" - Create a card for a family member in the classroom or at the computer lab.
5. "Hooray for Heroes" - Create a picture of a hero with an encouraging slogan underneath. An example might be "Hip Hip Hooray for Harriet Tubman!"
6. "Community Kudos" - Students each choose a favorite community business or service (McDonald's restaurant, library, pharmacy, etc.). Send an encouraging note to the workers there.
7. "Good Sportsmanship" - Ask a student volunteer to perform a task such as climbing a ladder, drawing a person on the board, etc. During the activity, the teacher models words of encouragement for the class. List encouraging phrases on the board and have the students brainstorm more phrases.
8. "Teamwork Tickets" - Take the list of encouraging words generated in Activity 7 and write the words on slips of paper. Have each student put one of the slips of paper in his/her pocket to be used throughout recess. After recess, ask students which encouraging words they heard outside. Have these "ticket holders" of phrases used place their tickets in a bowl for a class drawing at the end of the day or week.
9. "Life Savers" - Have students create paper life preservers (circle with a rope around it). Students should write the name of people who support them on each stripe of the circle.
10. "A Cord of Three Strands" - Have students braid three strands of thread or yarn to create a friendship bracelet. Students could also make friendship pins out of safety pins and beads.
11. Write jokes and publish them on a bulletin board entitled "What Makes You Smile?"

Encouragement

4-6

1. "Encouragement Calendar" - Create a picture and calendar page for each month. Include encouraging quotes. Students can partner up for each month's picture.
2. "Encouragement Buddies" - Have each student write down a specific academic subject that he/she finds difficult. Pool the papers together. Have each student select one from a bowl. The student's mission is to encourage their selected buddy in the area of difficulty throughout the month. This might include helping a buddy study spelling words, writing a note, or studying for tests together.
3. "Recess Rally" - Older students visit younger students and coach them in specific games. For example, have the fourth graders teach the first graders to jump rope, play Duck Duck Goose and Four Square. Have them concentrate on being encouragers to their younger partners.
4. "Hidden Heroes" - Discuss with students who encourages them behind the scenes through their example, words, and life. Extend this concept to people who have worked behind the scenes in heroes' lives. Write a letter to your hero pretending to be one of these people. For example, a letter to Abraham Lincoln from his mother.
5. "Lyric Lingo" - As a homework assignment, have students examine with their parents/guardian a song with specific criteria in mind. The criteria could be class determined or teacher determined. For example, what is this song encouraging me to think about? To do? Which of the monthly key words/concepts are evident in the song?
6. "Encouragement Express" - Students use a school directory or telephone directory to identify community or school members who encourage them or the community. Students then write letters or create a poster of encouragement for the individual or group. For example, send a letter of support or a poster to Habitat for Humanity.
7. "Silent Service" - Students each pick a name of a classmate to silently serve. Throughout the day, week or month, the students encourage them through anonymous acts of kindness (sharpen their pencils, set up their chair, drop notes, speak well of the person in front of others). At the end of the time have students report how they were encouraged.
8. "Survival Pack" - Students fill a bag or "fanny pack" with items that represent ways they can encourage their parents. It could include newspaper clippings, a dishrag to represent washing the dishes, etc.
9. Have students brainstorm ways to encourage service project mentors. Have them visit the service project site to offer hope and support.
10. "Gymnasium Decorating" - Students create banners and signs for school sports teams.
11. Have students each design a refrigerator magnet to encourage their families to do good.

1. "Telegram" - Students write and pay for a telegram to be sent to a school worker as an encouragement.
2. "Name Game"- Students exchange or draw names (first and middle). They then look up the meaning of the names and write an encouraging letter, poem, or plaque emphasizing the meaning. Students should focus on the hope the name meaning will give in the future.
3. "Locker Lookout" - Students decorate their lockers with words, phrases, quotes, hero portraits of encouragement, etc. The hallway should look encouraging.
4. "Warnings and Promises" - Create a list of four warnings and the promises that come from heeding these warnings. These could represent advice for each of the years of high school coming up. Have the most meaningful advice read at the eighth grade graduation ceremony. A variation would be to create warnings and promises for younger students.
5. "Adopt a Staff Member" - The class or homeroom adopts another staff member to encourage. Ideas might include decorating doors/office walls/halls/library in honor of that person; write notes; send balloons; verbally express appreciation; or send a video of encouragement.
6. "Parent Pick-Me-Up" - Students take time to write a personal note to their parents expressing five or more specific ways their parents have been an encouragement to them in either word or action. Mail to parents' workplace or home.
7. "Support Webs" - Create a web of support showing the different people or ways the service project encourages (supports) community member's lives. Identify donors who help support service. Web all of the community services or people who contribute to the service project. Fundraise for this group.
8. "Commercials" - Students work in groups to create 15-30 second video commercials encouraging younger students to make healthy/right choices. Tapes can be shown to the lower elementary students. Commercials should be positive and sincere.
9. "Hero to Student"- Students write a letter from their hero to themselves. What would their encouragement to you be?
10. Explain why the word courage is in encouragement. Prove your argument.

Compassion

K-3

1. Have students think of acts of kindness that correspond to the five senses. Have them trace their bodies on large paper and illustrate each of the appropriate body parts.
2. Have students think of a wrong that someone has done to them and write it down on a piece of paper. Discuss as a class the idea of forgiveness. Then have each person deposit the papers in a bag that the teacher will burn in the evening. Stress the finality of it. The teacher could even bring the ashes back the next day to emphasize the point.
3. "Fairy Tale Friends" - Review familiar fairy tales, myths, and legends. In each case, have students identify the problem of the main character and how the character is feeling. Then have students each imagine a gift they could bring to their character that could help him/her. The teacher could even pull each out of a gift box to read to the class.
4. Have students make get well cards for people/children in the hospital and send them.
5. "No Strings Attached" - Discuss and list on the board things that we have that have come to us undeserved. These can be tangible or intangible (such as freedom, food, education). These things came at a cost to someone else. Discuss as a class what they can give to their service project without strings attached.
6. "Shoebbox Greetings" - Have the class fill a shoebox of things that they could send to someone in need such as messages and items to prisoners, school supplies to African or Russian schools, or supplies to a disaster area.
7. "Helping Hands through History" - Have students examine each hero they have studied for evidence of compassion. Each hero is represented by a paper hand with the hero's compassionate deed written on it. The hands could be displayed on a Helping Hands bulletin board.
8. "Compassion Coupons" - Have students be on the lookout for compassionate acts on the playground. Those children who are reported to (or noticed by) the teacher receive a "coupon". The coupons will be dropped into bags in the office (one for each grade level). There is a drawing at the end of the month with the "winners" getting to eat pizza with the principal.
9. "Happy Heart" - Take a large red laminated paper heart and cut it into puzzle pieces, one for each child. Have each student write or dictate on the puzzle piece how they will show compassion or kindness that month. They can write with a permanent marker. Then keep this as a classroom puzzle.
10. "Seranades" - Have the class create a tape of "love" songs, poems, and quotes to put in the class listening center. As an option, the teacher could duplicate the tape for each student to take home to his/her parents. They could even serenade another class.
11. Invite a speaker who represents a special needs community such as visually impaired, hearing impaired, etc. Have them focus on what it feels like and what is really needed from the rest of the community. Students ask questions.

Compassion

4-6

1. "A Vision for Compassion" - Have each student choose a profession they could envision for themselves (hairdresser, computer programmer, etc.) Then have each write how they could serve others using their profession.
2. "Compassion Counts" - Revisit each virtue studied throughout the year and evaluate the role compassion plays in each. For example, imagine wisdom without compassion, etc.
3. "Compassion Awareness" - List organizations from the phone book that offer compassion. Select one and contact the organization for ways to be involved. Write up your own involvement plan.
4. "Love is Costly" - Review the heroes you've studied and write down on price tags the gifts they gave us and the price it cost them. For example, Frederick Douglas wrote a newspaper demonstrating his love for his fellow man. The price was his own safety. The students would then write their own tag citing what they will do and what it will cost. They can wear them around their wrist until they're ready to pay that price.
5. "Compassion Collage" - Have students collect pictures of people in need of compassion. They could label the need such as widow, orphan, hungry, aged, lonely, etc. A variation would be to group these pictures on a tree with branches representing different continents or countries where that need is found.
6. Students write something inspirational with a picture. Frame it and have it delivered to a prison.
7. Deliver carnations to the school's neighborhood. Attach a kind message to the carnations. Prepare the students to greet people politely.
8. Write definitions for the key words. Create family definitions for the four key words. Compare family definitions with the school's definitions.
9. Put a book character on trial. Decide how compassion influences or promotes justice.

Compassion

7-8

1. "World Watch" - Have each class take a list of "Third World" countries and choose one to adopt for a month. They would research the country, write the embassy, and use other sources to find out what a real need might be and a practical way the class might address it.
2. "Map it Out" - Create a large world map on which students pinpoint places they've helped or are helping. This could be done as a class, a middle school, or an entire school. They could also use a different color to pinpoint areas of need heard of that haven't been addressed yet.
3. "Student Announcements" - Have students read quotes, poems, or short messages of compassion on the intercom once a week or daily, depending on the school.
4. "The Rest of the Story" - Students can bring in current events newspaper clippings. Have students write sequels to the events with forgiveness as a factor.
5. "Walk in my Shoes" - Assign each student another student to interview, preferably someone they don't know well. Have them ask specific questions such as "what's your favorite music/food/subject?". Students generate the questions that they ask each other. They then use these interviews to introduce each other to the class. A variation would be to have them find five things that they have in common with each other.
6. Students collect mailings, brochures, and other advertisements for different charity organizations (local, national, or international). Each student then adopts one to commit to for the month. At the end of the month, students give voluntary updates on how they've been involved. A variation would be to have students write their own brochures for a charity. Brochures could also be used as a border or illustration for the world map activity in number two. Students post organizations and phone numbers on the bulletin board.
7. "Neighborhood Needs" - Contact the city government, veteran's organization or local churches to identify specific needy situations that the students might address in their community. For example, volunteers from the class might do yard work for an elderly person on a Saturday. Consider an in-school project using resources listed in *Stand Up and Be Counted, The Volunteer Source Book* by Judy Knipe.
8. "Middle Men" - Have students write letters to area restaurants, encouraging them to donate food to local food pantries/homeless shelters. See *Prepared and Perishable Food Programs* or call 1-202-393-2925. Ask for Jennifer Hadley or the current program director.
9. Create a "Compassion Index" as a class using each key word as it relates to speech, action, and thought. Students would use these at home to evaluate their capacity for compassion. They could use a different color on the scale each week of the month and check for personal progress.
10. Have students donate money from their class fundraisers toward their service project for the month.
11. "Panel Discussion" - Invite people who have volunteered for specific organizations (relief agencies, foster parents, help hotlines, missionaries, or drug rehab volunteers) to come to the school. They each give a short synopsis of their organization and what motivates them to be involved. Students should be prepared with questions.

Integrity

K-3

1554

1. "Class TV Guide"- Students work together with their family members to record the television programs watched throughout the week. Students host a family meeting to discuss which programs have role models who demonstrate integrity. Students bring back a statement nominating the program their family chose for having the best role model. Students compile their nominations into a TV Guide including a sentence summary of their program.
2. Students commit to practice trustworthiness at home throughout the week. This should remain a secret commitment. Each student records the specific way he or she plans to demonstrate trustworthiness and places the commitment in an envelope. At the end of the week the teacher sends the envelope home to be opened by the parents. Parents will then see how their child has kept his/her commitment.
3. The teacher leads the students in compiling a list of all character traits they have studied and others they know. Students write the three character traits that are most important to them. Students draw a self-portrait to accompany their list. The students send the projects ahead to next year's teacher.
4. "Crown of Integrity"- Students and teacher list all of the heroes they have studied throughout the year. The class has an election to determine which hero deserves the "crown of integrity". The class can discuss the reasons behind their nominations.
5. "Role-em"- Students are divided into two groups. One group role plays an honest response to a given situation (ex. a ball thrown through the window, taking a test, teacher not watching.....). The opposite groups role play dishonest responses.
6. Students create a large heart on a posterboard. The heart is divided down the middle with one side labelled pure and the other impure. Students look through magazines, catalogs and newspapers to find examples of pure and impure items.
7. "Summer Accountability"- Students write three questions on a notecard to help remind them of their commitment to integrity throughout the summer. Students can post their notecards on a mirror, dresser or refrigerator. For example, Billy writes: Did I only choose pure programs today on TV? Was I honest even when it hurt to admit the truth? Are there ways I can be more trustworthy today?
8. Students and teacher discuss what they have gained from being involved in a service program. They should discuss specific ways they have grown in integrity. Students write a letter to their service project hosts listing what they have learned from being involved throughout the year and how they have grown.
9. "Fruit in Season"- Decorate a tree outside with fruits that list activities the students have seen from living a life of integrity. Consider personal experience, class experience, or school experience when writing on the fruit.
10. Students write a piece of advice about how to have a virtuous summer (ex. jumprope outside with your sister). Collect and compile the sayings to create a July calendar. Students can put sticky notes, or taped squares over each of the days to make it advent style.

Integrity

4-6

1555

1. "Integrity Review"- Each student highlights the story of a hero present day or past who in a particular circumstance showed great integrity. The stories are written in the style of a field report. They are then compiled to create a class newspaper. Copies are available in the school library.
2. "Time Capsule Unveiling"- Students open their time capsules they "buried" in the beginning of the year. Students reevaluate their definition of wisdom, personal hero, and beginning of the year pledge in the light of integrity.
3. "Hero Trading Cards"- Each student designs a trading card which includes a picture of his/her hero on one side and a quote on the opposite side. The cards are photocopied on stock paper and cut out by the students. The students place one of each card in an envelope or rubber band them together to make a packet for a younger class of students.
4. "Wax Museum"- Students each write a name card for the hero they will become in a wax museum. The students dress like their hero and come to life when visitors stand before them. Students should be prepared to come to life as that hero. They should speak the words their hero would have spoken. Invite other classes to visit the wax museum.
5. "Epitaphs"- Discuss epitaphs that students have seen on grave stones. Highlight the fact that an epitaph should represent a person's character and life. Then have the students each create his/her own epitaph.
6. "Wanted Ads"- Students create a want ad for a person of integrity. Students should write specific "wants". For example, WANTED: Someone who looks people in the eye, who smiles when he meets people, who never lies... (Variation: Wanted Posters)
7. "Log"- Identify ways you can show integrity at home. Create a log of activities and record the response or benefit your integrity brought to the household. Be secretive!
8. "Balloons"- Write proverbs or quotes on paper. Slip the notes into the balloons, tie ribbons around the balloons and deliver them to bring cheer.
9. "Bag It"- Ask your local grocery store if your class could decorate brown bags for them with inspirational pictures and sayings. Deliver the bags back to the store for use.
10. "Assembly"- Students create their own assembly for younger students. It could include speeches, songs, skits, words of advice...

1. "Instruction Manual" – Have students work in groups to create manual pages that encourage students along the path of integrity. Manual can include personal advice, quotes, pictures...
2. Review commitment cards made in September. Have students evaluate their success in keeping their promises. Identify what benefits faithfulness brought to those who kept their commitment. Discuss what obstacle students faces in trying to keep their commitments. Students can make a new commitment for the summer.
3. Invite a former eighth grade student back to explain how studying the virtues has helped them in their new setting.
4. Assign each student the name of a lower elementary student from the school directory. Have the older student write a personal letter to the lower elementary friend advising them in the ways of integrity.
5. Use a thesaurus to create a new list of virtues. They should include four key words for each virtue. Former key words and virtues may not be used, but similes may be used.
Variation: Rank the current virtues in order of importance. Identify the vice that exists with the absence of each virtue.
6. Bequeath to another student one item that would help them on their journey to integrity. Present an object to represent the idea being passed on. Write the bequeaths in the school's yearbook.
7. Have the students write analogies for integrity. In their analogy have them show how integrity is a compilation of all the virtues. For example, a bouquet of flowers, sedimentary rocks (layers), bowl of fruit, a painting, etc.
8. Integrity Police-students find various definitions of integrity in dictionaries. Students then use their knowledge to critique advertisements. They should look for rash promises, exaggerations, twisting the truth, etc.
9. Decision making code – Have students come up with a step-by-step plan to make a decision with integrity.
10. Create a moral focus assignment or activity for next year's students.

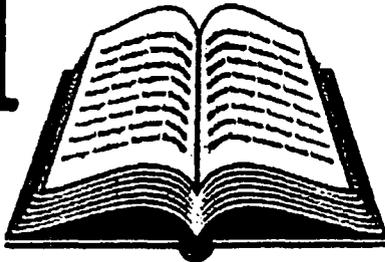
Art • Music • Physical Education • Foreign Languages

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Specials

Curriculum Handbook 2001-2002

National Heritage Academies™



MISSION

Challenging children to achieve their greatest potential.

VISION

Our shared vision is to build a national organization of over 200 charter schools that become the finest K-8 schools in the country. Using a partnership with parents as our foundation, we will achieve this by combining rigorous, "back-to-basics" academics, strong moral development, and a universal commitment to all children.

PHILOSOPHY

National Heritage is guided by a few key principles that guide us in all our program decisions. First, we believe that a school environment with high academic and social expectations is necessary for students to thrive. Second, the company believes that parents have the ultimate responsibility for their children's education and, thus, will choose what is best for their children. Third, we believe that a school should support and reinforce the moral guidance a child receives at home. And, finally, we believe that a child's self-esteem is developed through diligence and achievement.

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**The NHA Curriculum Handbooks are dedicated
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School

Greensboro
Paramount
Vista
Greensboro
Walker
Eagle Crest
Chandler Woods
South Arbor
Eagle Crest
Walker
Knapp
Research Triangle
North Saginaw
Forsyth
Forsyth
Greensboro
Greensboro
Linden
Vista
Ridge Park
Cross Creek
Paramount
Walker
Endeavor
Forsyth
Cross Creek
Endeavor
Cross Creek
Excel
Vista
Greensboro
Endeavor
Linden
Vanguard
North Saginaw
South Arbor
Greensboro
Eagle Crest
Knapp

Specials Curriculum Handbook

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Visual Arts Mission Statement National Heritage Academies

In teaching the visual arts, we seek to provide the student with the tools to understand the significant role the visual arts play in our lives with their power to express ideas throughout history. The visual arts are an essential means of communication in our society and we seek to enable the child to use the visual arts to express his or her own unique ideas.

The visual arts curriculum will equip the learner with a philosophical, intellectual, physical, emotional, and moral foundation in the visual arts. From this foundation, we seek to enhance the critical thinking and problem-solving skills of the student through creativity and self-expression.

We believe the visual arts are essential to a child's education and provide an opportunity for each child to become a valuable and contributing member of our society, ultimately leading to a higher sense of their own self-worth.



VISUAL ARTS KINDERGARTEN

**Mission Statement
NHA Visual Arts Education
Grade Level Content Standards
And Objectives**



Visual Arts: Kindergarten

Content Standards
Kindergarten students will:
1. Investigate the meaning in works of art
2. Identify formal qualities in works of art
3. Recognize variety in global works of art
4. Create artwork expressing personal ideas and observations, using varied media, independently and in groups
5. Tell classmates about own artwork

I. Elements of Art

A. COLOR

- Observe how colors can create different feelings and how certain colors can seem "warm" (red, orange, yellow) or "cool" (blue, green, purple)
- Observe the use of color in
 - Pieter Bruegel, *The Hunters in the Snow*
 - Helen Frankenthaler, *Blue Atmosphere*
 - Paul Gauguin, *Tahitian Landscape*
 - Pablo Picasso, *Le Gourmet*

B. LINE

- Identify and use different lines: straight, zigzag, curved, wavy, thick, thin
- Observe different kinds of lines in
 - Katsushika Hokusai, *Turning the Samisen*
 - Henri Matisse, *The Purple Robe*
 - Joan Miró, *People and Dog in the Sun*

NATIONAL HERITAGE ACADEMIES VISUAL ARTS EDUCATION
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Art Production

Students will use various mediums and techniques to produce works of art that express personal thoughts, feelings, and perceptions.

Art Criticism

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Integration

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II. Sculpture

- Recognize and discuss the following as sculptures
Northwest American Indian totem pole
Statue of Liberty
- Mobiles: Alexander Calder's *Lobster Trap and Fish Tail*

III. Looking at and Talking about Works of Art

- Observe and talk about
Pieter Bruegel, *Children's Game*
Mary Cassatt, *The Bath*
Winslow Homer, *Snap the Whip*
Diego Rivera, *Mother's Helper*
Henry O. Tanner, *The Banjo Lesson*

VISUAL ARTS FIRST GRADE

**Mission Statement
NHA Visual Arts Education
Grade Level Content Standards
And Objectives**

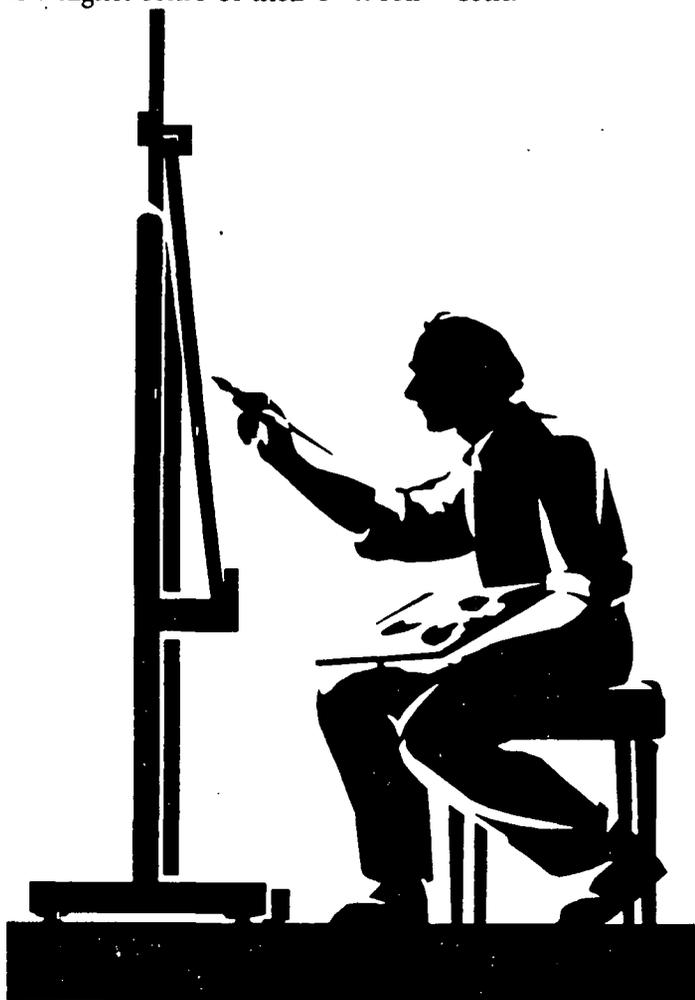


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Visual Arts: Grade 1

Content Standards
First Grade students will:
1. Contemplate meaning in works of art
2. Discuss formal qualities in works of art
3. Connect works of art with historical/cultural context
4. Create artwork expressing personal ideas and observations, working alone and in groups
5. Describe own artwork using art vocabulary

I. Art from Long Ago

- Look at and discuss
 - Cave paintings
 - Art of Ancient Egypt
 - Great Sphinx
 - Mummy cases: Tutankhamen's coffin
 - Bust of Queen Nefertiti

II. Elements of Art

A. COLOR

- Know red, yellow, and blue are commonly referred to as the "primary colors," and that
 - blue + yellow = green
 - blue + red = purple
 - red + yellow = orange
 - mixing equal parts of red, yellow, and blue produces black
- Observe the use of color in
 - Claude Monet, *Tulips in Holland*
 - James A. McNeill Whistler, *Arrangement in Black and Gray* (also known as *Whistler's Mother*)
 - Diego Rivera, *Piñata*

B. LINE

- Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
- Observe how different lines are used in
Jacob Lawrence, *Parade*
Henri, Matisse, *The Swam*
Georgia O'Keefe, one of her *Shell* paintings

C. SHAPE

- Recognize basic geometric shapes--square, rectangle, triangle, circle, oval---in nature, manmade objects, and artworks, including
Jacob Lawrence, *Parade*
Grant Wood, *Stone City, Iowa*

D. TEXTURE

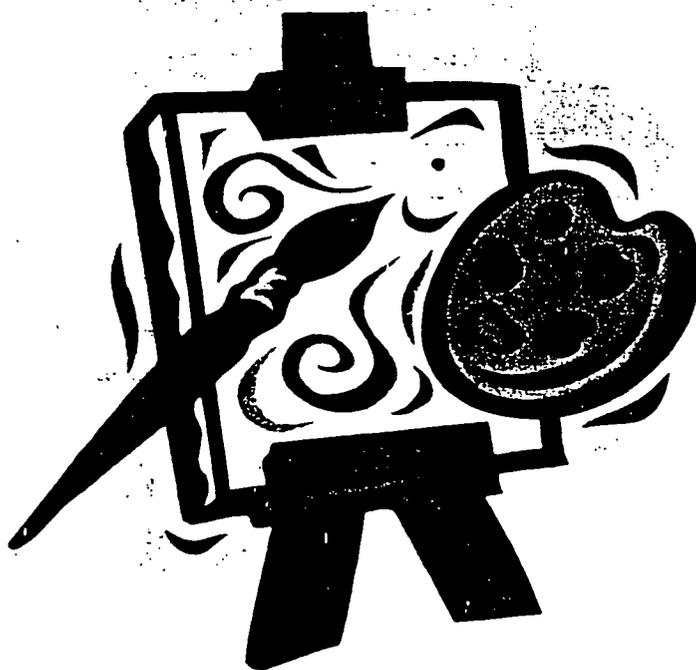
- Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.) in
American Indian Masks
Edgar Degas, *Little Fourteen-Year-old Dancer* (also known as *Dressed Ballet Dancer*)
Albrecht Dürer, *Young Hare*

III. Kinds of Pictures: Portrait and Still Life

- Recognize as a portrait or self-portrait
Leonardo da Vinci, *Mona Lisa*
Francisco Goya, *Don Manuel Osorio Marriñique de Zuñiga*
Vincent van Gogh, *Self-portrait (1889)*
- Recognize as a still life
Vincent van Gogh, *Iris*
Paul Cézanne, studies with fruit, such as *Apples and Oranges*
- Recognize as a mural (a painting on a wall)
Diego Rivera, *The History of Medicine in Mexico*

VISUAL ARTS SECOND GRADE

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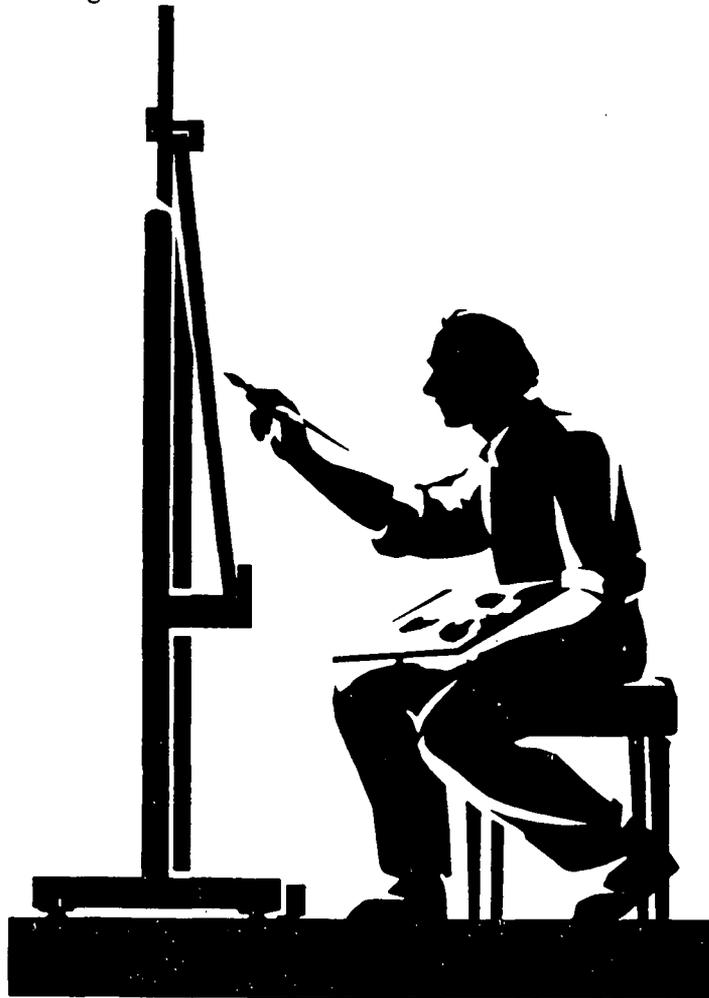


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Visual Arts: Grade 2

Content Standards
Second Grade students will:
1. Explain the meaning in works of art
2. Distinguish formal qualities in works of art
3. Connect works of art with historical/cultural context
4. Create expressive artwork in varied media, alone and in groups
5. Discuss own artwork using art vocabulary

I. Elements of Art

- Recognize lines as horizontal, vertical, or diagonal
- Observe the use of line in
Pablo Picasso, *Mother and Child*
Katsushika Hokusai, *The Great Wave at Kanagawa Nami-Uri* from
Thirty-Six Views of Mt. Fuji

II. Sculpture

- Observe shape, mass, and line in sculptures, including
The Discus Thrower
Flying Horse (from Wu-Wei, China)
Auguste Rodin, *The Thinker*

III. Kinds of Pictures: Landscapes

- Recognize as landscapes and discuss
 Thomas Cole, *The Oxbow* (also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)
 El Greco, *View of Toledo* (also known as *Toledo in a Storm*)
 Henri Rousseau, *Virgin Forest*
 Vincent van Gogh, *The Starry Night*

IV. Abstract Art

- Compare lifelike and abstract animals, including
 Paintings of birds by John James Audubon
 Albrecht Dürer, *Young Hare*
 Paul Klee, *Cat and Bird*
 Pablo Picasso, *Bull's Head* (made from bicycle seat handlebars)
 Henri Matisse, *The Snail* (also known as *Chromatic Composition*)
- Observe and discuss examples of abstract painting and sculptures, including
 Marc Chagall, *I and the Village*
 Constantin Brancusi, *Bird in Space*

V. Architecture

- Understand architecture as the art of designing buildings
- Understand symmetry and a line of symmetry, and observe symmetry in the design of some buildings (such as the Parthenon)
- Noting line, shape, and special features (such as columns and domes), look at
 The Parthenon
 Great Stupa (Buddhist temple in Sanchi, India)
 Himeji Castle (also known as "White Heron Castle," Japan)
 The Guggenheim Museum (New York City)

VISUAL ARTS THIRD GRADE

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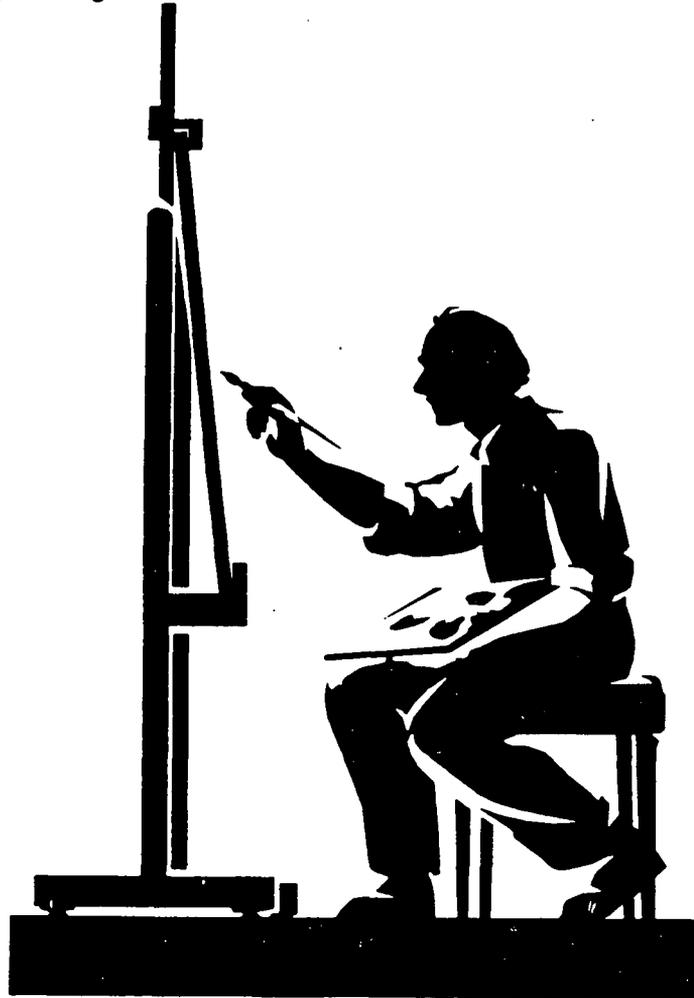


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Visual Arts: Grade 3

Content Standards
Third Grade students will:
1. Draw conclusions regarding meaning in works of art
2. Analyze formal qualities in works of art
3. Examine global works of art in historical/cultural context
4. Create expressive artwork in varied media, independently, and in collaborative groups
5. Explain own artwork using art criticism process and vocabulary

I. Elements of Art

A. LIGHT

- Observe how artists use light and shadow (to focus our attention, affect our emotions, etc.) in
James Chapin, *Ruby Green Singing*
Jan Vermeer, *Milkmaid*

B. SPACE IN ARTWORKS

- Understand the following terms: two-dimensional (height, width) and three-dimensional (height, width, depth)
- Observe relationship between two-dimensional and three-dimensional shapes: square to cube, triangle to pyramid, circle to sphere and cylinder
- Observe how artists can make two-dimensional look three-dimensional by creating an illusion of depth, and examine the foreground, middle ground, and background in paintings including
Jean Millet, *The Gleaners*
Pieter Brueghel, *Peasant Wedding*

C. DESIGN: HOW THE ELEMENTS OF ART WORK TOGETHER

- Become familiar with how these terms are used in discussing works of art
 - Figure and ground
 - Pattern
 - Balance and Symmetry
- Examine design--how the elements of art work together--in
 - Rosa Bonheur, *The Horse Fair*
 - Mary Cassatt, *The Bath*
 - Early American Quilts
 - Edward Hicks, *The Peaceable Kingdom*
 - Henri Matisse, cut-outs: *Icons*
 - Edvard Munch, *The Scream*
 - Horace Pippin, *Victorian Interior*
 - Faith Ringgold, *Tar Beach*

II. American Indian Art

- Become familiar with American Indian works, including
 - Kachina dolls (Hopi, Zuni)
 - Navajo (Dine) blankets and rugs, sand paintings
 - Masks

III. Art of Ancient and Byzantine Civilization

- Become familiar with artwork of ancient Roman and Byzantine civilization including
 - Le Pont du Gard
 - The Pantheon
 - Byzantine mosaics
 - Hagia Sophia

VISUAL ARTS FOURTH GRADE

Mission Statement NHA Visual Arts Education Grade Level Content Standards And Objectives

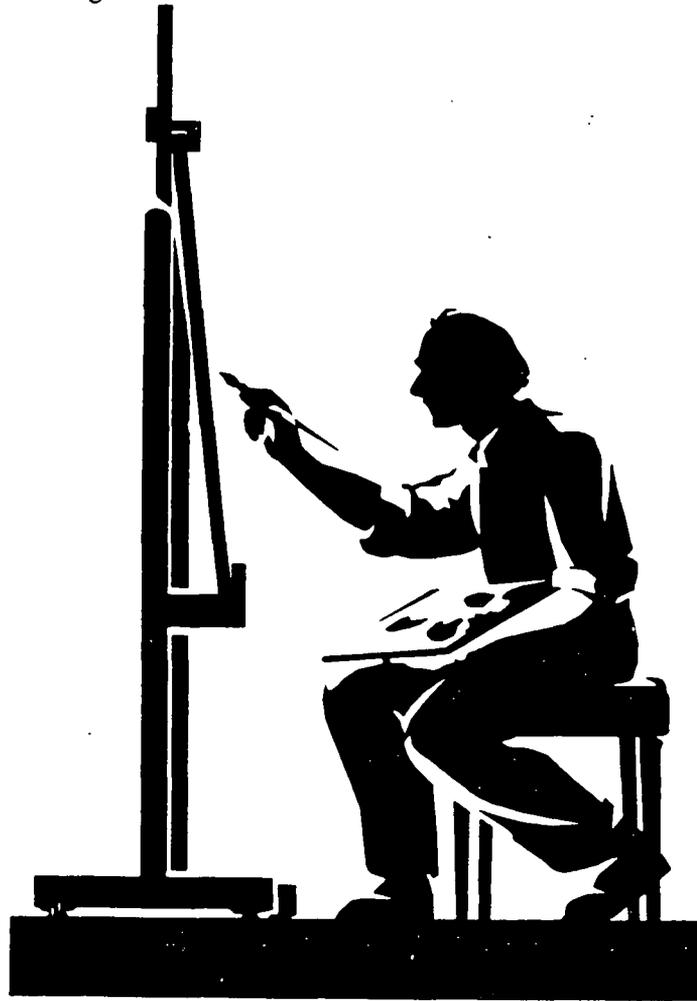


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Visual Arts: Grade 4

Content Standards
Fourth Grade students will:
1. Interpret meaning in works of art
2. Analyze formal qualities in works of art
3. Discuss global works of art in historical/cultural context
4. Create expressive artwork in varied media, independently, and in collaborative groups
5. Critique own artwork using methods and vocabulary of aesthetics and art criticism

I. Art of the Middle Ages in Europe

- Note the generally religious nature of European art in the Middle Ages, including
 - Examples of medieval Madonnas (such as *Madonna and Child on a Gothic Throne*-13th century Byzantine)
 - Illuminated manuscripts (such as *The Book of Kells*)
 - Tapestries (such as the Unicorn tapestries)
- Become familiar with feature of Gothic architecture (spires, pointed arches, flying buttresses, rose windows, gargoyles and statues) and famous cathedrals, including Notre Dame (Paris)

II. Islamic Art and Architecture

- Become familiar with examples of Islamic art, including illuminated manuscript and illumination of the Qur'an (Koran)
- Note characteristic features of Islamic architecture, such as domes and minarets, in Dome of the Rock (Mosque of Omar), Jerusalem
 - Alhambra Palace, Spain
 - Taj Mahal, India

III. The Art of Africa

- Note the spiritual purposes and significance of many African works of art, such as masks used in ceremonies for planting, harvesting, or hunting
- Become familiar with examples of art from specific regions and peoples in Africa, such as
 - Antelope headdresses of Mali
 - Sculptures by Yoruba artists in the city of life
 - Ivory carvings and bronze sculptures of Benin

IV. The Art of China

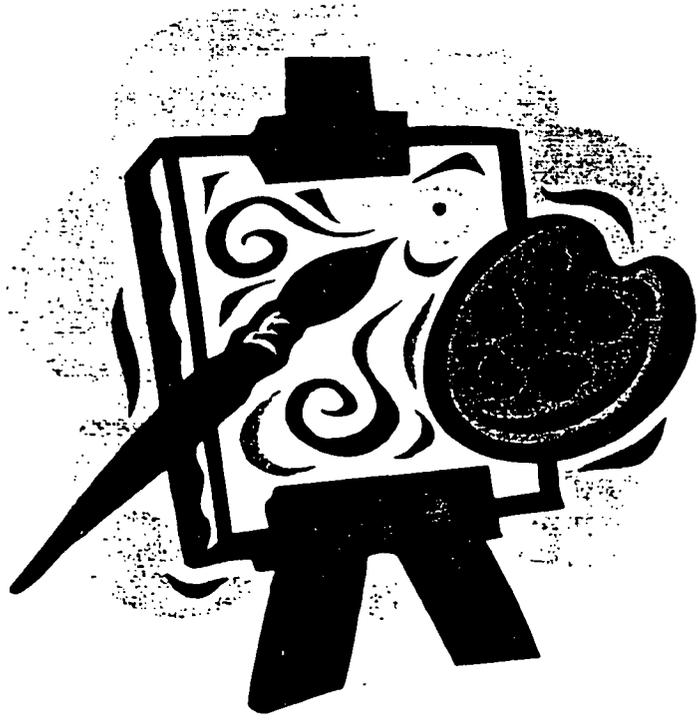
- Become familiar with examples of Chinese art, including
 - Silk scrolls
 - Calligraphy (the brush writing and painting)
 - Porcelain

V. The Art of a New Nation: The United States

- Become familiar with famous portraits and paintings, including
 - John Singleton Copley, *Paul Revere*
 - Gilbert Stuart, *George Washington*
 - Washington Crossing the Delaware*
- Become familiar with the architecture of Thomas Jefferson's Monticello

VISUAL ARTS FIFTH GRADE

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Visual Arts: Grade 5

Content Standards
Fifth Grade students will:
1. Formulate a position regarding meaning in works of art
2. Compare formal qualities in works of art
3. Understand the role of historical/cultural context for works of art
4. Create expressive artwork in varied media, independently, and in collaborative groups
5. Judge own artwork using methods and vocabulary of aesthetics and art criticism

I. Art of the Renaissance

- The shift in world view from medieval to Renaissance art, a new emphasis on humanity and the natural world
- The influence of Greek and Roman art on Renaissance artists (classical subject matter, idealization of human form, balance and proportion)
- The development of linear perspective during the Italian Renaissance
 - The vantage point or point-of-view of the viewer
 - Convergence of parallel lines toward a vanishing point, the horizon line
- Observe and discuss works in different genres--such as portrait, fresco, Madonna --by Italian Renaissance artists, including
 - Sandro Botticelli, *The Birth of Venus*
 - Leonardo da Vinci, *The Proportions of Man, Mona Lisa, The Last Supper*
 - Michelangelo, Ceiling of the Sistine Chapel, especially the detail known as *The Creation of Adam*
 - Raphael, *The Marriage of the Virgin*, examples of his Madonnas (such as *Madonna and Child with the Infant St. John, The Alba Madonna, or The Small Cowper Madonna*)
- Become familiar with Renaissance sculpture, including:
 - Donatello, *Saint George*
 - Michelangelo, *David*

- Become familiar with Renaissance architecture, including
The Florence Cathedral dome designed by Filippo Brunelleschi
St. Peter's in Rome
- Observe and discuss paintings of the Northern Renaissance, including
Pieter Brueghel, *Peasant Wedding*
Albrecht Dürer, *Self-Portrait* (such as from 1498 or 1500)
Jan van Eyck, *Giouanni Arnolfini and His Wife* (also known as *Arnolfini Wedding*)

II. American Art: Nineteenth-Century United States

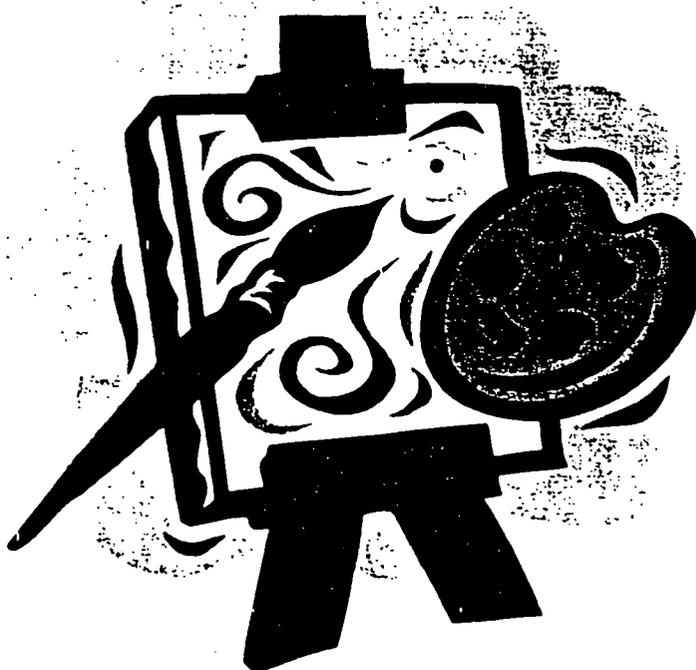
- Become familiar with the Hudson River School of landscape painting, including
Thomas Cole, *The Oxbow (The Connecticut River Near Northampton)*
(also known as *View from Mount Holyoke, Northampton, Massachusetts, after a Thunderstorm*)
Albert Bierstadt, *Rocky Mountains, Lander's Peak*
- Become familiar with genre paintings, including
George Caleb Bingham, *Fur Traders Descending the Missouri*
William Sidney Mount, *Ed Spearing at Setauket*
- Become familiar with art related to the Civil War, including
Civil War Photography of Matthew Brady and his colleagues
The Shaw Memorial sculpture of Augustus Saint-Gaudens
- Become familiar with popular prints by Currier and Ives

III. Art of Japan

- Become familiar with:
The Great Buddha (also known as the Kamakura Buddha)
Landscape gardens

VISUAL ARTS SIXTH GRADE

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Visual Arts: Grade 6

Content Standards
Sixth Grade students will:
1. Formulate a position regarding meaning in works of art
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I. Art History: Periods and Schools

A. CLASSICAL ART: THE ART OF ANCIENT GREECE AND ROME

- Observe characteristics considered "classic"--emphasis on balance and proportion, idealization of human form--in
The Parthenon and the Pantheon
The Discus Thrower and Apollo Belvedere

B. GOTHIC ART (ca. 12th century)

- Briefly review the religious inspiration and characteristic features of Gothic cathedrals

C. THE RENAISSANCE (ca. 1350 - 1600)

- Briefly review main features of Renaissance art (revival of classical subjects and techniques, emphasis on humanity, discovery of perspective) and examine representative works, including
 Raphael, *The School of Athens*
 Michelangelo, *David* (review from grade 5)

D. BAROQUE (ca. 17th century)

- Note the dramatic use of light and shade, turbulent compositions, and vivid emotional expression in
 El Greco, *View of Toledo* (also known as *Toledo in a Storm*)
 Rembrandt: a self-portrait, such as *Self-Portrait, 1659*

- E. ROCCOCO (ca. mid to late 1700s)**
- Note the decorative and "pretty" nature of Rococo art, the use of soft pastel colors, and the refined, sentimental, or playful subjects in Jean Honoré Fragonard, *The Swing*
- F. NEOCLASSICAL (ca. late 18th – early 19th centuries)**
- Note as characteristic of Neoclassical art the reaction against Baroque and Rococo, the revival of classical forms and subjects, belief in high moral purpose of art, and balanced, clearly articulated forms in Jacques Louis David, *Oath of the Horatii*
- G. ROMANTIC (ca. late 18th - 19th centuries)**
- Note how Romantic art is in part a reaction against Neoclassicism, with a bold, expressive, emotional style, and a characteristic interest in the exotic or in powerful forces in nature, in
 - Francisco Goya, *The Bullfight*
 - Eugene Delacroix, *Liberty Leading the People*
 - Caspar David Friedrich, *The Chalk Cliff of Rugen*
- H. REALISM (ca. mid to late 19th century)**
- Note the Realist's characteristic belief that art should represent ordinary people and activities, that art does not have to be uplifting, edifying, or beautiful in
 - Jean Millet, *The Gleaners*
 - Gustave Courbet, *The Stone Breakers*
 - Become familiar with examples of American realism, including
 - Winslow Homer, *Norwester*
 - Thomas Eakins, *The Gross Clinic*
 - Henry O. Tanner, *The Barjo Lesson*

VISUAL ARTS SEVENTH GRADE

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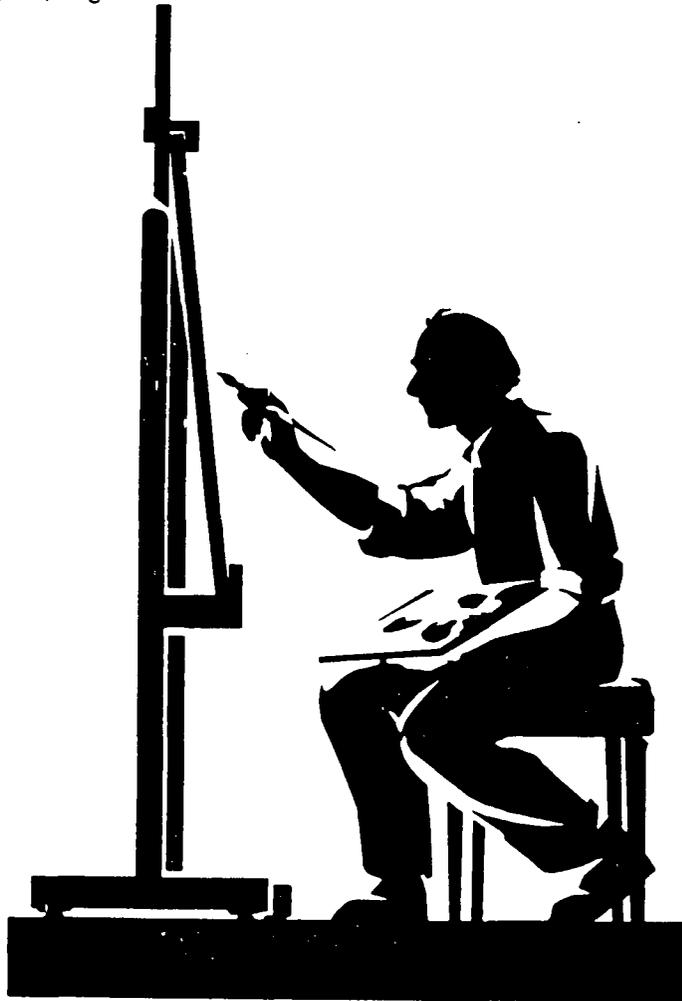


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Visual Arts: Grade 7

Content Standards
Seventh Grade students will:
1. Formulate a position regarding meaning in works of art
2. Compare formal qualities in works of art
3. Understand the role of historical/cultural context for works of art
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5. Judge own artwork using methods and vocabulary of aesthetics and art criticism

I. Art History: Periods and Schools

A. IMPRESSIONISM

- Examine characteristics of Impressionism in
 Claude Monet, *Impression: Sunrise*, *Bridge Over a Pool of Lilies*
 Pierre Auguste Renoir, *Luncheon of the Boating Party*
 Edgar Degas, a ballet painting such as *Dancing Class*
 Mary Casset, *The Boating Party*

B. POST-IMPRESSIONISM

- Examine characteristics of Post-Impressionism in
 Paul Cezanne: a still life such as *Apples and Oranges*, a version of
Mont Sainte Victoire, *The Card Players*
 Georges Seurat and pointillism: *Sunday Afternoon on the*
Island of the Grand Jatte
 Vincent van Gogh: *The Starry Night*, one of his
Sunflowers; a self-portrait such as *Self-Portrait (1889)*
 Paul Gauguin: *Vision After the Sermon, Hail Mary (la*
Oraon Maria)
 Henri Toulouse-Lautrec, *At the Moulin Rouge*
 Art Nouveau as a pervasive style of decoration

C. EXPRESSIONISM AND ABSTRACTION

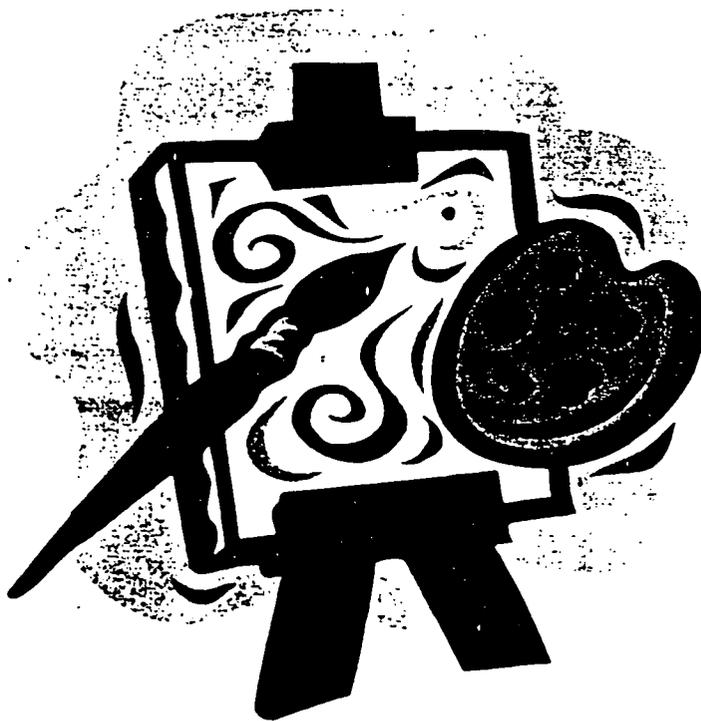
- Examine representative artists and works, including
 - Henri Matisse: *Madame Matisse*, *The Red Room*, cutouts
such as *Beasts of the Sea*
 - Edvard Munch, *The Scream*
 - Marc Chagall, *I and the Village*
 - Pablo Picasso's early works, including *Family of Saltimbanques*
- Cubism
 - Pablo Picasso, *Les Femmes d'Alger*
 - Marcel Duchamp, *Nude Descending a Staircase*
- Picasso after Cubism: *Girl before a Mirror*, *Guernica*
- Other developers of abstraction
 - Vassily Kandinsky, *Improvisation 31 (Sea Battle)*
 - Paul Klee, *Senecio* (also known as *Head of a Man*)
 - Piet Mondrain, *Broadway Boogie Woogie*
 - Salvador Dali and surrealism: *The Persistence of Memory*

D. MODERN AMERICAN PAINTING

- Examine representative artists and works, including
 - Edward Hopper, *Nighthawks*
 - Andrew Wyeth, *Christina's World*
 - Georgia O'Keeffe, *Red Poppies*
- Regionalists, social realists, and genre painters
 - Grant Wood, *American Gothic*
 - Diego Rivera (Mexican), *Detroit Industry*
 - Norman Rockwell, *Triple Self-Portrait*

VISUAL ARTS EIGHTH GRADE

**Mission Statement
NHA Visual Arts Education
Grade Level Content Standards
and Objectives**

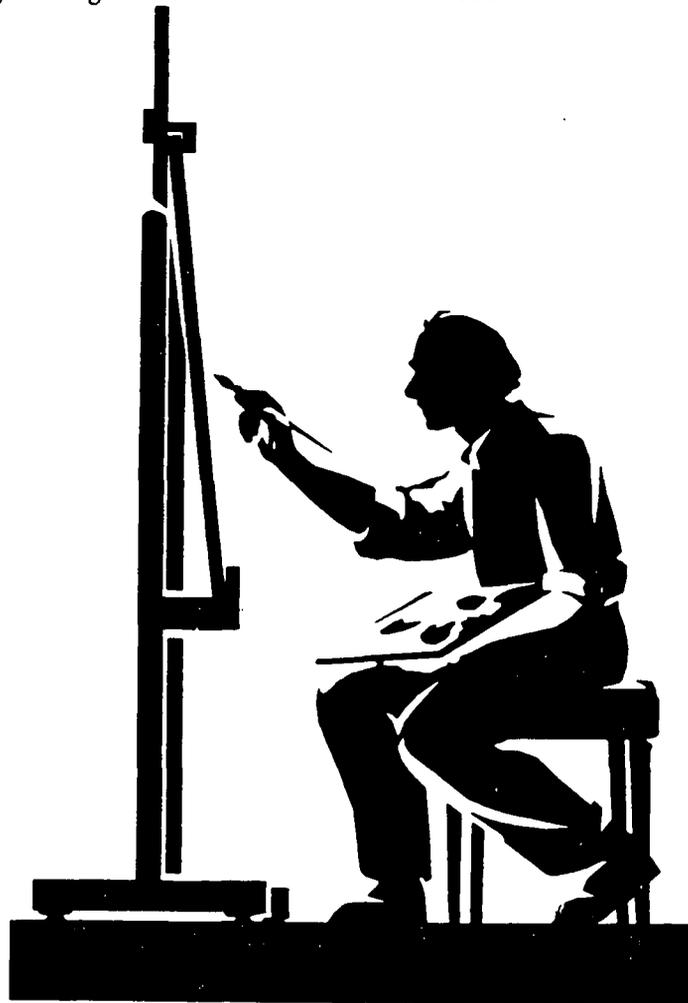


Visual Arts Mission Statement National Heritage Academies

In teaching the visual arts, we seek to provide the student with the tools to understand the significant role the visual arts play in our lives with their power to express ideas throughout history. The visual arts are an essential means of communication in our society and we seek to enable the child to use the visual arts to express his or her own unique ideas.

The visual arts curriculum will equip the learner with a philosophical, intellectual, physical, emotional, and moral foundation in the visual arts. From this foundation, we seek to enhance the critical thinking and problem-solving skills of the student through creativity and self-expression.

We believe the visual arts are essential to a child's education and provide an opportunity for each child to become a valuable and contributing member of our society, ultimately leading to a higher sense of their own self-worth.



NATIONAL HERITAGE ACADEMIES VISUAL ARTS EDUCATION

Art History

The study of art history will enable students to appreciate and understand artworks and artists from various cultures past and present.

Aesthetics

Aesthetics in art education helps form the foundation of a student's understanding of the arts as a unique and important human experience. The study of aesthetics will enable the student to view, appreciate, interpret and evaluate works of art.

Art Production

Students will use various mediums and techniques to produce works of art that express personal thoughts, feelings, and perceptions.

Art Criticism

Art criticism is an effort to fully understand works of art by precisely describing them, analyzing their components, interpreting them and making judgments about the content or form according to established standards.

Integration

Integrating art into the classroom curriculum helps the student understand the correlation between the two areas of study.

Visual Arts: Grade 8

Content Standards
Eighth Grade students will:
1. Formulate a position regarding meaning in works of art
2. Compare formal qualities in works of art
3. Understand the role of historical/cultural context for works of art
4. Create expressive artwork in varied media, independently, and in collaborative groups
5. Judge own artwork using methods and vocabulary of aesthetics and art criticism

I. Art History: Periods and Schools

A. PAINTING SINCE WORLD WAR II

- Examine representative artists and works, including
 - Jackson Pollock and Abstract Expressionism: *Painting 1948*
 - Willen de Kooning, *Woman and Bicycle*
 - Mark Rothko, *Orange and Yellow*
 - Helen Frankenthaler, *Wales*
 - Andy Warhol and Pop Art: *Campbell's Soup Can, Marilyn*
 - Roy Lichtenstein, *Whaam*
 - Romare Bearden, *She Be*
 - Jacob Lawrence, a work from his *Builder* series or *Migration of Negroes* series

B. PHOTOGRAPHY

- Examine representative artists and works including:
Edward Steichen, *Rodin with His Sculptures "Victor Hugo" and "The Thinker"*
Alfred Steiglitz, *The Steerage*
Dorothea Lange, *Migrant Mother, California*
Margaret Bourke-White, *Fort Peck Dam*
Ansel Adams, *Moonrise, Hernandez, New Mexico*
Henri Cartier-Bresson, *The Berlin Wall*

C. 20th CENTURY SCULPTURE

- Examine representative artists and works, including
Auguste Rodin, *The Thinker, Monument to Balzac*
Constantin Brancusi, *Bird in Space*
Pablo Picasso, *Bull's Head*
Henry Moore, *Two Forms*
Alexander Calder, *Lobster Trap and Fish Tail*
Louise Nevelson, *Black Wall*
Claes Oldenburg, *Clothespin*
Maya Lin, *Vietnam Veterans Memorial*

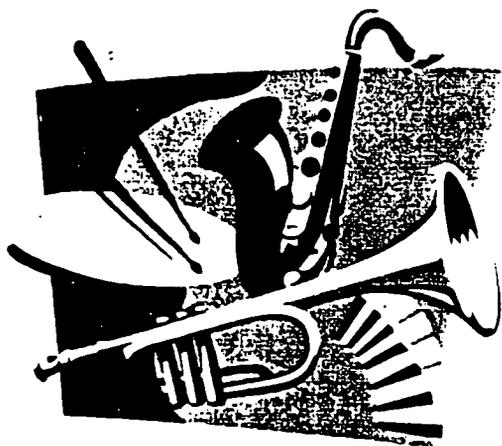
II. Architecture Since the Industrial Revolution

- Demonstrations of metal structure: Crystal Palace, Eiffel Tower
- First skyscrapers: "Form follows function"
Louis Sullivan: Wainwright Building
Famous skyscrapers: Chrysler Building, Empire State Building
- Frank Lloyd Wright: Fallingwater, Guggenheim Museum
- The International Style
Walter Gropius, Bauhaus Shop Block
Le Corbusier: Villa Savoye, Unite d'Habitation, Notre Dame du Haut
Ludwig Mies van der Rohe and Philip Johnson: Seagram Building

NHA MUSIC PHILOSOPHY

Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



**MUSIC
KINDERGARTEN**

**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade K - 2000**



KINDERGARTEN CONTENT STANDARDS

The Student will:
A. Recognize and begin to play a steady beat
B. Recognize that some beats are stressed
C. Move responsively to music
D. Recognize short and long sounds
E. Discriminate between fast and slow
F. Discriminate between obvious differences in pitch
G. Discriminate between loud and soft
H. Recognize like and unlike phrases
I. Sing unaccompanied, accompanied, and in unison
J. Echo short rhythms and melodic patterns
K. Create simple melodies, rhythms, and movement through improvisation
L. Discriminate between speaking and singing voice
M. Develop listening skills and beginning of music appreciation through exposure to various kinds of music



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum (see attached)

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade K - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniieldale Road, Desoto, Texas 75115, www.mhschool.com

*** Music Teachers are able to place orders with other vendors due to availability**

0-02-295366-3	Big Book	330.00	_____	_____
0-02-295386-8	Teacher's Edition (with Piano Accompaniment)	111.00	_____	_____
0-02-295375-2	Teacher's Edition	72.00	_____	_____
0-02-295413-9	Teacher's Resource Package	96.00	_____	_____
0-02-295422-8	Teacher's Resource Masters	23.70	_____	_____
0-02-295431-7	Signing for Primary Grades, Gr. K-2	12.00	_____	_____
0-02-295494-5	Listening Map Transparencies	45.00	_____	_____
0-02-295435-X	Compact Discs	348.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295444-9	Musica para todos for primary Grades, K-2	5.22	_____	_____
0-02-295364-7	Share World Music: Sings from Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs From Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEO PACKAGES

0-02-295479-1	Signing Videotape for Primary Grades, Gr. K-2	36.99	_____	_____
0-02-295481-3	Instrument Sounds Videotape, Gr. K-3	36.99	_____	_____
0-02-295482-1	Music and Movement Videotape, Gr. K-3	36.99	_____	_____



**MUSIC
FIRST GRADE**

**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 1-2000**



NHA MUSIC PHILOSOPHY

Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



First Grade Content Standards

The Student Will:
A. Recognize a steady beat; moving to a beat; play a steady beat, recognize accents
B. Move responsively to music
C. Recognize short and long sounds
D. Discriminate between fast and slow
E. Discriminate between obvious (high and low) differences in pitch
F. Discriminate between loud and soft
G. Understand that melody can move up and down
H. Hum the melody while listening to music
I. Echo short rhythms and melodic patterns
J. Play simple rhythms and melodies
K. Recognize like and unlike phrases
L. Recognize that music has timbre or tone color
M. Sing unaccompanied, accompanied, and in unison
N. Understand the following notation: quarter note; paired eighth notes; quarter rest
O. Develop improvisation skills
P. Identify and imitate mi, sol, and la pitches
Q. Write simple rhythmic and melodic dictation
R. Develop listening skills and appreciation in accordance with grade level objectives
S. Begin to develop an understanding of music in historical, social, and cultural context as well as its connection to other disciplines



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum (see attached)

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrist bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

**MUSIC
SECOND GRADE**

**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 2-2000**



NHA MUSIC PHILOSOPHY

Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



Second Grade Content Standards

The Student Will:
A. Recognize a steady beat, accents, and the downbeat; playing a steady beat
B. Move responsively to music
C. Recognize short and long sounds
D. Discriminate between fast and slow; gradually slowing down and getting faster
E. Discriminate between differences in pitch: high and low
F. Discriminate between loud and quiet; gradually increasing and decreasing volume
G. Understand that melody can move up and down
H. Hum the melody while listening to music
I. Echo short rhythms and melodic patterns
J. Play simple rhythms and melodies
K. Recognize like and unlike phrases
L. Recognize timbre (one tone)
M. Sing unaccompanied, accompanied, and in unison
N. Recognize verse and refrain.
O. Recognize that musical notes have names
P. Recognize a scale as a series of notes
Q. Sing the pentatonic scale using do, re, mi, fa, sol
R. Understand the following notation; repeat signs, staff, bar lines, double bar lines measure, meter, quarter note, paired eighth notes, half notes, quarter rest, and dynamic levels of piano (soft) and forte (loud)
S. Develop an awareness of different sounds that occur together through simple canons
T. Notate simple rhythms and beat patterns
U. Develop listening skills and appreciation in accordance with grade level objectives
V. Develop an understanding of music in historical, social, and cultural context as well as its connection to other disciplines



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

CD./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum (see attached)

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 2 – 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniieldale Road, Desoto, Texas 75115, www.mhschool.com

*** Music Teachers are able to place orders with other vendors due to availability**

0-02-295385-X	Big Book	498.00	_____	_____
0-02-295368-X	Pupil Edition	40.65	_____	_____
0-02-295388-4	Teacher's Edition (with Piano Accompaniment)	123.00	_____	_____
0-02-295377-9	Teacher's Edition	78.00	_____	_____
0-02-295414-5	Teacher's Resource Package	96.00	_____	_____
0-02-295415-5	Teacher's Resource Masters	17.25	_____	_____
0-02-295431-7	Signing for Primary Grades, Gr. K-2	12.00	_____	_____
0-02-295408-2	Orchestrations for Orff Instruments	9.00	_____	_____
0-02-295496-1	Listening Map Transparencies	45.00	_____	_____
0-02-295437-6	Compact Discs	435.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295444-9	Musica para todos for Primary Grades, Gr. K-2	5.22	_____	_____
0-02-295364-7	Share World Music: Songs from Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs from Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEOTAPE PACKAGES

0-02-295479-1	Signing Videotape for Primary Grades, Gr. K-2	36.99	_____	_____
0-02-295481-3	Instrument Sounds Videotape, Gr. K-3	36.99	_____	_____
0-02-295481-3	Music and Movement Videotape, Gr. K-3	36.99	_____	_____
0-02-295488-0	The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

0-02-295458-9	Standard Package	88.08	_____	_____
0-02-295464-3	Site License Package	333.00	_____	_____
0-02-295470-8	District License Package	828.00	_____	_____

MIDISAURUS CD-ROM

0-02-295528-3	MiDisaurus CD-ROM (Hybrnd Mac/Win), Gr. 1-3	79.95	_____	_____
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**MUSIC
THIRD GRADE**

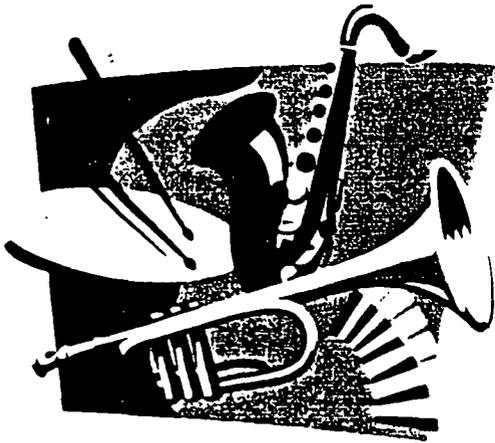
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 3-2000**



NHA MUSIC PHILOSOPHY

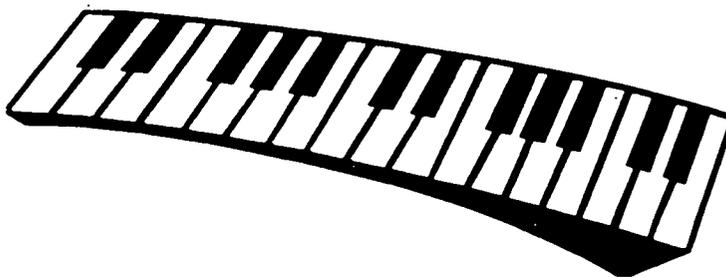
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Third Grade Content Standards

The Student Will:
A. Recognize a steady beat, accents, and the downbeat; playing a steady beat
B. Move responsively to music.
C. Recognize short and long sound
D. Discriminate between fast and slow; gradually slowing down (ritardando) or getting faster (accelerando)
E. Discriminate between differences in pitch; high and low
F. Discriminate between loud and soft; gradually increasing or decreasing volume
G. Understand that melody can move up and down
H. Hum the melody while listening to music.
I. Perform short rhythms and melodic patterns and ostinati
J. Play simple rhythms and melodies
K. Sing unaccompanied, accompanied, and in unison
L. Recognize harmony; sing rounds
M. Recognize verse and refrain, introduction, and coda
N. continue work with timbre and phrasing
O. Recognize theme and variations
P. Review names of musical notes; scale as a series of notes
Q. Understand and use the following notation: names of notes on staff; treble clef sign; bar line, meter and time signature; double bar line; measure; repeat sign; quarter note and rest; eighth note; half note and rest; whole note and rest; dynamics f (forte, loud), mf (mezzo forte, moderately loud), p (piano, soft), mp (mezzo piano, moderately soft)
R. Identify major and minor melody lines
S. Develop listening skills and appreciation in accordance with grade level objectives
T. Develop an understanding of music in historical, social, and cultural context as well as its connection to other disciplines
U. Identify all major instruments of the orchestra by their sound
V. Identify soprano, alto, tenor, and bass voices
W. Identify some music selections and the composers
X. Identify which instruments are playing by listening
Y. Identify simple styles of music



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum (see attached)

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 3 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Daniieldale Road, Desoto, Texas 75115, www.mhsschool.com

*** Music Teachers are able to place orders with other vendors due to availability**

0-02-295369-8	Pupil Edition	40.65	_____	_____
0-02-295389-2	Teacher's Edition (with Piano Accompaniment)	123.00	_____	_____
0-02-295378-7	Teacher's Edition	78.00	_____	_____
0-02-295416-3	Teacher's Resource Package	96.00	_____	_____
0-02-295425-2	Teacher's Resource Masters	17.25	_____	_____
0-02-295432-5	Signing for Intermediate Grades, Gr. 3-6	12.00	_____	_____
0-02-295409-0	Orchestrations for Orff Instruments	9.00	_____	_____
0-02-295402-3	Playing the Recorder	8.28	_____	_____
0-02-295497-X	Listening Map Transparencies	45.00	_____	_____
0-02-295438-4	Compact Discs	450.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295444-9	Musica para todos for Primary Grades, Gr. K-2	5.22	_____	_____
0-02-295364-7	Share World Music: Songs from Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs from Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEOTAPE PACKAGES

0-02-295480-5	Signing Videotape for Intermediate Grades, Gr. 3-6	36.99	_____	_____
0-02-295480-5	Instrument Sounds Videotape, Gr. K-3	36.99	_____	_____
0-02-295482-1	Music and Movement Videotape, Gr. K-3	36.99	_____	_____
0-02-295483-X	Musical Expression Videotape, Gr. K-3	36.99	_____	_____
0-02-295484-8	Creating Musical Moods Videotape, Gr. 3-6	36.99	_____	_____
0-02-295488-0	The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____
0-02-295492-9	Introduction to the Computer in Music Videotape, Gr. 3-8	36.72	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

0-02-295460-0	Standard Package	88.08	_____	_____
0-02-295466-X	Site License Package	333.00	_____	_____
0-02-295472-4	District License Package	828.00	_____	_____

MIDISAURUS CD-ROM

0-02-295528-3	Midisaurus CD-ROM (Hybrid Mac/Win) Gr. 1-3	79.95	_____	_____
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MCGRAW-HILL INTERACTIVE RECORDER CD-ROM

0-02-295529-1	McGraw-Hill Interactive Recorder	79.95	_____	_____
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**MUSIC
FORTH GRADE**

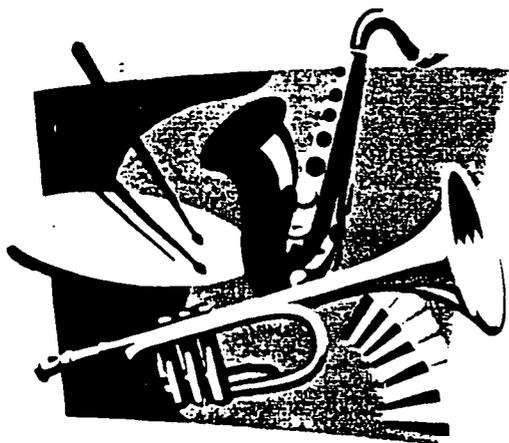
**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 4-2000**



NHA MUSIC PHILOSOPHY

Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

Music education is especially beneficial for students with lower verbal abilities and has been shown to increase verbal SAT scores by as much as 34-38 points. Music students have been proven to be ahead of other students in writing, communication and analytical skills, and have outperformed non-music students on achievement tests in reading and math. The study of music enhances self-discipline, self-confidence, team skills, and self-motivation.



Fourth Grade Content Standards

The Student Will:
A. Recognize a steady beat, accents, and the downbeat; play a steady beat, a simple rhythm pattern, and simultaneous rhythm patterns
B. Discriminate between fast and slow; accelerando and ritardando
C. Discriminate between differences in pitch as small as a half step higher or lower
D. Discriminate between loud and soft; crescendo and decrescendo
E. Understand legato (smoothly flowing progression of notes) and staccato (crisp, separated notes)
F. Sing unaccompanied, accompanied, and in unison
G. Recognize and sing harmony (consonance and dissonance); sing simple rounds and canons; recognize I, IV, and V chords
H. Recognize verse and refrain, introduction and coda, ABA and rondo (ABACA) form
I. Continue work with timbre and phrasing
J. Recognize theme and variations
K. Name the ledger lines and spaces of the treble clef
L. Sing or play simple melodies while reading scores
M. Understand the following notation: quarter note and rest; eighth note; half note and rest; whole note and rest; tied notes and dotted notes; sharps and flats; D.C. al Fine (da capo al fine); meter signatures (4/4, 2/4, 3/4); dynamics pp, p, mp, mf, f, ff
N. Play recorder on simple melodic and ostinati patterns
O. Conduct a piece by listening to it
P. Develop listening skills and appreciation in accordance with grade level objectives
Q. Develop an understanding of music in historical, social, and cultural context as well as its connection to other disciplines



Supplies and Curriculum for Start-up Charter Schools

Essential Items: All to be ordered by school principal and music teacher

Music Room:

60' X 30' soundproofed room for any school expected to house K-8 music program with storage cupboards for equipment, supplies, stereo, and instruments

Large industrial basin sink with running water

4' X 8' white board

Standard teacher's desk, 2 drawer file, 4 drawer file (for music storage)

30 stackable chairs, 25 music stands (13 stands for elementary program start-up)

Keyboard and Stereo:

Clavinova Keyboard (approx. \$3,000 1998 prices)

C.D./Cassette player with split trax capabilities

Curriculum:

Core Knowledge materials and NHA content standards

K-6 teacher's edition, C.D.'s, and 24 student books of "Share the Music" curriculum

Rhythm Instruments for Elementary Program:

(current contact: John Gillette@Marshall Music Company Grand Rapids office, will give 40-50% school discount) **Ordered in School Speciality Starting Kit for new schools**

24 rhythm sticks

2 pair maracas

3 triangles (small, medium, and large with strikers)

2 tambourines

2 sets wood blocks

2 pair claves

1 guiro

2 pair sand blocks

2 hand drums (one each, large and small)

1 small set of cymbals

1 set bongos

1 set of handle bells

4 sets wrists bells

1 each of alto xylophone and glockenspiel

Recorders:

(Recorders are part of the 4th grade curriculum standards)

25 alto recorders

13 "Hal Leonard" recorder books

Bowmar Orchestral Library:

(Music listening and appreciation are required as content standards and this set of C.D.'s would fulfill these requirements)

Series 1, 2, & 3 West Music Supply Company page #89
CDBM5111; CDBM5112, CDBM5113

Games:

Instrument Bingo - page 14, Music in Motion Catalogue #6107 \$29.95

Meet the Instruments Posters:

25, full-color 14" X 22" posters - page 22 Music in Motion Catalogue 35904,
\$77.00

McGraw Hill Companies Component Chart - Grade 4 - 2000

The items listed below are suggestions. To place an order: 1-800-442-9685, The McGraw Hill Companies, 220 East Danielale Road, Desoto, Texas 75115, www.mhschool.com

*** Music Teachers are able to place orders with other vendors due to availability**

0-02-295379-5	Pupil Edition	40.65	_____	_____
0-02-295390-6	Teacher's Edition (with Piano Accompaniment)	123.00	_____	_____
0-02-295379-5	Teacher's Edition	78.00	_____	_____
0-02-295417-1	Teacher's Resource Package	96.00	_____	_____
0-02-295426-0	Teacher's Resource Masters	17.25	_____	_____
0-02-295432-5	Signing for Intermediate Grades, Gr. 3-6	12.00	_____	_____
0-02-295410-4	Orchestrations for Orff Instruments	12.00	_____	_____
0-02-295403-1	Playing the Recorder	8.28	_____	_____
0-02-295498-8	Listening Map Transparencies	45.00	_____	_____
0-02-295439-2	Compact Discs	468.00	_____	_____

ADDITIONAL COMPONENTS

0-02-295445-7	Musica para todos for Intermediate Grades, Gr. 3-6	5.22	_____	_____
0-02-295364-7	Share World Music: Songs form Asia and Oceania, Gr. K-6	5.22	_____	_____
0-02-295365-5	Share World Music: Songs form Asia and Oceania Compact Discs, Gr. K-6	48.00	_____	_____

VIDEOTAPE PACKAGES

0-02-295480-5	Signing Videotape for Intermediate Grades, Gr. 3-6	36.99	_____	_____
0-02-295483-X	Musical Expression Videotape, Gr. 3-6	36.99	_____	_____
0-02-295484-8	Creating Musical Moods Videotape, Gr. 3-6	36.99	_____	_____
0-02-295485-6	Sounds of Percussion Videotape, Gr. 4-8	36.99	_____	_____
0-02-295486-4	Blending Musical Styles Videotape, Gr. 4-8	36.99	_____	_____
0-02-295487-2	Making a Music Video Videotape, Gr. 4-8	36.99	_____	_____
0-02-295488-0	The Mariachi Tradition Videotape, Gr. 1-8	38.49	_____	_____
0-02-295492-9	Introduction to the Computer in Music Videotape, Gr. 3-9	36.72	_____	_____

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0-02-295461-9	Standard Package	88.08	_____	_____
0-02-295467-8	Site License Package	333.00	_____	_____
0-02-295473-2	District License Package	828.00	_____	_____