



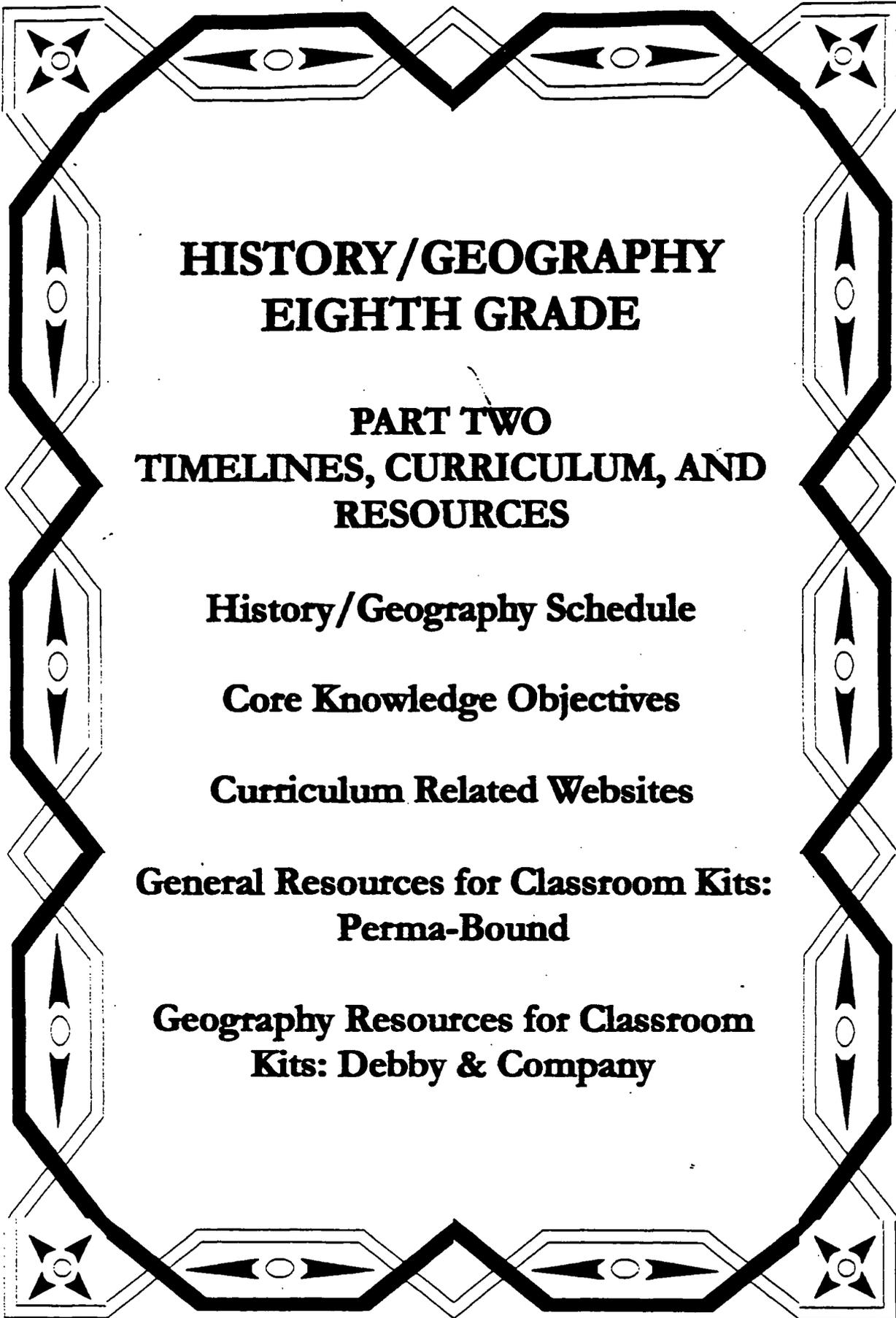
Charter Schools Institute
State University of New York

BUFFALO UNITED CHARTER SCHOOL

FINAL CHARTERED AGREEMENT
Section 2852(5) Submission to the Board of Regents

Volume 8 of 9

REDACTED APPLICATION



**HISTORY/GEOGRAPHY
EIGHTH GRADE**

**PART TWO
TIMELINES, CURRICULUM, AND
RESOURCES**

History/Geography Schedule

Core Knowledge Objectives

Curriculum Related Websites

**General Resources for Classroom Kits:
Perma-Bound**

**Geography Resources for Classroom
Kits: Debby & Company**

History/Geography - Recommended Schedule

*Denotes bolded Michigan Social Studies Themes to be studied in
Preparation for the MEAP
Grade 8 – First Semester

<u>Month</u>	<u>Unit</u>
<u>August</u>	*1763 - French and Indian War: Pontiac's Rebellion
<u>September</u>	
Week 1	*1774 – Causes of the American Revolution: Intolerable Acts
Week 2	*1776 – Principles of Independence: Declaration of Independence
	*1777 – American Revolution: Battle of Saratoga
Week 3	Civics: The Constitution – Principles and Structure of American Democracy
	*1781-89 – Early U.S. Government: Articles of Confederation;
Week 4	U.S. Constitution/ (Overview of the U.S. Constitution)
<u>October</u>	
Week 5	(Bill of Rights; Amendments) *13 th , 19 th amendments
Week 6	(Legislative Branch)
Week 7	(Executive Branch; Judiciary)
Week 8	*1793 – Technology and Mechanization: Cotton Gin
	*1800 – Competing Visions for the New Nation: Jefferson Vs. Hamilton Debate (strict vs. loose constructionism)
<u>November</u>	
Week 9	*1803 – Expansion: Louisiana Purchase
Week 10	*1823 - World Role of a New Nation: Monroe Doctrine
Week 11	1832 – 48 – Reforms and Expressions of Democracy: Abolition Movement, Women's Rights
Week 12	*1850 – American System and Nationalism: Building of Canal and railroads
<u>December</u>	
Week 13	*1850 – 61 – Causes of the Civil War: Compromise of 1850; Secession of Southern States
Week 14	* 1861 – 65 - Civil War: Emancipation Proclamation (1862)
Week 15	Battle of Gettysburg (1863)
<u>January</u>	
Week 16	Gettysburg Address (1863)
Week 17	*Reconstruction and Civil Rights: (13 th), 14 th , 15 th amendments
Week 18	Review for MEAP
Week 19	MEAP

History/Geography - Recommended Schedule
Grade 8 – Second Semester
 Include Geography in the Study of Major topics

February**Week 20** **The Civil Rights Movement****Week 21****Week 22** **The Cold War (Origins of War; The Korean War;****Week 23** **America in the Cold War)****Week 24** **The Vietnam War and the Rise of Social Activism****March** **(The Vietnam War; Social and Environmental Activism)****Week 25** **The Middle East and Oil Politics (History;****Week 26** **Geography of the Middle East)****Week 27****Week 28** **The End of the Cold War: The Expansion of Democracy and
Continuing Challenges (American Policy of Détente; Breakup of
the USSR)****April****Week 29** **Spring Break****Week 30** **The Decline of European Colonialism (Breakup of the British Empire;****Week 31** **Creation of People's Republic of China)****May****Week 32** **The End of the Cold War: The Expansion of Democracy and
Continuing Challenges (China Under Communism;****Week 33** **Contemporary Europe; The End of Apartheid in South Africa)****Week 34****Week 35** **Geography of Canada and Mexico (Canada)****June****Week 36** **(Mexico)**

History and Geography: Grade 8

I. The Decline of European Colonialism

A. BREAKUP OF THE BRITISH EMPIRE

- Creation of British Commonwealth, independence for colonial territories
- Troubled Ireland: Easter Rebellion, Irish Free State
- Indian nationalism and independence
 - Sepoy Rebellion
 - Mahatma Gandhi, Salt March
 - Partition of India into Hindu and Muslim states

- Geography of India and South Asia

Overview

Legacy of British colonial rule: English language, rail system

Himalayas, Mt. Everest, K-2

Very high population densities and growth rates, food shortages

Monsoons

Rivers: Ganges, Indus, Brahmaputra

Arabian Sea, Bay of Bengal

Pakistan, Karachi

Bangladesh

Sri Lanka

India

Second most populous country after China

Subsistence agriculture

Caste system, "untouchables"

Delhi, Bombay, Calcutta, Madras

Longstanding tension between Hindus and Muslims

B. CREATION OF PEOPLE'S REPUBLIC OF CHINA

- China under European domination
 - Opium Wars, Boxer Rebellion
 - Sun Yat Sen
- Communists take power
 - Mao Zedong: The Long March
 - Defeat of nationalists led by Chiang Kai-Shek
 - Soviet-Communist Chinese 30-Year Friendship Treaty
- Geography of China
 - Overview
 - One-fifth of world population
 - 4,000-year-old culture
 - Third largest national territory, regional climates
 - Physical features
 - Huang He (Yellow) River, Chang Jiang (Yangtze) River
 - Tibetan Plateau, Gobi Desert
 - Yellow Sea, East China Sea, South China Sea
 - Great Wall, Grand Canal
 - Social and economic characteristics
 - Major cities: Beijing, Shanghai, Guangzhou (formerly Canton), Shenyang
 - World's largest producer of coal and agricultural products, major mineral producer
 - Off-shore oil reserves
 - Multi-dialectal, including Mandarin, Cantonese
 - Hong Kong, special coastal economic zones
 - Taiwan, Taipei

II. The Cold War**A. ORIGINS OF THE COLD WAR**

- Post-WWII devastation in Europe, Marshall Plan, Bretton Woods Conference
- Western fear of communist expansion, Soviet fear of capitalist influences
- Truman Doctrine, policy of containment of communism
 - Formation of NATO, Warsaw Pact
 - The "Iron Curtain" (Churchill)
 - Berlin Airlift
 - Eastern European resistance, Hungarian Revolution, Berlin Wall, Prague Spring

B. THE KOREAN WAR

- Inchon, Chinese entry, removal of MacArthur
- Partition of Korea, truce line near the 38th Parallel

C. AMERICA IN THE COLD WAR

- McCarthyism, House Unamerican Activities Committee, “witch hunts”
Hollywood Blacklist
Spy cases: Alger Hiss, Julius and Ethel Rosenberg
- The Eisenhower Years
Secret operations, CIA, FBI counterespionage, J. Edgar Hoover, U-2
incident
Soviet Sputnik satellite, “Missile Gap,” Yuri Gagarin
Eisenhower’s farewell speech, the “military-industrial complex”
- The Kennedy Years, “Ask not what your country can do for you”
Attack on organized crime, Robert F. Kennedy
Cuban Missile Crisis, Fidel Castro, Bay of Pigs invasion
Nuclear deterrence, “mutual assured destruction,” Nuclear Test Ban
Treaty
Kennedy assassination in 1963, Lee Harvey Oswald, Warren
Commission
- Space exploration, U.S. moon landing, Neil Armstrong
- American culture in the 1950s and 1960s
Levittown and the rise of the suburban lifestyle, automobile-
centered city planning
Influence of television
Baby Boom generation, rock and roll, Woodstock festival,
26th Amendment

III. The Civil Rights Movement

- Segregation
 - Plessy v. Ferguson*, doctrine of “separate but equal”
 - “Jim Crow” laws
- Post-war steps toward desegregation
 - Jackie Robinson breaks color barrier in baseball
 - Truman desegregates Armed Forces
 - Adam Clayton Powell, Harlem congressman
 - Integration of public schools: *Brown v. Board of Education* (1954), Thurgood Marshall
- Montgomery Bus Boycott, Rosa Parks
- Southern “massive resistance”
 - Federal troops open schools in Little Rock, Arkansas
 - Murder of Medgar Evers
 - Alabama Governor George Wallace “stands in schoolhouse door”
- Nonviolent challenges to segregation: “We shall overcome”
 - Woolworth lunch counter sit-ins
 - Freedom riders, CORE
 - Black voter registration drives
 - Martin Luther King, Jr.
 - Southern Christian Leadership Conference
 - March on Washington, “I have a dream” speech
 - “Letter from Birmingham Jail”
 - Selma to Montgomery March
- President Johnson and the civil rights movement
 - The Great Society, War on Poverty, Medicare
 - Civil Rights Act of 1964, Voting Rights Act of 1965, affirmative Action
- African American militance
 - Malcolm X
 - Black Power, Black Panthers
 - Watts and Newark riots
- Assassinations of Martin Luther King, Jr. and Robert F. Kennedy

IV. The Vietnam War and the Rise of Social Activism

A. THE VIETNAM WAR

- French Indochina War: Dien Bien Phu, Ho Chi Minh, Viet Cong
- Domino Theory
- U.S. takes charge of the war, Special Forces, Tonkin Gulf Resolution
- Tet Offensive, My Lai Massacre
- Antiwar protests, Kent State, The Pentagon Papers, “hawks” and “doves”
- American disengagement, Nixon’s “Vietnamization” policy, Kissinger, War Powers Act
- Watergate scandal, resignation of Nixon
- Vietnam, Hanoi, Ho Chi Minh City (formerly Saigon)

B. SOCIAL AND ENVIRONMENTAL ACTIVISM

- Feminist movement, “women’s liberation”
Betty Friedan, National Organization for Women
Roe v. Wade
Failure of the Equal Rights Amendment
- Cesar Chavez, United Farm Workers
- American Indian Movement
Second Wounded Knee
Federal recognition of Indian right to self-determination
- Emergence of environmentalism
Rachel Carson, *Silent Spring*
Environmental Protection Agency, Endangered Species Act,
Clean Air and Water Acts
Disasters such as Love Canal, Three Mile Island, Chernobyl,
Exxon Valdez

V. The Middle East and Oil Politics

A. HISTORY

- League of Nations’ territorial mandates in Middle East
- Creation of Israel in 1948, David Ben-Gurion
- Suez Crisis, Gamal Abal Nasser
- Palestine Liberation Organization, Yassar Arafat
- Arab-Isreali Wars
Six-Day War, Israel occupies West Bank, Gaza Strip, Golan Heights
Yom Kippur War, OPEC oil embargo
- Camp David Peace Treaty
- Islamic fundamentalism, Iranian hostage crisis, Iran-Iraq War
- Persian Gulf War

B. GEOGRAPHY OF THE MIDDLE EAST

- Overview
 - Heartland of great early civilizations, Nile River, Mesopotamia, "Fertile Crescent"
 - Generally hot, arid conditions with thin, poor soils
 - Generally speak Arabic, except in Turkey (Turkish), Israel (Hebrew), Iran (Persian)
 - Predominant religion is Islam
 - Sunni and Shi'ite sects
 - Principal holy places: Makkah (also spelled Mecca) and Medina in Saudi Arabia
- Oil: world's most valuable commodity
 - Greatest known oil reserves concentrated around the Persian Gulf Strait of Hormuz, shipping routes and national imports
 - Extraction of Arab oil required Western technology, which introduced competing cultural influences to Islam
- Egypt
 - Most populous Arab country
 - Nile River and delta, surrounded by inhospitable deserts
 - Aswan Dam, Lake Nasser
 - Cairo (largest city in Africa), Alexandria
 - Suez Canal, Sinai Peninsula, Red Sea
- Israel
 - Formed by the United Nations in 1948 as homeland for Jewish people
 - Jerusalem: Holy city for Judaism (Wailing Wall, Temple Mount), Christianity (Church of the Holy Sepulcher), and Islam (Dome of the Rock)
 - Tel Aviv, West Bank, Gaza Strip, Golan Heights
 - Jordan River, Sea of Galilee, Dead Sea (lowest point on earth), Gulf of Aqaba
- Middle East states and cities
 - Lebanon: Beirut
 - Jordan: Amman
 - Syria: Damascus
 - Iraq: Baghdad
 - Kurdish minority population (also in Turkey and Iran)
 - Iran: Tehran
 - Kuwait
 - Saudi Arabia: Riyadh, Makkah
- Turkey
 - Istanbul (formerly Constantinople)
 - Bosporus, Dardanelles
 - Ataturk Dam controls upper Euphrates River

VI. The End of the Cold War: The Expansion of Democracy and Continuing Challenges

A. THE AMERICAN POLICY OF DÉTENTE

- Diplomatic opening to China
- Strategic Arms Limitation Talks
- Jimmy Carter's human rights basis for diplomacy

B. BREAKUP OF THE USSR

- History
 - Arms race exhausts USSR economy, Afghanistan War
 - Helsinki Accord on human rights, Andrei Sakharov
 - Mikhail Gorbachev
 - Solidarity labor movement, Lech Walesa
 - Reunification of Germany, demolition of the Berlin Wall
- Geography
 - Consequences of the breakup of the Soviet Union
 - New European states from former Soviet Union:
 - Belarus, Latvia, Lithuania, Moldova, Ukraine
 - Newly independent Muslim states in Asia (with ethnic Russian minorities):
 - Kazakstan, Kyrgyzstan, Turkmenistan, Uzbekistan
 - Caucasus, mountainous region where Western and Islamic cultures meet:
 - Armenia, Azerbaijan, Georgia
- Legacies of Soviet policies
 - Numerous internal republics, many language distinctions
 - Forced relocation of large numbers of ethnic minorities
 - Environmental poisoning from industrial and farm practices

C. CHINA UNDER COMMUNISM

- The Cultural Revolution
- Tiananmen Square

D. CONTEMPORARY EUROPE

- Toward European unity
 - European Economic Community, "Common Market"
 - European Parliament, Brussels, Maastricht Treaty on European Union
 - France linked to Britain by the Channel Tunnel ("Chunnel")
- Conflict and change in Central Europe
 - Geography of the Balkan region
 - Ethnically fragmented, mixture of languages and religions
 - Mountainous region, Danube River
 - Seas: Adriatic, Ionian, Black, Aegean, Mediterranean
 - Romania, Bulgaria, Greece, Albania
 - Countries that emerged from the breakup of Yugoslavia: Slovenia, Croatia, Bosnia and Herzegovina, Macedonia
 - "Balkanization"

E. THE END OF APARTHEID IN SOUTH AFRICA

- Background
 - British and Dutch colonialism in South Africa, Cecil Rhodes, Afrikaners
 - African resistance, Zulu wars, Shaka
 - Boer Wars
 - Union of South Africa, majority nonwhite population but white minority rule
 - Apartheid laws
- African National Congress
 - Nelson Mandela
- Internal unrest and external pressures (such as economic sanctions) force South Africa to end apartheid, Mandela released

VII. Civics: The Constitution—Principles and Structure of American Democracy

- Overview of the U.S. Constitution
 - James Madison
 - Founders' view of human nature
 - Concept of popular sovereignty, the Preamble
 - Rule of law
 - Separation of powers
 - Checks and balances
 - Enumeration of powers
 - Separation of church and state
 - Civilian control of the military
- Bill of Rights
 - Amendments protecting individual rights from infringement (1-3)
 - Amendments protecting those accused of crimes (5-8), Miranda ruling
 - Amendments reserving powers to the people and states (9 and 10)
 - Amendment process
 - Amendments 13 and 19
- Legislative branch: role and powers of Congress
 - Legislative and representative duties
 - Structure of the Congress, committee system, how a bill is passed
 - Budget authority, "power of the purse"
 - Power to impeach the president or federal judge
- Executive branch: role and powers of the presidency
 - Chief executive, cabinet departments, executive orders
 - Chief diplomat, commander-in-chief of the armed forces
 - Chief legislator, sign laws into effect, recommend laws, veto power
 - Appointment power, cabinet officers, federal judges
- Judiciary: Supreme Court as Constitutional interpreter
 - Loose construction (interpretation) vs. strict construction of U.S. Constitution
 - Concepts of due process of law, equal protection
 - Marbury v. Madison*, principle of judicial review of federal law, Chief Justice John Marshall

VIII. Geography of Canada and Mexico

- Canada
 - The ten provinces and two territories, Nunavut (self-governing American Indian homeland), Ottawa
 - St. Lawrence River, Gulf of St. Lawrence, Grand Banks, Hudson Bay, McKenzie River, Mt. Logan
 - Two official languages: English and French, separatist movement in Quebec
 - Montreal, Toronto, Vancouver, most Canadians live within 100 miles of U.S.
 - Rich mineral deposits in Canadian Shield, grain exporter
 - U.S. and Canada share longest open international boundary, affinities between neighboring U.S. and Canadian regions
 - North American Free Trade Agreement (NAFTA)
- Mexico
 - Mexico City: home of nearly one-quarter of population, vulnerable to earthquakes
 - Guadalajara, Monterrey
 - Sierra Madre Mountains, Gulf of California, Yucatan Peninsula
 - Oil and gas fields
 - Rapid population growth rate
 - North American Free Trade Agreement (NAFTA), Maquiladoras

CURRICULUM RELATED WEBSITES**Michigan Department of Education**<http://www.mde.state.mi.us/>**MEAP Released Items**[http://www.meritaward.state.mi.us/
merit/meap/questions/index.htm](http://www.meritaward.state.mi.us/merit/meap/questions/index.htm)**Michigan Curriculum Framework**<http://cdp.mde.state.mi.us>**Social Studies Assessment Models****(in Acrobat 3.0)**<http://cdp.mde.state.mi.us/Assessment/model5.pdf><http://cdp.mde.state.mi.us/Assessment/model8.pdf><http://cdp.mde.state.mi.us/Assessment/model11.pdf>**Authentic Assessment of Social Studies**http://cdp.mde.state.mi.us/SocialStudies/MI_Auth.AssmtMan.pdf**Bruce** = bbrousseau@ed.mde.state.mi.us**Karen** = ktodorov@cdp.mde.state.mi.us

GENERAL RESOURCES FOR CLASSROOM KITS

Perma-Bound Books

*Denotes suitability for ordering for students in classroom sets... at student readability levels

GRADE 8

HISTORY & GEOGRAPHY: Breakup of the British Empire

8	92040 Everest	\$18.90
8	113691 Gandhi	\$18.60
8	113693 Gandhi, Great Soul	\$19.90
8	113715 Ganges Delta And Its People	\$28.21
8	154831 India	\$29.21
8	154834 India: From Mughal Empire To British Raj	\$18.60
8	154821 India: The Land	\$13.60
8	186876 Mahatma Gandhi And India's Independence In World History	\$23.90
8	250698 Red Sea And The Arabian Gulf	\$28.21
8	282119 Sri Lanka (Cultures Of The World) (Original Publisher's Binding)	\$35.64

HISTORY & GEOGRAPHY: Creation of People's Republic of China

8	5910 Age Of Calamity: A.D. 1300-1400	\$23.90
8	13236 Ancient China	\$19.90
8	52304 China	\$30.55
8	52288 China: The Land	\$13.60
8	92040 Everest	\$18.90
8	228179 Pacific Rim: East Asia At The Dawn Of A New Century	\$28.85
8	231821 People's Republic Of China (Original Publisher's Binding)	\$32.00
8	245700 Pulse Of Emerprise: A.D. 1800-1850	\$23.90
8	250692 Red Scarf Girl: A Memoir Of The Cultural Revolution	\$11.60
8	254245 River At The Center Of The World: A Journey Up The Yangtze And Back In Chinese Time	\$20.60
8	304204 Top Of The World: Climbing Mount Everest	\$19.95
8	126449 Great Wall	\$23.90
8	139090 Hong Kong (Original Publisher's Binding)	\$26.00
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8	334430 Wonders Of The Ancient World	\$16.90

HISTORY & GEOGRAPHY: Origins of the Cold War

8	56966 Cold War: The American Crusade Against World Communism, 1945-1991	\$19.95
8	84083 Dwight D. Eisenhower	\$24.90
8	131583 Harry S. Truman (Original Publisher's Binding)	\$25.00

HISTORY & GEOGRAPHY: The Korean War

8	9632 America In The Korean War	\$32.85
8	172617 Korean War	\$27.85
8	172618 Korean War: The Forgotten War	\$22.90

HISTORY & GEOGRAPHY: America in the Cold War

8	223139 One Hell Of A Gamble: Khrushchev	\$20.60
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8	16681 Apollo Moonwalks: The Amazing Lunar Missions	\$22.90
8	16698 Apollo To The Moon	\$19.60
8	56966 Cold War: The American Crusade Against World Communism, 1945-1991	\$19.95
8	84083 Dwight D. Eisenhower	\$24.90
8	84084 Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson	\$24.85
8	84729 Earl Warren: Chief Justice For Social Change	\$21.90
8	102953 First Men In Space	\$19.60
8	189076 Man On The Moon	\$19.90
8	193343 McCarthy And The Fear Of Communism In American History	\$23.90

HISTORY & GEOGRAPHY: The Civil Rights Movement

8	40760 Brown Vs. Board Of Education: Equal Schooling For All	\$24.90
8	84084 Dwight D. Eisenhower, John F. Kennedy, Lyndon B. Johnson	\$24.85
8	148664 I Have A Dream: The Life And Words Of Martin Luther King, Jr.	\$18.60
8	149285 I Never Had It Made: An Autobiography	\$18.65
8	160654 Jackie Robinson	\$18.60
8	160669 Jackie Robinson Reader: Perspectives On An American Hero With Contributions By Roger Kahn...	\$19.60
8	160668 Jackie Robinson: Baseball's Civil Rights Legend	\$22.90
8	176400 Life And Death Of Martin Luther King	\$11.60
8	152167 Martin Luther King, Jr.	\$26.40
8	191799 Martin Luther King, Jr. And The Freedom Movement	\$14.60
8	235110 Pillar Of Fire: America In The King Years, 1963-65	\$22.65
8	236657 Plessy V. Ferguson: Separate But Equal?	\$22.90
8	241150 Preacher King: Martin Luther King, Jr. And The Word That Moved America	\$21.60

HISTORY & GEOGRAPHY: The Vietnam War

8	252589 Richard M. Nixon, Jimmy Carter, Ronald Reagan	\$23.85
8	266145 Sensational Trials Of The 20th Century	\$20.90
8	315890 Vietnam Antiwar Movement In American History	\$23.90
8	315881 Vietnam War	\$27.85
8	315894 Vietnam War	\$29.63
8	315873 Vietnam War (Opposing Viewpoints)	\$21.85
8	320328 Watergate Scandal In American History	\$22.90

HISTORY & GEOGRAPHY: Social and Environmental Activism

8	73807 Dennis Banks: Native American Activist	\$23.90
8	99897 Fight In The Fields: Cesar Chavez & The Farmworkers Movement	\$18.95
8	256451 Roe v. Wade: The Abortion Question	\$21.90
8	271115 Silent Spring	\$19.65

HISTORY & GEOGRAPHY: The Middle East and Oil Politics - History

8	17035 Arab-Israeli Conflict	\$31.06
8	158987 Israel And The Arab Nations In Conflict	\$31.07
8	196315 Middle East: In Search Of Peace	\$27.35
8	196467 Mideast After The Gulf War	\$12.60
8	232724 Persian Gulf War: The Mother Of All Battles	\$23.90

HISTORY & GEOGRAPHY: Geography of the Middle East - Overview

8	13257 Ancient Civilizations: 3000 BC - AD 500	\$28.90
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HISTORY & GEOGRAPHY: Geography of Egypt

8	86981 Egypt	\$29.21
8	86975 Egypt (Major World Nations)	\$17.90

HISTORY & GEOGRAPHY: Geography of Israel

8	158973 Israel (Original Publisher's Binding)	\$32.00
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HISTORY & GEOGRAPHY: Geography of the Middle East

8	157807 Iran (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	157803 Iraq (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	157802 Iraq (Original Publisher's Binding)	\$32.00
8	164522 Jordan (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	172812 Kuwait (Original Publisher's Binding)	\$32.00
8	174898 Lebanon (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	260726 Saudi Arabia (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	260725 Saudi Arabia (Major World Nations)	\$17.90
8	291416 Syria (Cultures Of The World) (Original Publisher's Binding)	\$35.64

HISTORY & GEOGRAPHY: Geography of Turkey		
8	307460 Turkey (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	307479 Turkey (Major World Nations)	\$17.90
HISTORY & GEOGRAPHY: The American Policy of Détente		
8	199846 Modern World History: International Relations From The First World War To The Present	\$25.60
HISTORY & GEOGRAPHY: Breakup of the USSR		
8	92009 Events That Shaped The Century	\$23.90
8	130389 Handbook Of The Former Soviet Union	\$37.35
8	172665 Kremlin Coup	\$12.60
8	252589 Richard M. Nixon, Jimmy Carter, Ronald Reagan	\$23.85
8	27102 Belarus (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	177843 Lithuania (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	309939 Ukraine (Cultures Of The World) (Original Publisher's Binding)	\$35.64
HISTORY & GEOGRAPHY: China Under Communism		
8	52305 China (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	231821 People's Republic Of China (Original Publisher's Binding)	\$32.00
HISTORY & GEOGRAPHY: Contemporary Europe		
8	6922 Albania (Original Publisher's Binding)	\$32.00
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8	41705 Bulgaria (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	56987 Collapse Of Communism In Eastern Europe	\$31.06
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8	91804 Europe (Current Controversies)	\$21.85
8	126692 Greece (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	256997 Romania (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	266600 Serbia (Original Publisher's Binding)	\$32.00
HISTORY & GEOGRAPHY: The End of Apartheid in South Africa		
8	16498 Apartheid: Calibrations Of Color	\$14.60
8	89533 End Of Apartheid	\$31.06
8	211720 Nelson Mandela, No Easy Walk To Freedom	\$10.15
8	277936 South Africa (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	278936 South Africa (Major World Nations)	\$17.90
8	277927 South Africa (Original Publisher's Binding)	\$32.00
8	341729 Zulu	\$19.90
HISTORY & GEOGRAPHY: The Constitution		
8	60782 Constitution Of The United States	\$23.90
8	60860 Constitutional Amendments	\$22.85
8	63716 Creating The Constitution, 1787	\$23.90
8	71517 Declaration Of Independence And The Constitution Of The United States	\$8.60
8	153280 In Our Defense: The Bill Of Rights In Action	\$19.15
8	161100 James Madison	\$23.90
8	161094 James Madison (Original Publisher's Binding)	\$25.00
8	190680 Marbury V. Madison: Powers Of The Supreme Court	\$22.90
8	226147 Our Changing Constitution: How And Why We Have Amended It	\$26.85
8	241331 Presidency Of The United States	\$22.90
8	290367 Supreme Court Of The United States	\$21.90
HISTORY & GEOGRAPHY: Geography of Canada		
8	44072 Canada (Major World Nations)	\$17.90
8	201100 Montreal (Original Publisher's Binding)	\$26.00
8	247997 Quebec	\$16.60
8	269526 Short History Of Canada (Rev. Ed.)	\$21.60

HISTORY & GEOGRAPHY: Geography of Mexico

8	196095 Mexico (Cultures Of The World) (Original Publisher's Binding)	\$35.64
8	195870 Mexico (Original Publisher's Binding)	\$33.00
8	195881 Mexico: Biography Of Power: A History Of Modern Mexico 1810-1996	\$27.65

GENERAL RESOURCES: WORLD HISTORY & GEOGRAPHY

GR	272985 16th Century Mosque	\$22.90
GR	13223 Ancient China (Original Publisher's Binding)	\$19.99
GR	13235 Ancient Egypt (Original Hardcover Binding)	\$19.99
GR	13234 Ancient Greece (Original Hardcover Binding)	\$19.99
GR	13462 Ancient Rome (Original Hardcover Binding)	\$19.99
GR	20940 Aztecs (Original Publisher's Binding)	\$19.99
GR	51987 *Children's Atlas Of Civilizations	\$20.60
GR	87025 Egyptian Pyramid	\$16.60
GR	111319 Frontier Fort On The Oregon Trail	\$16.60
GR	114860 *Geography From A To Z: A Picture Glossary	\$12.60
GR	126935 Greek Temple	\$22.90
GR	153663 Incas (Original Publisher's Binding)	\$16.99
GR	171644 Kingfisher Book Of The Ancient World	\$19.90
GR	190553 Maps And Globes	\$12.60
GR	193890 Medieval Castle	\$16.60
GR	193900 Medieval Knights (Original Publisher's Binding)	\$17.99
GR	196285 Middle Ages (Original Hardcover Binding)	\$19.99
GR	213280 New Puffin Children's World Atlas: An Introductory Atlas For Young People	\$12.64
GR	251555 Renaissance (Original Publisher's Binding)	\$19.99
GR	256966 Roman Fort	\$22.90
GR	268538 Shakespeare's Theater	\$22.90
GR	289266 Submarines & Ships (Original Publisher's Binding)	\$17.99
GR	316698 *Visual Dictionary Of The Earth	\$22.90
GR	334440 Wonders Of The World	\$13.60
GR	335636 World War Two Submarine	\$22.90
GR	337740 Young People's Atlas Of The United States	\$25.90

GENERAL RESOURCES: AMERICAN HISTORY & GEOGRAPHY

GR	12092 American Reader: Words That Moved A Nation	\$25.65
GR	40916 Buck Stops Here: The Presidents Of The United States	\$15.65
GR	050816 Cherokees: A First Americans Book	\$20.90
GR	050869 Cheyennes: A First Americans Book	\$19.90
GR	57029 Colony Of Fear	\$14.15
GR	71200 Debt	\$14.15
GR	89522 *Encyclopedia Of Native America	\$28.95
GR	107462 Fortune In Men's Eyes	\$14.15
GR	111279 From Sea To Shining Sea	\$33.90
GR	130356 Hand In Hand: An American History Through Poetry	\$23.95
GR	139335 Hopis: A First Americans Book	\$20.90
GR	157907 Iroquois: A First Americans Book	\$20.90
GR	192852 Matter Of Pride	\$14.60
GR	210852 Navajos	\$20.90
GR	272368 Sioux	\$20.90
GR	281069 Splendid Little War	\$13.60
GR	295635 Test Of Loyalty	\$13.60
GR	309205 Two Kinds Of Patriots	\$14.15

GEOGRAPHY RESOURCES FOR CLASSROOM KITS

Debby & Company

GRADE SEVEN (All supplies, except (#), should be ordered for each classroom at this grade level.

(#) Denotes a resource which may be shared by all teachers at this grade level.)

(* Denotes suitability for ordering for students in classroom sets....at student readability levels.)

Order #	Description	Price
IF8554	(#) Blank Map Outlines	\$9.99
CD-3092	World Map - Labeled (Jumbo Map Pads... 1 pkg. of 30)	\$4.99
CD-3093	World Map - Blank (Jumbo Map Pads... 1 pkg. of 30)	\$4.99
CD-3090	U.S. Map - Labeled (Jumbo Map Pads... 1 pkg. of 30)	\$4.99
CD-3091	U.S. Map - Blank (Jumbo Map Pads... 1 pkg. of 30)	\$4.99
T-1088	World Map (Wipe-Off Map)	\$2.99
T-1087	United States Map (Wipe-Off Map)	\$2.99
T-593	Regular Wipe-Off Crayons (8 colors)	\$1.79
FS-37033	The Continents Charts	\$7.95
McP111	Map and Globe Skills Teaching Posters	\$7.95
UM-FR227	*World Atlas	\$3.95
BH-95224	Reading Maps & Graphs (Geography Flip-Overs)	\$6.75
BH-95223	World Geography (Geography Flip-Overs)	\$6.75
Scpb 341723	(#) Everything You Need to Know About Geography Homework	\$8.95
FS10622	(#) Geography For Everyday	\$9.95
IF8751	(#) U.S. & World Map Skills	\$10.99
IF8201	Comprehensive World Reference Guide	\$22.99
IF87031	(#) Symbols of a Great Nation	\$10.99

SPECIAL EDUCATION

The Policy
The Individual Education Plan (IEP)
Role of the Special Education
Building Coordinator
The Child Study Team
Evaluations
Inclusion of Students with Disabilities
Parent Participation
Individuals with Disabilities Education
Act (IDEA)



Special Education

The Policy

It is the policy of the National Heritage Academies to provide special education services within each academy. All students with special needs have the right to a quality education appropriate to their needs, abilities and interest. It is the goal of the special education staff to act as a resource to the classroom teacher in the development and implementation of appropriate instructional and socialization strategies. Implementation of these strategies will occur within the general education setting and through one-on-one and small-group remediation.

The Individual Education Plan (IEP)

All National Heritage Academies campuses comply with all federal and state legal requirements that every student identified as having a disability be provided an Individual Educational Program (IEP) specifying goals, level of service, ancillary services and the least restrictive placement. Prior to the opening of school, registration forms are scanned to identify current IEPs from previous schools attended. The parents are fully informed of their rights, procedures and responsibilities under special education law.

Role of the Special Education Building Coordinator

- Form a partnership with the classroom teacher to develop appropriate instructional practices to meet student needs
- Act as a resource to the classroom teacher in the development, implementation and monitoring of specialized or modified programs
- Provide direct instruction to individuals or groups of students in the classroom as well as in the Resource Room setting
- Administer formal and informal educational assessments
- Interpret the results of assessments, observations and consultations to develop appropriate programming strategies
- Facilitate effective communication with students, parents, teachers, administration, special education support staff and community based agencies
- Share up-to-date professional information regarding special education
- Receive referrals directed to the Child Study Team
- Coordinate and lead Child Study Team meetings

Special Education Personnel

All special education teachers have the proper certification. Our ancillary staff consists of speech and language pathologists, social workers, psychologists, and occupational therapists.

The Child Study Team

The Child Study Team (CST) is a committee of school personnel set up by the principal to ensure ongoing and effective support for classroom teachers and students. The special education teacher co-chairs the school's team in cooperation with the building administrator. The team provides a forum to discuss students' academic and behavior needs and to generate, initiate and monitor solutions that marshal the resources of the school, the family and the community. This process creates an awareness and understanding of the issues affecting the student. The team acts as a pre-referral intervention-planning group for those "unidentified" students whose difficulties may suggest the presence of a disability. As appropriate, the team may refer a student for a formal assessment for special education. Parents should be informed if their child is being considered by the Child Study Team, and parental permission must be obtained prior to any formal assessment of that student.

Evaluations

Special education students are subject to an annual review and a three-year reevaluation. At their annual reviews and three-year reevaluations, parents and teachers go over the protocols appropriate to the given student, and make clear decisions as to the programming for this student. Parents are informed of student progress a minimum of four times per year at quarterly marking periods. Progress is also shared through telephone calls, written information/feedback, and personal contacts.

Inclusion of Students with Disabilities

National Heritage Academies is committed to the fullest level of inclusion deemed possible and appropriate by our professional team of general and special educators, administrators, and ancillary-support staff. Our goal is to educate each student in the least restrictive environment possible based on a student's individual needs.

Parent Participation

Parents/legal guardians have the *expressed right* to participate in all meetings dealing with the evaluation, identification, and educational placement of their child. Information concerning a child will be requested of his/her parents/guardians during the child study process and the parent's/guardian's presence will be requested for all subsequent meetings. Parents/legal guardians are considered members of both the Multi-Disciplinary Evaluation Team (MET) and the Individual Education Programming Team (IEPT).

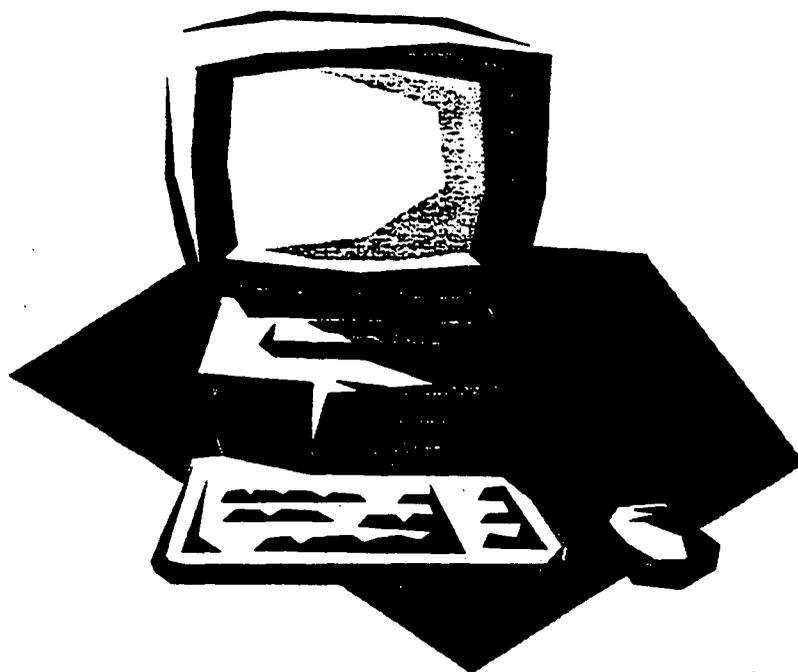
Individuals with Disabilities Education Act (IDEA)

National Heritage Academies are in step with the major changes in special education. The six principles of the new laws are:

- Free appropriate public education
- Appropriate evaluation
- Individualized education program (IEP)
- Least restrictive environment (LRE)
- Parent and student participation in decision making
- Procedural safeguards

TECHNOLOGY EIGHTH GRADE

**Technology—Educational Philosophy
Content Standards Grade 8
Scope and Sequence of
Content Standards Grades 3-8**



Educational Technology Philosophy

The National Assessment of Educational Progress (NAEP) has tracked student achievement for nearly three decades. In 1996, the results of the NAEP indicated a link between certain kinds of technology use, higher scores on the NAEP, and an improved school climate.¹ It is important to note that not all types of technology use produced these results. In fact, the results indicated that the use of computers for "drill and practice" may result in decreased student scores. The technology use that proved most beneficial centered on using the computer for simulation, problem solving and analysis. "The computer's most powerful uses are for making things visual," says James Kaput, a math professor at the University of Massachusetts-Dartmouth. "It can make visual abstract processes that that are otherwise ineffable."

As an organization, NHA focuses on delivering a "back to basics" approach to education based on research to generate student performance results. NHA's philosophy is grounded in the premise that the primary educational focus in elementary school should be mastering the core academic subjects of English, reading, mathematics, history, and science. Use of technology within the framework of the core academic curriculum must be age appropriate and must enhance the learning process. Just as writing relies on penmanship as a requisite skill, students and teachers must develop requisite skills in the use of technology in order to maximize its curricular impact. Students will develop these skills in the context of using technology for academic pursuits. Teachers will develop technology skills through training, practice, and ongoing assessment.

Developing Technology Skills

NHA's core academic curriculum is extremely rigorous and focuses on developing the fundamental skills, attitudes, and background knowledge that will allow students to be successful in all future pursuits. Specific technology skills are most effectively learned in the context of the core curriculum. Just as science teachers have taught their students to use a microscope in order to view cells, basic technology skills, such as using a scanner, are best taught in the context of developing a Web page or creating a portfolio. However, NHA will develop a specific technology curriculum to ensure the acquisition of computer skills.

NHA's approach to the curriculum is built upon the premise that a child's long-term academic success is directly related to the strength of the foundation upon which it is built. This belief provides a central core for the entire NHA curriculum. With this in mind, the school calendar and schedule focuses primarily on the development of this foundation in the core academic subjects. Once this foundation is laid, the learner benefits in all curricular areas.

In alignment with this core belief, NHA approaches the formal computer training very deliberately. While computers can be used in grades K-2 to enhance the delivery/experience of the student in the academic areas, no formal computer training is addressed during these formative years. A student's time in school is so valuable that computer training at these early ages would supersede a more fundamental element of the child's education. Students in grades K-2 may acquire technology skills as a by-product of the technology use within the curriculum. Formalized computer training will begin to be addressed by the classroom teacher beginning in grade 3. During the upper elementary years (grades 3-5), time is carved out of the school day to help students develop specific skills as they align with state and national standards. In most NHA affiliated schools, a computer elective course is offered in grades 6-8. During this set of courses, more advanced computer skills are taught and students are asked to apply these skills in increasingly unique and meaningful ways. Teachers in grades 6-8 will continue to include the development of computer skills into the classroom and students will be expected to apply these skills appropriately to enhance their learning.

¹ "The Link to Higher Scores". Andrew Trotter, Education Week, October 1, 1998.

This technology curriculum is based on both state and national standards. Specific lessons and assessments related to computer skill acquisition will be developed through a cooperative effort between the NHA Educational Technology team and the NHA Curriculum team.

Integrating Technology with the Curriculum

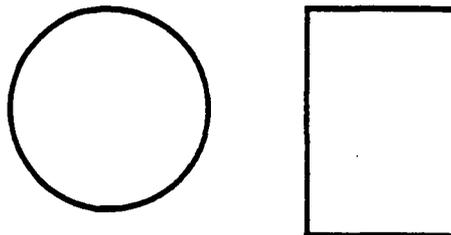
Although the time dedicated to acquire computer-specific skills is not equally distributed throughout the various grade levels, the underlying philosophy regarding technology use to enhance instruction is constant. In addition to developing materials that address both content standards and technology competencies, NHA is committed to the electronic delivery of content and supporting materials that aid in the delivery of curricula.

To achieve this goal of integration, NHA will develop a comprehensive curriculum map that includes specific teacher and student resources that tie technology with the core content areas in meaningful and substantive ways. A library of technology projects will be developed that connect specific curriculum objectives with technology skills. As a result, each teacher will be able to develop the tools necessary to integrate the acquisition of these skills into the academic curricula.

Over the course of the 2000-2001 school year, the Educational Technology Team, in conjunction with NHA teachers, has developed over 300 lessons, units and projects that integrate the technology curriculum into other curricular areas. These resources span all subject areas and grade levels and are made available to all NHA teachers in electronic form. Through the implementation of this technology plan, it is NHA's vision that this development will continue and lessons, units, projects, and other resources will continue to be made available to all NHA teachers that tie the technology curriculum into other curricular areas. The following is an example of a lesson that integrates technology objectives within other curricular areas.

A class is about to begin a unit on fractions within the fourth grade math curriculum. The teacher works with the Educational Technology Specialist to develop a lesson where students are to divide certain shapes into sections and then color the sections to depict a given fraction. The lesson will be done using a paint/draw program on the computer. See the example below:

1. Use the paint tools to divide the following shapes into fourths.
2. Use the paint tools to color the sections of each object to show the following:
 - a. Circle: $\frac{3}{4}$
 - b. Rectangle: $\frac{1}{4}$



The teacher will spend a small amount of time at the beginning of the lesson to explain how to use the paint/draw program, but the primary focus of the lesson will be focused on getting a better understanding of fractions. This lesson ties together many of the technology curriculum's paint/draw program objectives as well as many of the fraction objectives found in the mathematics curriculum.

Level	Computer Instruction	Technology Utilized Delivery of Instruction
K - 2	<p>No instructional time is devoted to computer skill development.</p> <p>Resources: None</p>	<p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Resources: LCD projectors, Internet connectivity</p>
3 - 5	<p>Instructional time is devoted to developing specific technology skills such as:</p> <ol style="list-style-type: none"> 1. Computer operations 2. File management 3. Word processing 4. Keyboarding 5. Presentation tools 6. Spreadsheet use 7. Database basics 8. Internet use & responsibilities <p>Resources: Some significant student access to computer required. Classroom teacher will be responsible for the delivery of this instruction. Curriculum to be developed and supplied by NHA.</p>	<p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Students use computers to develop materials, complete assessments, or engage in simulations. Work can be individual, in pairs, or in small groups.</p> <p>Resources: LCD projectors, Internet connectivity Some significant student access to computers required.</p>
6 - 8	<p>Instructional time in the middle school "Media / Technology" elective course is devoted to developing specific technology skills such as:</p> <ol style="list-style-type: none"> 1. Digital imaging 2. Digital audio 3. Desktop publishing 4. Presentation 5. Basics of good design 6. Web page authoring 7. Application integration 8. Internet use <p>Resources: Some significant student access to computer required. Classroom teacher will be responsible for the delivery of this instruction. Curriculum to be developed and supplied by NHA.</p> <p>It is desirable to place some computers permanently in each middle school classroom to achieve a fully integrated environment</p>	<p>Teachers use LCD projectors to model the use of technology, present information in engaging ways, and utilize the Internet in whole-group settings.</p> <p>Students use computers to develop materials, complete assessments, or engage in simulations. Work can be individual, in pairs, or in small groups.</p> <p>Students utilize computers independently to accomplish tasks appropriate to the use of the computer as a tool. Computers become seamlessly integrated tools in the middle school classroom, mimicking their place in the adult work environment.</p> <p>Resources: LCD projectors, Internet connectivity Some significant student access to computers required. Permanently placed PCs in middle school classroom are desirable.</p>

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independant User: Apply the technology objective without direction.

Content Standard 1: Students will demonstrate awareness, knowledge and appropriate usage of computer hardware components.	
Mouse Skills:	
Mouse Skills: Point and Click/Double Click	Independant User
Mouse Skills: Point and Select from Menu	Independant User
Mouse Skills: Point, Click, and Drag	Independant User
Mouse Skills: Know the basic functional differences between left and right mouse buttons.	Independant User
Keyboarding Skills:	
Keyboarding Skills: Use Typing Tutorial Program.	Independant User
Keyboarding Skills: Proficiently type, using proper hand position, with all alphanumeric keys.	Independant User
Other:	
Identify and know the basic functions of computer hardware.	Independant User
Know potential hazards that could damage computer hardware.	Independant User
Learn NHA's student computer useage policies.	Independant User
Know basic facts about networked computers.	Independant User
Uses a variety of input and output devices. (Scanner, Digital Camera, etc...)	Independant User
Know the differing capacities and trade-offs for computer storage media.	Independant User

Content Standard 2: Students will demonstrate awareness, knowledge and usage in file management and basic computer operation.	
File Management:	
File Management: Save (Name, Choose a location)	Independant User
File Management: Retrieve saved documents	Independant User
File Management: Distinguish between Save and Save As	Independant User
File Management: Create back-up of documents.	Independant User
Computer Operation Skills:	
Computer Operation Skills: Know how to start a computer software program	Independant User
Computer Operation Skills: Cut, Copy, Paste	Independant User
Computer Operation Skills: Manipulate Windows (Task Bar, Close Button, Minimize Button, Maximize Button, Restore Window Button)	Independant User
Computer Operation Skills: Trouble-shoots simple problems.	Independant User

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

1430

Content Standard 3: Students will demonstrate awareness, knowledge, and usage of a word processor, spreadsheet, and database.	
Word Processing:	
Word Processing: Know how to start a new Word Processing document.	Independent User
Word Processing: Change the font and size of text.	Independent User
Word Processing: Align text with alignment buttons.	Independent User
Word Processing: Highlight text with the mouse.	Independent User
Word Processing: Change the format of text with bold, italics and underline.	Independent User
Word Processing: Know how to print independently.	Independent User
Word Processing: Use the cut and paste commands.	Independent User
Word Processing: Use the menu bar functions.	Independent User
Word Processing: Insert Clip Art	Independent User
Word Processing: Use Spell Check	Independent User
Word Processing: Learn Keyboard short-cuts (Ctrl-V = Paste, etc...)	Independent User
Word Processing: Learn to use headers and footers.	Independent User
Spreadsheet:	
Spreadsheet: Use the mouse to select a cell.	Independent User
Spreadsheet: Enter data into a cell.	Independent User
Spreadsheet: Learn spreadsheet terms.	Independent User
Spreadsheet: Know how to start a new Spreadsheet document.	Independent User
Spreadsheet: Learn to graph or chart.	Independent User
Spreadsheet: Learn to add/subtract cell information.	Independent User
Spreadsheet: Create formula functions.	Develop

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

1431

Database:	
Database: Know how to start a new Database document.	Independent User
Database: Know database terms.	Independent User
Database: Know how to create fields and enter information into records.	Independent User
Database: Learn to sort the database based on one field.	Independent User
Database: Perform a search based on one or more fields.	Independent User
Other:	
Know basic distinctions among computer software programs, such as word processors, special purpose programs, and games.	Independent User
Start using multiple applications to complete one document or project. (eg. Insert a spreadsheet into a word processing document)	Independent User
Know how formats differ among software applications and hardware platforms.	Independent User

Content Standard 4: Students will demonstrate knowledge of creating and using graphics, desktop publishing, and creating presentations.	
Graphics:	
Know how to use basic painting and drawing tools.	Independent User
Able to put shapes together to create a picture.	Independent User
Know how to use advanced painting and drawing tools.	Independent User
Know how to select specific areas of a painting or drawing.	Independent User
Know how to use cut, copy, and paste with selected shapes.	Independent User
Know the differences between several graphic formats.	Independent User

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

1432

Desktop Publishing/Presentations:	
Know how to insert clip art.	Independent User
Learn how to select and use a template.	Independent User
Know how to Zoom in and out.	Independent User
Learn how to create a basic presentation.	Independent User
Use special hardware devices for input within a document (scanner, digital camera).	Independent User
Learn how to format a Presentation.	Independent User
Complete a content area project.	Independent User
Complete and present a content area project presentation using Microsoft Powerpoint.	Independent User
Use multimedia within a document/presentation. (video, animation, sound, etc...)	Independent User

Content Standard 5: Students will demonstrate awareness, knowledge and usage of the World Wide Web and research tools that leverage technology.	
Know how to search for information within a reference-based software program.	Independent User
Learn Internet etiquette; do's and don't's	Independent User
Know basic internet terms.	Independent User
Manually entering an Internet Web address (URL).	Independent User
Learn how to search and use keywords within a search engine.	Independent User
Learn Internet Explorer button functions (back, forward, stop, etc..).	Independent User
Learn to access, send and reply with e-mail.	Independent User
Learn how to download graphics.	Independent User
Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.	Independent User

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 6: Students will demonstrate an understanding of the relationships among science, technology, society, and the individual.	
Know ways that technology is used at home and school.	Independent User
Know that new tools and ways of doing things affect all aspects of life, and may have positive or negative effects on other people.	Independent User
Understand that when an individual creates something on a computer, the created work is that person's property, and only that person has the right to change it.	Independent User
Know that technologies often have costs as well as benefits and can have an enormous effect on people and other living things.	Independent User
Know that new inventions often lead to other new inventions and ways of doing things.	Independent User
Know areas in which technology has improved human lives.	Independent User
Understand the concept of software piracy.	Independent User
Know ways in which technology has influenced the course of history.	Independent User
Know that science cannot answer all questions and technology cannot solve all human problems nor meet all human needs.	Develop
Know examples of copyright violations and computer fraud and possible penalties.	Develop
Know that technology and science are reciprocal. They both are the driving force behind each other.	Introduce
Know ways in which technology and society influence one another.	Introduce

Content Standard 7: Students will demonstrate an understanding of how technology can be used as a tool for problem solving and decision making.	
Know that objects occur in nature; but people can also design and make objects.	Independent User
Know that tools can be used to observe, measure, make things, and do things better and/or more easily.	Independent User
Know that people are always inventing new ways to solve problems and get work done.	Independent User
Identify a simple problem that can be solved using technology.	Independent User
Know constraints that must be considered when designing a solution to a problem.	Independent User
Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.	Independent User
Know that people have invented and used tools throughout history to solve problems and improve ways of doing things.	Independent User
Identify appropriate problems for technological design.	Develop
Design a solution or product, taking into account needs and constraints.	Develop
Implement a proposed design.	Develop

Scope and Sequence of Content Standards Grades 3-8

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 1: Students will demonstrate awareness, knowledge and appropriate useage of computer hardware components.						
	3	4	5	6	7	8
Mouse Skills:						
Mouse Skills: Point and Click/Double Click	I	D	IU	IU	IU	IU
Mouse Skills: Point and Select from Menu	I	D	IU	IU	IU	IU
Mouse Skills: Point, Click, and Drag	I	D	IU	IU	IU	IU
Mouse Skills: Know the basic functional differences between left and right mouse buttons.			I	D	IU	IU
Keyboarding Skills:						
Keyboarding Skills: Use Typing Tutorial Program.		I	D	IU	IU	IU
Keyboarding Skills: Proficiently type, using proper hand position, with all alphanumeric keys.		I	D	IU	IU	IU
Other:						
Identify and know the basic functions of computer hardware.	I	D	IU	IU	IU	IU
Know potential hazards that could damage computer hardware.	I	D	IU	IU	IU	IU
Learn NHA's student computer usage policies.	I	D	IU	IU	IU	IU
Know basic facts about networked computers.			I	D	IU	IU
Uses a variety of input and output devices. (Scanner, Digital Camera, etc...)			I	D	IU	IU
Know the differng capacities and trade-offs for computer storage media.				I	D	IU

Content Standard 2: Students will demonstrate awareness, knowledge and usage in file management and basic computer operation.

	3	4	5	6	7	8
File Management:						
File Management: Save (Name, Choose a location)	I	D	IU	IU	IU	IU
File Management: Retrieve saved documents	I	D	IU	IU	IU	IU
File Management: Distinguish between Save and Save As		I	D	IU	IU	IU
File Management: Create back-up of documents.			I	D	IU	IU
Computer Operation Skills:						
Computer Operation Skills: Know how to start a computer software program	I	D	IU	IU	IU	IU
Computer Operation Skills: Cut, Copy, Paste		I	D	IU	IU	IU
Computer Operation Skills: Manipulate Windows (Task Bar, Close Button, Minimize Button, Maximize Button, Restore Window Button)		I	D	IU	IU	IU
Computer Operation Skills: Trouble-shoots simple problems.				I	D	IU

Introduce: Direct Instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 3: Students will demonstrate awareness, knowledge, and usage of a word processor, spreadsheet, and database.						
	3	4	5	6	7	8
Word Processing:						
Word Processing: Know how to start a new Word Processing document.	I	D	IU	IU	IU	IU
Word Processing: Change the font and size of text.	I	D	IU	IU	IU	IU
Word Processing: Align text with alignment buttons.	I	D	IU	IU	IU	IU
Word Processing: Highlight text with the mouse.	I	D	IU	IU	IU	IU
Word Processing: Change the format of text with bold, italics and underline.	I	D	IU	IU	IU	IU
Word Processing: Know how to print independently.	I	D	IU	IU	IU	IU
Word Processing: Use the cut and paste commands.		I	D	IU	IU	IU
Word Processing: Use the menu bar functions.		I	D	IU	IU	IU
Word Processing: Insert Clip Art		I	D	IU	IU	IU
Word Processing: Use Spell Check			I	D	IU	IU
Word Processing: Learn Keyboard short-cuts (Ctrl-V = Paste, etc...)				I	D	IU
Word Processing: Learn to use headers and footers.				I	D	IU
Spreadsheet:						
Spreadsheet: Use the mouse to select a cell.	I	D	IU	IU	IU	IU
Spreadsheet: Enter data into a cell.	I	D	IU	IU	IU	IU
Spreadsheet: Learn spreadsheet terms.		I	D	IU	IU	IU
Spreadsheet: Know how to start a new Spreadsheet document.		I	D	IU	IU	IU
Spreadsheet: Learn to graph or chart.			I	D	IU	IU
Spreadsheet: Learn to add/subtract cell information.			I	D	IU	IU
Spreadsheet: Create formula functions.					I	D
Database:						
Database: Know how to start a new Database document.				I	D	IU
Database: Know database terms				I	D	IU
Database: Know how to create fields and enter information into records.				I	D	IU
Database: Learn to sort the database based on one field.				I	D	IU
Database: Perform a search based on one or more fields.				I	D	IU
Other:						
Know basic distinctions among computer software programs, such as word processors, special purpose programs, and games.		I	D	IU	IU	IU
Start using multiple applications to complete one document or project. (eg. Insert a spreadsheet into a word processing document)				I	D	IU
Know how formats differ among software applications and hardware platforms.				I	D	IU

Introduce: Direct instruction of the technology objectives.

Develop: Apply the technology objective with direction.

Independent User: Apply the technology objective without direction.

Content Standard 4: Students will demonstrate knowledge of creating and using graphics, desktop publishing, and creating presentations.						
	3	4	5	6	7	8
Graphics:						
Know how to use basic painting and drawing tools.	I	D	IU	IU	IU	IU
Able to put shapes together to create a picture.	I	D	IU	IU	IU	IU
Know how to use advanced painting and drawing tools.			I	D	IU	IU
Know how to select specific areas of a painting or drawing.			I	D	IU	IU
Know how to use cut, copy, and paste with selected shapes.			I	D	IU	IU
Know the differences between several graphic formats.				I	D	IU
Desktop Publishing/Presentations:						
Know how to insert clip art.		I	D	D	IU	IU
Learn how to select and use a template.			I	D	IU	IU
Know how to Zoom in and out.			I	D	IU	IU
Learn how to create a basic presentation.			I	D	IU	IU
Use special hardware devices for input within a document (scanner, digital camera).			I	D	IU	IU
Learn how to format a Presentation.				I	D	IU
Complete a content area project.				I	D	IU
Complete and present a content area project presentation using Microsoft Powerpoint.				I	D	IU
Use multimedia within a document/presentation. (video, animation, sound, etc...)				I	D	IU

Content Standard 5: Students will demonstrate awareness, knowledge and usage of the World Wide Web and research tools that leverage technology.

	3	4	5	6	7	8
Know how to search for information within a reference-based software program.	I	D	IU	IU	IU	IU
Learn Internet etiquette: do's and don't's	I	D	IU	IU	IU	IU
Know basic internet terms.	I	D	IU	IU	IU	IU
Manually entering an Internet Web address (URL).			I	D	IU	IU
Learn how to search and use keywords within a search engine.			I	D	IU	IU
Learn Internet Explorer button functions (back, forward, stop, etc..).			I	D	IU	IU
Learn to access, send and reply with e-mail.			I	D	IU	IU
Learn how to download graphics.			I	D	IU	IU
Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.				I	D	IU

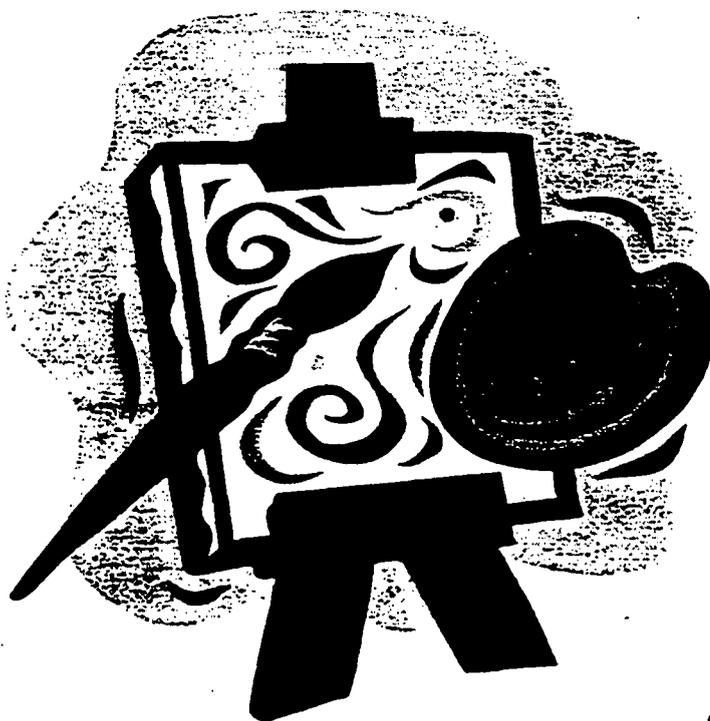
Introduce: Direct Instruction of the technology objectives.
 Develop: Apply the technology objective with direction.
 Independent User: Apply the technology objective without direction.

Content Standard 6: Students will demonstrate an understanding of the relationships among science, technology, society, and the individual.						
	3	4	5	6	7	8
Know ways that technology is used at home and school.			I	D	IU	IU
Know that new tools and ways of doing things affect all aspects of life, and may have positive or negative effects on other people.			I	D	IU	IU
Understand that when an individual creates something on a computer, the created work is that person's property, and only that person has the right to change it.			I	D	IU	IU
Know that technologies often have costs as well as benefits and can have an enormous effect on people and other living things.			I	D	IU	IU
Know that new inventions often lead to other new inventions and ways of doing things.			I	D	IU	IU
Know areas in which technology has improved human lives.			I	D	IU	IU
Understand the concept of software piracy.			I	D	IU	IU
Know ways in which technology has influenced the course of history.				I	D	IU
Know that science cannot answer all questions and technology cannot solve all human problems nor meet all human needs.					I	D
Know examples of copyright violations and computer fraud and possible penalties.					I	D
Know that technology and science are reciprocal. They both are the driving force behind each other.						I
Know ways in which technology and society influence one another.						I

Content Standard 7: Students will demonstrate an understanding of how technology can be used as a tool for problem solving and decision making.						
	3	4	5	6	7	8
Know that objects occur in nature; but people can also design and make objects.	I	D	IU	IU	IU	IU
Know that tools can be used to observe, measure, make things, and do things better and/or more easily.	I	D	IU	IU	IU	IU
Know that people are always inventing new ways to solve problems and get work done.	I	D	IU	IU	IU	IU
Identify a simple problem that can be solved using technology.			I	D	IU	IU
Know constraints that must be considered when designing a solution to a problem.			I	D	IU	IU
Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.			I	D	IU	IU
Know that people have invented and used tools throughout history to solve problems and improve ways of doing things.			I	D	IU	IU
Identify appropriate problems for technological design.					I	D
Design a solution or product, taking into account needs and constraints.					I	D
Implement a proposed design.					I	D

**VISUAL ARTS
EIGHTH GRADE**

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

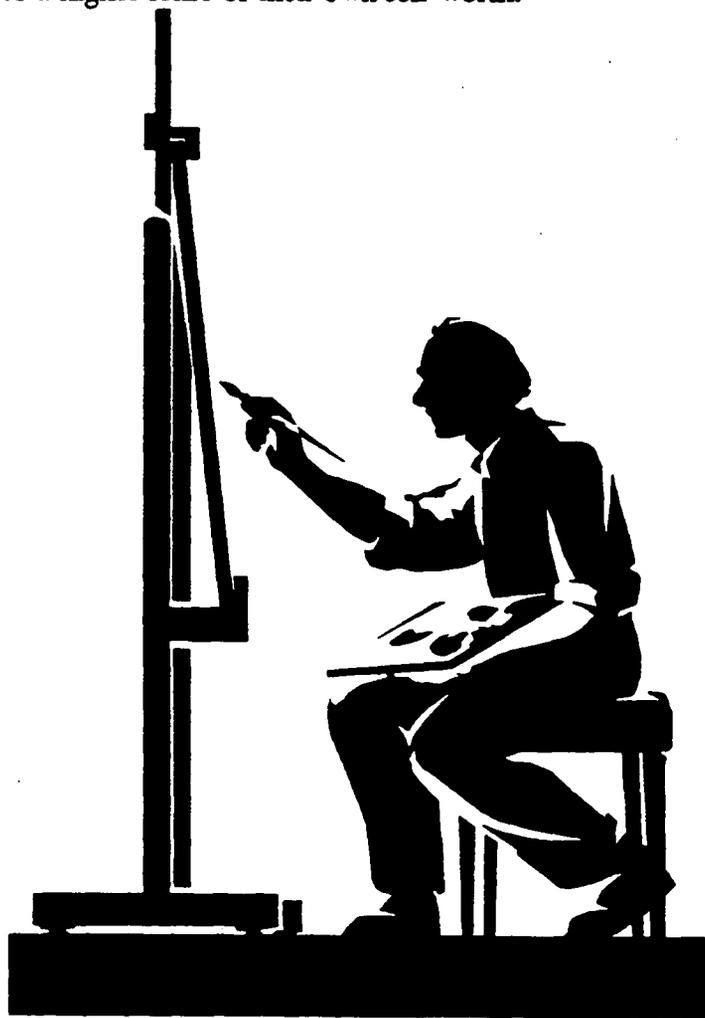


Visual Arts Mission Statement National Heritage Academies

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.



<p style="text-align: center;">NATIONAL HERITAGE ACADEMIES ART EDUCATION CONTENT STANDARDS</p>
--

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

Arts 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-Ba*
 - 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, *Clotheshpin*
 - 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



**MUSIC
EIGHTH GRADE**

**NHA Music Philosophy
Grade Level Content Standards
Supplies and Curriculum
Component Chart Grade 8-2000**



NHA MUSIC PHILOSOPHY

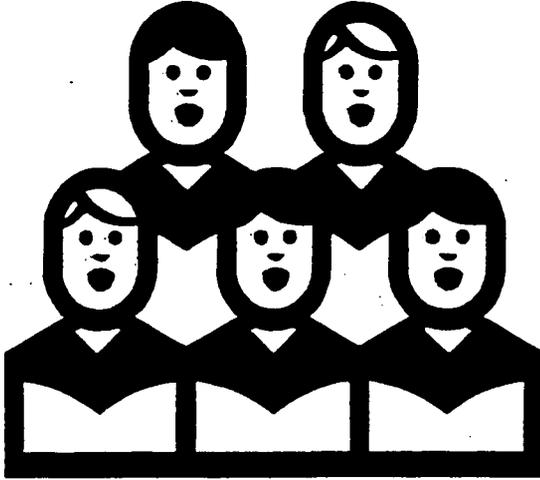
Music is an integral part of life in our cultures, communications, and creativity and expressive abilities. An innate part of our natural being, our musical intelligence needs to be developed and enhanced through formal music education to complete a balanced education for our charter school students.

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.



MIDDLE SCHOOL MUSIC
GRADES 6, 7, and 8

Grade 6 - Music Required - Choices
Choir, Band, or Orchestra



Grade 7 - Music Required - Choices
Choir, Band, or Orchestra



Grade 8 - Music Elective (Optional) - Choir, Band, Orchestra



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

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**

0-02-295374-4	Pupil Edition	48.00	_____	_____
0-02-295394-9	Teacher's Edition (with Piano Accompaniment)	141.00	_____	_____
0-02-295383-3	Teacher's Edition	84.00	_____	_____
0-02-295421-X	Teacher's Resource Package	96.00	_____	_____
0-02-295430-9	Teacher's Resource Masters	17.25	_____	_____
0-02-295443-0	Compact Discs	507.00	_____	_____

VIDEOTAPE

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. 3-8	38.49	_____	_____
0-02-295493-7	Composing Made Easy Videotape, Gr. 5-8	36.99	_____	_____

TECHNOLOGY

MUSIC WITH MIDI

0-02-295232-2	Standard Package	88.08	_____	_____
0-02-295238-1	Site License Package	333.00	_____	_____
0-02-295299-3	District License Package	828.00	_____	_____

GUITAR 101: THE FENDER METHOD CD-ROM

0-02-295532-1	Guitar 101: The Fender Method CD-ROM (win)	29.99	_____	_____
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G-VOX GUITAR CD-ROM

0-02-295533-X	G-VOX Guitar CD-ROM (win)	99.00	_____	_____
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TECHNOLOGY COMPONENTS (GR. K-8)

VIDEOTAPE PACKAGES

0-02-295479-1	Signing Videotape for Primary Grades, Gr. K-2	36.99	_____	_____
0-02-295480-5	Signing Videotape for Intermediate Grades, Gr. 3-6	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	_____	_____
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. 1-8	36.99	_____	_____
0-02-295488-0	The Mariachi Tradition Videotape, Gr. 3-8	38.49	_____	_____

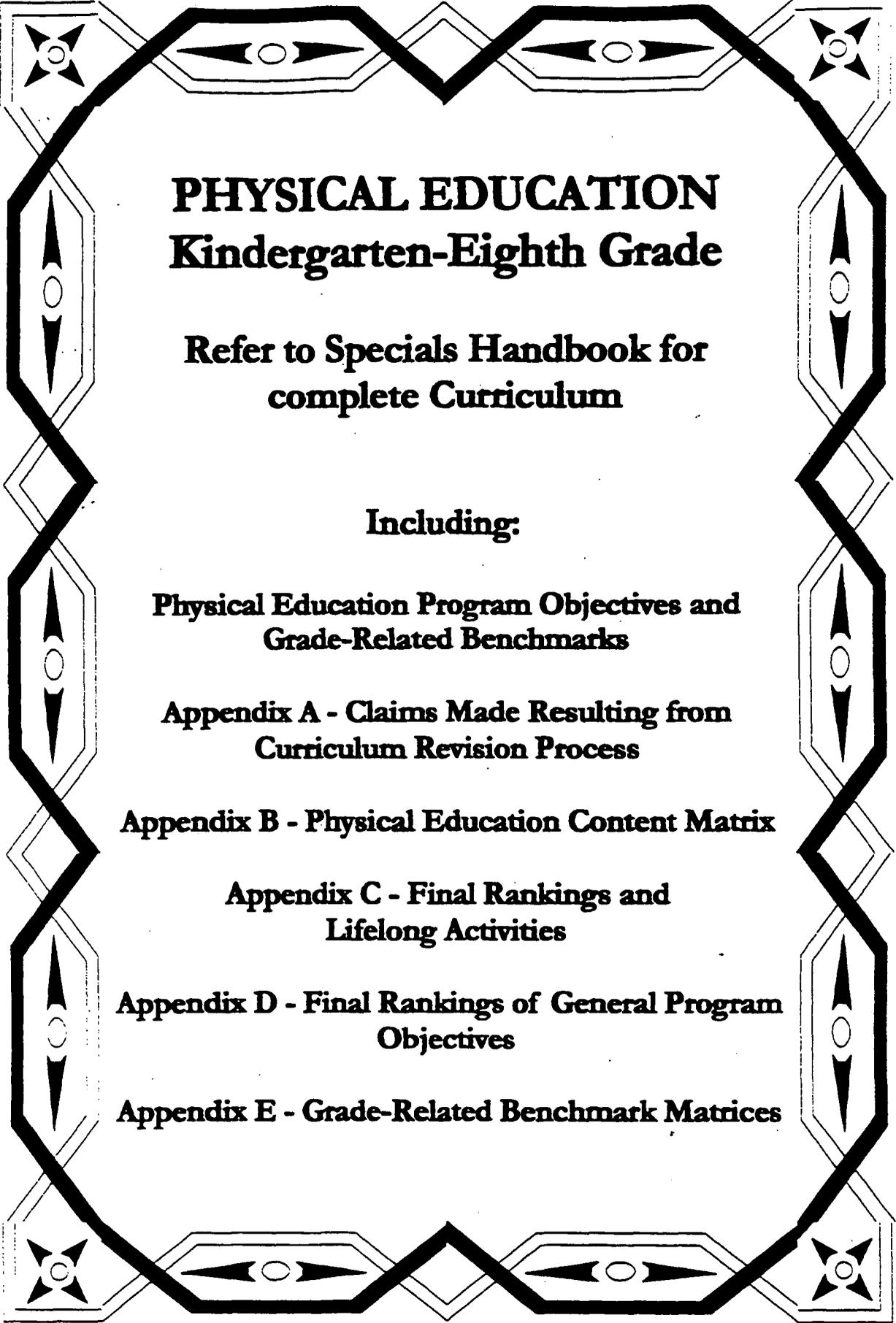
0-02-295492-9	Introduction to the Computer in Music Videotape, Gr. 3-8	36.72	_____	_____
0-02-295493-7	Composing Made Easy Videotape, Gr. 5-8	36.99	_____	_____

MUSIC TIME

0-02-295243-8	Music Time (Mac)	79.95	_____	_____
0-02-295245-4	Music Time (Win)	79.95	_____	_____
0-02-295244-6	Music Time Lab Pack (Mac) (5 packages)	241.50	_____	_____
0-02-295246-2	Music Time Lab Pack (Win) (5 packages)	241.50	_____	_____

MUSIC ACE AND MUSIC ACE 2

0-02-295318-3	Music Ace CD-ROM (Hybrid Mac/Win)	79.95	_____	_____
0-02-295333-7	Music Ace 2 CD-ROM (Hybrid Mac/Win)	79.95	_____	_____
0-02-295248-9	Music Ace Lab Pack (Mac) (5 packages)	167.97	_____	_____
0-02-295249-7	Music Ace Lab Pack (Mac) (10 Packages)	293.97	_____	_____
0-02-295319-1	Music Ace CD-ROM (Hybrid Mac/Win) 5-Computer Site License	159.96	_____	_____
0-02-295320-5	Music Ace CD-ROM (Hybrid Mac/Win) 10-Computer Site License	279.96	_____	_____
0-02-295334-5	Music Ace 2 CD-ROM (Hybrid Mac/Win) 5-Computer Site License	159.96	_____	_____
0-02-295335-3	Music Ace 2 CD-ROM (Hybrid Mac/Win) 10-Computer Site License	279.96	_____	_____



PHYSICAL EDUCATION Kindergarten-Eighth Grade

**Refer to Specials Handbook for
complete Curriculum**

Including:

**Physical Education Program Objectives and
Grade-Related Benchmarks**

**Appendix A - Claims Made Resulting from
Curriculum Revision Process**

Appendix B - Physical Education Content Matrix

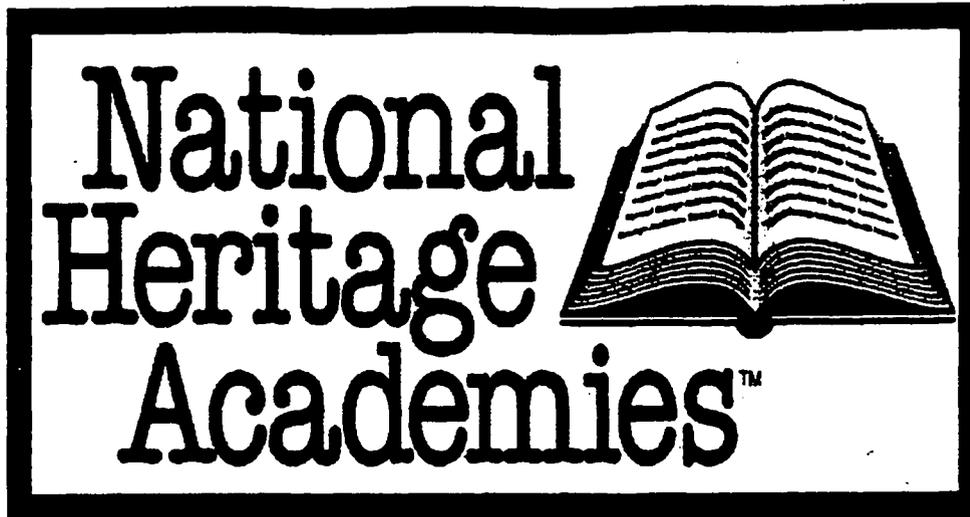
**Appendix C - Final Rankings and
Lifelong Activities**

**Appendix D - Final Rankings of General Program
Objectives**

Appendix E - Grade-Related Benchmark Matrices

Moral Focus

Curriculum Handbook 2001-2002



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**

Teacher Presenter	School
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Michelle Bauman	Paramount
Jane Beal	Vista
James Robert Brown	Greensboro
Linda Chaffee	Walker
Kim Chapin	Eagle Crest
Melissa Flickinger	Chandler Woods
Daphne Franklin	South Arbor
Mary Claire Fu	Eagle Crest
Erin Greenop	Walker
Heather Guerra	Knapp
Tuwanda Hairston	Research Triangle
Casey Helmreich	North Saginaw
Sarah Huddleston	Forsyth
Emilie Johnson	Forsyth
Jeff Johnston	Greensboro
Diane Kennedy	Greensboro
Kimberly Kobylak	Linden
Kevin Kooiker	Vista
Johann Linna	Ridge Park
Mandy Lohman	Cross Creek
Angela Newton	Paramount
Nicole Pachulski	Walker
Kaylin Rhoades	Endeavor
Cynthia Ruble	Forsyth
Mary Scheidel	Cross Creek
Elizabeth Sinclair	Endeavor
Lois Smith	Cross Creek
Angie Spears	Excel
Kirt Stevens	Vista
Rudy Swofford	Greensboro
Krista Tolchin	Endeavor
Dawn Tubbs	Linden
Marsha VanderSloot	Vanguard
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Moral Focus Curriculum

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A special thanks to
 Alice den Hollander, Mollie Gruennert and Julie Wyma of Excel Charter Academy
 for their outstanding work in developing the materials used in this curriculum.

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. Amitude 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

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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 .

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

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

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ation	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
	Teach	Album	Newsletter	Service project focus	Heroes Gallery	Award Someone	Role Play & Motto	Letter Writing	Mentoring
	Mentoring	Teach	Album	Newsletter	Service project focus	Heroes Gallery	Award Someone	Role Play & Motto	Letter Writing
	Letter Writing	Mentoring	Teach	Album	Newsletter	Service project focus	Heroes Gallery	Award Someone	Role Play & Motto

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

Assemblies

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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

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

Community Connection

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

Multi-media

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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

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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 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 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 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 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

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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 at 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

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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 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 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

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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

1487

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

1488

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.

<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>

	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.

	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.

	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

1493

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.”

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

Role Play and Motto

1496

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

Letter Writing

1497

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

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

1502

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

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

1505

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 its 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

1506

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

1507

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

To discipline yourself

1508

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

1509

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

1510

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 to 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

1511

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

1513

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. (Equadonian 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 clench 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

To live an honest life

1514

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

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

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

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
- Puritains
- 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
Sanuel 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

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

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-Handled 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

People

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

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

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

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

1534

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

1535

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.

Wisdom

7-8

1536

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

1537

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.

Respect

4-6

1538

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

1539

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

1540

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.

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.

Gratitude

7-8

1542

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

1543

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.

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

1545

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

1546

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

1547

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.

Perseverance

7-8

1548

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

1549

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

1550

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

1551

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

1552

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

1553

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.

Encouragement

7-8

1554

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

1555

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. "Shoebox 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

1556

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

1557

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

1558

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

1559

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...

Integrity

7-8

1560

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.

Specials

1561

Curriculum Handbook 2001-2002

Physical Education Program Objectives and Grade-Related Benchmarks:
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Goal 1: Students will demonstrate competence in selected motor skills.

Content Standard 1: *Students will demonstrate competence in selected fundamental locomotor skills.*

All Programs:

Run

Kindergarten

Demonstrate a still and correct trunk alignment and head position when running in a straight line at near maximum speed.

First Grade

Demonstrate correct foot placement and alignment when running in a straight line at near maximum speed.

Second Grade

Demonstrate correct leg action and a period of non-support between strides when running in a straight line at near maximum speed.

Third Grade

Demonstrate correct arm action when running in a straight line at near maximum speed.

Fourth Grade

Demonstrate all the elements of form while running at slow speeds for at least two minutes and moderate speeds for at least one minute.

Skip

Kindergarten

Demonstrate correct swinging action of the arms and non-support leg while skipping in time to teaching cues at slow, then moderate speeds

First Grade

Demonstrate initiating and maintaining slow, then moderate skipping speeds while maintaining correct skipping form, without a teacher's assistance in establishing the speed.

Second Grade

Demonstrate correct form while skipping in various pathways at various tempos (slow, moderate and fast), with or without musical accompaniment.

Jump Vertical

Kindergarten

Demonstrate a correct stance and preparation phase when jumping vertically.

First Grade

Demonstrate a correct stance, preparation, and completion phase, jumping vertically and landing relatively softly on the surface.

Second Grade

From a standing position, incorporate with all elements of the stance, preparation, action and completion phases.

Third Grade

Demonstrate correct form when jumping at least six inches in the air in the context of age-appropriate games and activities.

Hop**Kindergarten**

Demonstrate correct form while executing four continuous hops on each foot, using a wall or partner for balance.

First Grade

Demonstrate correct form while hopping on each foot for eight continuous hops.

Second Grade

Demonstrate correct form while hopping at a moderate tempo for four continuous hops on one foot and then four continuous hops on the other foot without pausing, changing directions after every four hops.

Third Grade

Demonstrate correct form while hopping continuously, changing feet and directions to the left and right in time to music of slow, moderate and fast tempos.

Slide**Kindergarten**

Demonstrate correct form when sliding at moderate speeds in one direction, keeping time to verbal cues (slide, together, slide, together) from teacher or musical (drum) beats.

First Grade

Demonstrate correct form when sliding at moderate speeds in both directions, keeping time to verbal cues (slide, together, slide, together) from teacher or musical (drum) beats, and changing directions at the teacher's cue.

Programs With At Least 60 Minutes Per Week:**Slide****Second Grade**

Demonstrate correct form when sliding along different pathways (straight, curves, zigzags) to music of different tempos (slow, moderate and fast).

Third Grade

Slide with correct form in time to music with various tempos and in games and activities.

Programs With 90 Minutes Or More Per Week:**Jump Horizontal****First Grade**

Demonstrate correct form when preparing for and landing from a horizontal jump in which the student takes off and lands on two feet.

Second Grade

Demonstrate correct form when executing preparation, action and landing phases of a horizontal jump in which the student takes off and lands on two feet.

Third Grade

Demonstrate correct form when executing preparation, action and landing phases of a horizontal jump in which the student takes off from one foot while jogging and lands on two feet.

Fourth Grade

Demonstrate correct form when executing preparation, action and landing phases of a horizontal jump in which the student takes off from one foot while running and lands on two feet.

Gallop**First Grade**

Demonstrate correct form when galloping at moderate speeds with each leg leading,, keeping time to verbal cues (slide, together, slide, together) from teacher or musical (drum) beats.

Second Grade

Demonstrate correct form when galloping along different pathways (straight, curves, zigzags) to music of different tempos (slow, moderate and fast).

Content Standard 2: *Students will demonstrate competence in selected fundamental object control skills.*

All Programs:**Dribble: Hands****Kindergarten**

Hold a basketball with the dribbling hand on top, push it down firmly with the dribbling hand and catch it with the dribbling hand on top of the ball without taking more than one step, five consecutive times with each hand.

First Grade

Dribble continuously in a stationary position, then dribble forward 30 feet with one hand without losing control of the ball on more than one of three attempts. Complete the skill with each hand.

Second Grade

Demonstrate correct body position and arm action when dribbling in stationary position up to five times with each hand without taking more than one step.

Third Grade

Dribble a ball at least 30 feet while alternating hands every five feet without losing control of the ball.

Fourth Grade

Demonstrate correct form when dribbling a ball while jogging at least 30 feet without losing control of the ball, with each hand

Fifth Grade

Demonstrate correct form when dribbling at moderate speed and incorporating stops and starts while weaving through six cones and using the dominant and non-dominant hands.

Catch Fly Balls**Kindergarten**

Demonstrate correct body position and hand action when dropping a playground ball from immediately below the chin and catching the ball at the peak of the bounce.

First Grade

Demonstrate correct body position and hand action, when tossing a playground ball at least eight feet into the air and catching it with the hands.

Second Grade

Demonstrate correct body position and preparation phase when catching a ball lobbed 10 feet high from at least six feet away.

Third Grade

Demonstrate positioning the hands correctly (thumbs in or out) when catching a ball lobbed from six feet away to a height of ten feet.

Fourth Grade

Demonstrate correct form when catching a soft ball thrown to within five feet from the student from 30 feet away and reaching a height of 10 feet.

Fifth Grade

Demonstrate correct form when catching a soft ball thrown to within five feet from the student from 30 feet away and reaching a height of 10 feet.

Jump Rope**Kindergarten**

Demonstrate correct trunk alignment, and take-off and landing while jumping one to four inches over a rope as it is held at one end and rotated so it travels close to the ground

First Grade

Jump over a long rope with correct form as it is started from the ground next to the jumper's feet and turned over the jumper at a slow speed by two facilitators.

Second Grade

Demonstrate correct form when executing a two-foot basic jump over a self-rotated rope three consecutive times.

Third Grade

Demonstrate correct form when executing a two-foot basic jump over a self-rotated rope 10 consecutive times.

Fourth Grade

Use a two-foot basic jump over a self-rotated rope at a moderate speed, 25 consecutive times with no more than three misses.

Fifth Grade

Demonstrate correct form when jumping rope 60 consecutive times at a moderate speed with no more than two misses.

Dribble: Feet**First Grade**

Demonstrate correct form to push the ball back and forth between the feet by making contact with the inside of the foot with the outside of the ball while tapping ball from foot to foot in a stationary position.

Kick: Instep**First Grade**

Demonstrate taking a final elongated stride to land beside the ball simultaneous with a correct backswing of the kicking leg, then a correct kicking action resulting in contacting the ball with the instep, while kicking a stationary inflated ball.

Bat**Kindergarten**

Demonstrate the correct body alignment relative to the tee and direction of the target, and hand placement on the bat when preparing to hit a ball off a batting tee.

First Grade

Demonstrate the correct batting stance, body alignment and grip when preparing to hit a soft ball off a batting tee.

Programs With At Least 60 Minutes Per Week:**Dribble: Feet****Second Grade**

Dribble a ball with correct form with the inside of the feet 40 feet at a slow jog, tapping the ball at least 8 times and not losing control of the ball on 2 of 3 trials.

Third Grade

Dribble a ball with the inside of the feet 40 feet at a slow jog, tapping the ball at least 10 times and not losing control of the ball on two of three trials.

Fourth Grade

Dribble a ball at a moderate speed, incorporating stops, starts and left and right turns on the teacher's signal without losing control of the ball on at least 2 of 4 trials.

Fifth Grade

Dribble a ball at a moderate speed, incorporating stops, starts and left and right turns when playing a game or activity without losing control of the ball on at least 2 of 4 trials.

Kick: Instep**Second Grade**

Demonstrate correct posture and arm action while kicking a stationary inflated ball.

Third Grade

Demonstrate correct form while kicking a stationary inflated ball.

Fourth Grade

Demonstrate correct form when running towards a stationary inflated ball a moderate speed and kicking it, so it travels 40 feet and hits a target 15 feet wide by 10 feet high

Fifth Grade

Demonstrate correct form when kicking an inflated ball as it is rolling towards the kicker at a moderate speed, so it travels 40 feet and hits a target 15 feet wide by 10 feet high.

Bat**Second Grade**

Demonstrate correct weight transfer and trunk rotation, keeping the head still, in combination with all prior elements of form when hitting a ball off a batting tee.

Third Grade

Demonstrate correct form at least 75 percent of the time and bat the ball at least 50 percent of the time, when batting a soft ball lobbed into the strike zone from 10 feet away

Fourth Grade

Demonstrate correct form at least 75 percent of the time and bat the ball at least 50 percent of the time, when batting a soft ball lobbed into the strike zone from 25 feet away

Fifth Grade

Demonstrate correct form and hit the ball at on least 50 percent of the swings, when batting a soft ball lobbed into the strike zone from 35 feet away.

Programs With 90 Minutes Or More Per Week:**Strike: Forehand****First Grade**

Demonstrate correct grip and trunk rotation when striking a balloon with a forehand motion with a paddle, starting in a side orientation to the intended target (shoulders, hips and feet perpendicular to the target).

Second Grade

Demonstrate correct grip, windup, trunk rotation and follow through when striking a balloon with a forehand motion with a paddle, starting in a position facing the balloon.

Third Grade

Demonstrate correct grip, weight transfer and action phase of a forehand strike when starting in a side orientation to the intended target (shoulders, hips and feet perpendicular to the target) and striking a ball that is dropped vertically on the striker's forehand side.

Fourth Grade

Demonstrate correct form when starting in a side orientation to the intended target (shoulders, hips and feet perpendicular to the target) and striking a ball lobbed 20 feet, so it bounces once and comes to near waist height and within two feet of the striker on their forehand side.

Fifth Grade

Demonstrate correct form when striking a ball lobbed 20 feet so it bounces once and comes to near waist height and within five feet of the striker on their forehand side, so it returns to the bouncer in the air on at least two of three attempts.

Throw: Overhand**First Grade**

Demonstrate correct grip, trunk rotation and follow through when throwing a ball at least 20 feet when starting in a "T" position with the feet, hips and shoulders aligned with the target.

Second Grade

Demonstrate correct grip, preparation phase, trunk rotation and follow through when throwing a ball at least 25 feet when starting by with the hips and shoulders aligned with the target and hands to the side.

Third Grade

Demonstrate correct grip, preparation phase, trunk rotation and follow through when throwing a ball at least 30 feet in the context of starting in a standing position and facing the target.

Fourth Grade

Demonstrate all elements of form when throwing at least 30 feet, so it hits a 4-foot target centered three feet off the ground.

Fifth Grade

Demonstrate all elements of form when throwing at least 40 feet, so it hits a 4-foot target centered three feet off the ground.

Throw Underhand**First Grade**

Demonstrate correct grip and stance when preparing to execute an underhand throw.

Second Grade

Demonstrate correct striding action and arm swing after assuming a correct grip and stance when throwing a ball underhanded at least 15 feet.

Third Grade

Demonstrate a correct release and follow through after executing a correct grip and stance, stride and arm action, when throwing a ball underhanded at least 15 feet.

Fourth Grade

Demonstrate correct form when throwing a ball underhanded at least 20 feet.

Fifth Grade

Demonstrate correct form when throwing a ball so as to hit a four-foot square target centered three feet above the ground from a distance of at least 20 feet.

Strike Underhand**First Grade**

Demonstrate correct stance and arm action when striking a soft ball with the underhand strike.

Second Grade

Demonstrate correct stance and arm action and proper weight transfer when striking a soft ball with the underhand strike.

Catch Rolling Balls**Second Grade**

Assume a good stance, bend at the waist and hips to lower the body and keep the eyes on the ball when catching a ball rolled directly at the receiver.

Content Standard 3: *Students will demonstrate competence in selected postural and non-locomotor skills.*

All Programs:**Balance: Dynamic Upright****Kindergarten**

Walk forward and backward on a straight line on the floor.

First Grade

Walk eight feet forward on a balance beam placed on the floor without falling off.

Second Grade

Walk eight feet backward on a balance beam placed on the floor without falling off.

Third Grade

Walk ten strides forward on a balance beam, then turn 180 degrees on the board and return to the starting position without falling off.

Fourth Grade

Walk ten strides backward on a balance beam, then turn 180 degrees on the board and return to the starting position without falling off.

Programs With 90 Minutes Or More Per Week:**Posture: Lift and Carry****Third Grade**

Demonstrate correct form while lifting a five-pound object from the floor to waist height, then lowering it to the floor in response to teacher commands/cues.

Fourth Grade

Demonstrate correct form while lifting a five-pound object off the floor, carrying it at least 20 feet and lowering it to the floor.

Fifth Grade

Demonstrate correct form while lifting an object weighing between 10 and 20 percent of one's body weight off the floor, carrying it at least 20 feet and lowering it to the floor.

Shoulder Roll: Forward**First Grade**

Demonstrate a shoulder roll with correct form when starting from a squatting position with both hands on the floor and the knees and hips bent so that the chest is against the thighs.

Second Grade

Start in a standing position and execute a forward shoulder roll with correct form, so as to complete the roll in a standing position.

Third Grade

Execute a shoulder roll with correct form with each shoulder while walking at a slow speed.

Balance: Static Upright**First Grade**

Stand on each foot one at a time for at least 5 seconds.

Second Grade

Demonstrate one of the balances (standing scale, lunge, knee scale) for at least three seconds.

Third Grade

Demonstrate two of the balances (standing scale, lunge, knee scale) for at least three seconds.

Content Standard 4: *Students will demonstrate competence in selected fundamental rhythmical skills*

Programs With At Least 60 Minutes Per Week:

Tempo

First Grade

Demonstrate the ability to keep time with slow and moderate tempos by clapping and walking in time to beats provided by the instructor.

Second Grade

Demonstrate the ability to execute various gates (e.g., walk, gallop, hop, skip, run) in time with slow and moderate tempos provided by the instructor.

Goal 2: Students will achieve and maintain health-related standards on selected physical fitness indicators.

Content Standard 5 *Students will develop and maintain healthy levels of cardio-respiratory endurance.*

All Programs:

Aerobic Fitness

Grade Three

Demonstrates the capacity to move continuously at a moderate rate for at least five minutes.

Grade Four

Demonstrates the capacity to move continuously at a moderate rate for at least 10 minutes.

Grade Five

Demonstrates the capacity to move continuously at a moderate rate for at least 12 minutes.

Grade Six

Maintain a heart rate within the target heart rate zone (70 – 85 percent of maximum) for at least 12 minutes.

Grade Seven

Maintain a heart rate within the target heart rate zone (70 – 85 percent of maximum) for at least 15 minutes.

Grade Eight

Maintain a heart rate within the target heart rate zone (70 – 85 percent of maximum) for at least 20 minutes.

Content Standard 6 *Students will develop and maintain healthy levels of muscular strength and endurance.*

All Programs:

Abdominal Strength

Grade Two

Execute at least ten abdominal curls with correct form.

Grade Three

Execute at least 26 continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.

Grade Four

Execute at least 30 (if male) or 28 (if female) continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.

Grade Five

Execute at least 34 (if male) or 30 (if female) continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.

Grade Six

Execute at least 36 (if male) or 33 (if female) continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.

Grade Seven

Execute at least 38 (if male) or 33 (if female) continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.

Grade Eight

Execute at least 40 (if male) or 33 (if female) continuous sit-ups according to the criteria described by the Physical Best battery in no more than 60 seconds.

Programs With At Least 60 Minutes Per Week:**Upper Body Strength****Third Grade**

Execute at least five continuous push-ups with correct form.

Fourth Grade

Execute at least 12 continuous push-ups with correct form.

Fifth Grade

Execute at least 15 continuous push-ups with correct form.

Sixth Grade

Execute at least 17 of continuous push-ups with correct form.

Seventh Grade

Execute at least 20 of continuous push-ups with correct form.

Eighth Grade

Execute at least 25 of continuous push-ups with correct form.

Lower Body Strength**Sixth Grade**

Demonstrate correct form when executing a leg press with a weight at least equivalent to one's body weight 10 continuous times.

Seventh Grade

Demonstrate correct form when executing a leg press with a weight at least equivalent to one's body weight 14 continuous times.

Eighth Grade

Demonstrate correct form when executing a leg press with a weight at least equivalent to 150 percent of one's body weight eight continuous times.

Programs With 90 Minutes Or More Per Week:**Lower Body Strength****Third Grade**

Demonstrate correct form when executing nine partner squats.

Fourth Grade

Demonstrate correct form when executing twelve partner squats.

Fifth Grade

Demonstrate correct form when executing fourteen partner squats.

Content Standard 7 *Students will develop and maintain healthy levels of flexibility of selected joints of the body.*

All Programs:**Hip/Low Back Flexibility****Grade Two**

Demonstrate the ability to touch the toes with the fingertips when executing a seated hamstring stretch with correct form.

Third Grade

Demonstrate the ability to touch the toes with the fingertips when executing a seated hamstring stretch with correct form, on three separate occasions.

Fourth Grade

Demonstrate the ability to curl the fingers on both hands over the toes when executing a seated hamstring stretch with correct form, on three separate occasions.

Fifth Grade

Demonstrate the ability to curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.

Sixth Grade

Demonstrate the ability to curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.

Seventh Grade

Demonstrate the ability to curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.

Eighth Grade

Demonstrate the ability to curl the fingers on both hands around the sides of the foot when executing a seated hamstring stretch with correct form, on three separate occasions.

Content Standard 8 *Students will develop and maintain healthy levels of body composition.*

Due to the complex nature of body composition and the number of variables affecting it, students' body fat will not be measured individually. Rather, it will be addressed in terms of engaging in regular physical activity and supplementing it with proper nutrition.

Goal 3: Students will demonstrate competence on cognitive concepts necessary to successfully manage one's own health-related physical activity over their lifetime.

Content Standard 9 *Students will apply the concepts of movement to effectively learn and engage in movement activities.*

All Programs:

Body Parts, Planes and Actions

Kindergarten

Correctly identify all planes of the body (e.g., front, back, sides, top, bottom) and body parts (e.g., head, eyes, nose, mouth, hands, knees, feet, arms, legs, chin, neck, shoulders, fingers, back, buttocks [seat/bottom], toes, chest, wrists, thighs, calves, shins, instep, forehead, waist [stomach/tummy], palms, elbows, ears and ankles).

First Grade

Demonstrate understanding of non-locomotor actions by using them in conjunction with selected body parts.

Second Grade

Correctly apply the concepts of body parts, planes and actions within the context of communicating with classmates while preparing for and/or participating in physical activity nearly all the time.

Use of Space

Kindergarten

Moves within the boundaries of personal space when directed to by an instructor supplying instructions.

First Grade

Establish and maintain boundaries of personal space of self and others while moving across the gym floor (general space) in both non-random and random context.

Programs With At Least 60 Minutes Per Week:

Use of Space

Second Grade

Apply the concepts of personal and general space within the context of following directions given by the teacher for the purpose of organizing, directing, teaching, providing feedback or managing the instructional environment.

Third Grade

Correctly apply the concepts of personal and general space within the contexts of using equipment such as projectiles and rackets alone or with peers while participating in physical activity.

Programs With 90 Minutes Or More Per Week:

Use of Force

First Grade

Demonstrates the difference between executing heavy and light forces manually when pushing, pulling and/or moving objects.

Second Grade

Demonstrates the ability to propel objects with appropriate degrees of force when playing catch with peers at varying distances.

Content Standard 10 *Students will explain and apply the steps to learning motor skills to facilitate the acquisition of unfamiliar skills throughout life.*

All Programs:**How to Learn Motor Skills****Third Grade**

Correctly subdivides a motor skill into its three phases when preparing to learn it.

Fourth Grade

Applies verbal descriptors to each phase of a specified motor skill by identifying key words for each phase and utilizing those words in preparing for, and practicing, an unfamiliar motor skill.

Fifth Grade

Uses and correctly defends the advantage of maximizing time-on-task, combined with instructional feedback, as the most efficient way to learn a motor skill.

Sixth Grade

Approaches the practice of motor skill by identifying and correcting only one error at a time and usually starting at the base of support.

Seventh Grade

Defines intrinsic and augmented feedback correctly, describes the difference between the two, and knows that learning a motor skill is enhanced when both forms are used when practicing.

Eighth Grade

Knows that blocked trials in massed practice are most effective in early learning, but that random trials in distributed practice are most effective for long-term retention of a motor skill.

Content Standard 11 *Students will demonstrate knowledge of the potential beneficial and detrimental affects of living an active lifestyle.*

All Programs:**Beneficial Effects of Activity****Fourth Grade**

Demonstrates in writing knowledge of the documented physical benefits of engaging in physical activity by correctly identifying at least four of the items listed in the criteria.

Fifth Grade

Demonstrates in writing knowledge of the documented health-related benefits of engaging in physical activity by correctly identifying at least five of the items listed in the criteria.

Sixth Grade

Demonstrates in writing knowledge of the documented affective benefits of engaging in physical activity by correctly identifying at least two of the items listed in the criteria.

Seventh Grade

Demonstrates in writing knowledge of the documented psychological benefits of engaging in physical activity by correctly identifying at least two of the items listed in the criteria.

Eighth Grade

Demonstrates in writing knowledge of the documented mental benefits of engaging in physical activity by correctly identifying at least three of the items listed in the criteria.

Detrimental Affects of Activity**Fifth Grade**

Explains the possibility that engaging in physical activity could result in sudden death from heart attack, musculo-skeletal injury, delayed onset muscle soreness, acute muscle soreness, or heat injury (cramps, exhaustion, stroke), and identifies ways to minimize the chance of the potential immediate outcomes of engaging in physical activity from occurring.

Sixth Grade

Explains the possibility that engaging in excessive physical activity over time could result in sports anemia, increased risk of infection and gastrointestinal problems and identifies ways to minimize the chance of the potential long term effects of engaging in physical activity from occurring.

Seventh Grade

Understands that engaging in physical activity over time could result in osteo-arthritis, overuse injury and accumulation of micro-trauma due to chronic exposure to contraindicated activity.

Eighth Grade

Identifies ways to minimize the chance of the potential outcomes excessive participation in physical activity from occurring.

Content Standard 12

Students will demonstrate the knowledge of how to design, implement and evaluate a personal activity program that maximizes their opportunity to obtain the benefits of living an active lifestyle.

All Programs:**Effects of Nutrition on Physical Activity****Second Grade**

Knows the categories that make up the food pyramid, and that daily consumption from each category aids in successful participation in physical activity.

Third Grade

Knows the food pyramid's dietary recommendations, and following it assists individuals in obtaining the potential benefits of participating in physical activity.

Fourth Grade

Knows the importance of ingesting sufficient amounts of water and minerals, and recommended levels of intake necessary to obtain the potential benefits of participating in physical activity.

Fifth Grade

Explains the importance of ingesting a sufficient number of calories over regular intervals (e.g., at least three meals per day), and recommended levels of intake to obtain the potential benefits of participating in physical activity.

Sixth Grade

Explains the importance of ingesting the right kinds and amounts of fat to obtaining the potential benefits of participating in physical activity.

Seventh Grade

Correctly analyzes examples of daily diets in terms of its sufficiency in providing proper nutrition relative to prescribed activity levels.

Eighth Grade

Demonstrate knowledge of the effects of selected nutritional habits on physical activity by correctly identifying necessary changes in dietary needs when presented with sample alterations in physical activity levels.

Assess Status on Fitness Indicators**Fourth Grade**

Know that the most common indicators of health-related fitness include lean/fat ratio, flexibility, muscular strength and endurance, and aerobic fitness.

Fifth Grade

Correctly identify at least one method of measuring each of the following fitness indicators, and know health-related ranges: lean/fat ratio, flexibility, muscular strength and endurance, and aerobic fitness.

Sixth Grade

Identify at least two methods of assessing personal status on each health related fitness indicator, including one appropriate for day-to-day assessment.

Seventh Grade

Demonstrate competence in assessing personal health-related fitness by correctly using at least one measure of each indicator of health related fitness and generate a personal profile of health related physical fitness.

Design a Personal Activity Program**Fourth Grade**

Demonstrate knowledge of the FITT principle by correctly explaining what is meant by each term and provide correct illustrations of applying each term to accommodate selected and specific physiological adaptations.

Fifth Grade

Demonstrate the ability to correctly define Progression and Specificity, and explain the roles that manipulating each plays in creating desired physiological adaptations

Sixth Grade

Demonstrates the ability to apply the principles to planning an effective intervention for developing and maintaining a specified level of aerobic fitness.

Seventh Grade

Demonstrates the ability to apply the principles to planning an effective intervention for developing and maintaining a specified level of muscular strength in selected regions of the body.

Eighth Grade

Design a personal activity program that correctly applies the training principles to personal status on the fitness variables in a way that would result in prescribed intended personal fitness outcomes.

Injury Prevention and Care**Fourth Grade**

Explains the RICE Principle (rest, ice, compression, elevation) and describe how to apply the principle to caring for a common activity-related injury.

Fifth Grade

Explains how using equipment and supplies in the manner they are intended can enhance a person's ability to achieve/maintain personal health by minimizing their opportunity for injury.

Sixth Grade

Explains how having and using proper personal equipment (e.g., selection, fit, care), can enhance a person's ability to achieve/maintain personal health by minimizing their opportunity for injury.

Seventh Grade

Explains how to engage in high-intensity muscle activities, and long-duration aerobic activities in a manner that minimizes the chance of injury, and the importance appropriate form plays in minimizing their opportunity for injury when executing motor movements.

Eighth Grade

Explains what contraindicated exercises are and how prior conditioning can effect safe participation in physical activities, provide examples of each using common physical activities, and explain how knowing this information can enhance a person's ability to achieve/maintain personal health by minimizing their opportunity for injury.

Goal 4: Students will exhibit appropriate personal-social-attitudinal character traits while participating in physical activity and to assign value to living an active lifestyle.

Content Standard 13

Students will demonstrate appropriate behavior on selected personal character traits and social skills that commonly occur in physical activity settings

All Programs:**Self-control****Kindergarten**

Describes what it means to behave with self-control and why it is important.

First Grade

Describes three indicators that demonstrate self-control and the positive outcomes that could occur as a result of those behaviors.

Second Grade

Describes the six indicators that demonstrate self-control and the positive outcomes that could occur as a result of those behaviors.

Third Grade

Displays self-control most (at least 75%) of the time while under direct supervision.

Fourth Grade

Displays self-control nearly always (at least 90%) while under direct supervision.

Fifth Grade

Displays self-control behavior nearly always (at least 90%) while under general supervision.

Follow Directions**Kindergarten**

Describes what it means to follow directions and why it is important.

First Grade

Describes three actions that reflect following directions and describe the benefits in displaying them.

Second Grade

Describes five actions that reflect following directions and describe the benefits in displaying them.

Third Grade

Follows directions most (at least 75%) of the time while under direct supervision.

Fourth Grade

Follows directions nearly always (at least 90%) while under direct supervision.

Fifth Grade

Follows directions nearly always (at least 90%) while under general supervision.

Cooperation**Second Grade**

Describes what it means to cooperate and why cooperation is valuable.

Third Grade

Describes three indicators demonstrating cooperative behavior and potential outcomes that result.

Fourth Grade

Describes six indicators demonstrating cooperative behavior and potential outcomes that result.

Fifth Grade

Displays cooperative behavior most (at least 75%) of the time while under direct supervision.

Sixth Grade

Displays cooperative behavior nearly all (at least 90%) the time while under direct supervision.

Seventh Grade

Displays cooperative behavior most (at least 75%) of the time while under general supervision.

Eighth Grade

Displays cooperative behavior nearly all (at least 90%) the time while under general supervision.

Best Effort**Kindergarten**

Defines best effort and explains why giving one's best is important.

First Grade

Describes three indicators reflective of giving one's best effort and potential outcomes that result.

Second Grade

Describes six indicators reflective of giving one's best effort and potential outcomes.

Third Grade

Displays best effort most (at least 75%) of the time while supervised.

Fourth Grade

Displays best effort at least some (at least 50%) of the time while under general supervision.

Fifth Grade

Displays best effort nearly all (at least 90%) the time while under general supervision.

Respect for Rules**Second Grade**

Describes what respect for rules means and why respect for rules is valuable.

Third Grade

Describes three indicators demonstrating respect for rules and potential outcomes that result.

Fourth Grade

Describes five indicators demonstrating respect for rules and potential outcomes that result.

Fifth Grade

Displays respect for rules most (at least 75%) of the time while supervised.

Sixth Grade

Displays respect for rules nearly all (at least 90%) the time while supervised.

Seventh Grade

Displays respect for rules most (at least 75%) of the time while under general supervision.

Eighth Grade

Displays respect for rules nearly all (at least 90%) the time while under general supervision.

Perseverance**Second Grade**

Describes what it perseverance means and why perseverance is valuable.

Third Grade

Describes three indicators demonstrating perseverance and potential outcomes that result.

Fourth Grade

Describes six indicators demonstrating perseverance and potential outcomes that result.

Fifth Grade

Displays perseverance most (at least 75%) of the time while under direct supervision.

Sixth Grade

Displays perseverance nearly all (at least 90%) the time while under direct supervision.

Seventh Grade

Displays perseverance most (at least 75%) of the time while under general supervision.

Eighth Grade

Displays perseverance nearly all (at least 90%) the time while under general supervision.

Programs With 90 Minutes Or More Per Week:**Respect Others****First Grade**

Describes what it means to show respect for others and why it is important.

Second Grade

Describes six indicators that demonstrate respect for others and the positive outcomes that could occur as a result of those behaviors.

Third Grade

Displays respect for others most of the time (75 percent of the time) while under direct supervision.

Fourth Grade

Displays respect for others most of the time (75 percent of the time) while under general supervision.

Fifth Grade

Displays respect for others nearly always (90 percent of the time) while under general supervision.

Competitiveness**First Grade**

Describes what competitive behavior is and why demonstrating appropriate competitive behavior is important.

Second Grade

Describes the first three indicators of appropriate competitive behavior, and states what happens when you do and do not demonstrate appropriate behaviors.

Third Grade

Describes six indicators of appropriate competitive behavior, and states what happens when you do and do not demonstrate appropriate behaviors.

Fourth Grade

Displays appropriate competitive behaviors most of the time (75 percent of the time) while under direct supervision.

Fifth Grade

Displays appropriate competitive behaviors nearly always (at least 90 percent of the time) while under direct supervision.

Leadership**Third Grade**

Describes what leadership means and why leadership is valuable, and identifies four leadership behaviors and potential outcomes that result.

Fourth Grade

Describes the final indicators demonstrating leadership and potential outcomes that result, and displays leadership at least some of the time (50 percent of the time) while supervised.

Fifth Grade

Displays leadership most of the time (75 percent of the time) while supervised.

Goal 5: Students will demonstrate competence in selected health-enhancing lifelong leisure activities and entry-level performances on others.
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The primary purpose of a quality physical education program is intended to provide students with the fundamental knowledge, fitness levels, and skills necessary to successfully engage in lifetime activities. The content can be thought of as the "ABC's" of physical movement and activity. Games and activities used in elementary programs are not an end in themselves, but primarily tools that allow students to apply specific content in ways that connect to their understanding of the world.

As time permits in the upper elementary grades, lead-up activities associated with the program's intended competence in lifelong activities are introduced. These activities again are used as a means of addressing skills specific to those lifelong activities.

Jogging/Powerwalking

All Programs:

Benefits of Jogging/Powerwalking

Sixth Grade

Know what cardiovascular endurance is and how jogging/powerwalking can enhance physical capacity and physical appearance.

Seventh Grade

Know what cardiovascular endurance is and how and how jogging/powerwalking can enhance metabolic function and athletic performance, and deter common injuries.

Eighth Grade

Know how various levels of jogging/powerwalking can affect physical capacity, metabolic function, athletic performance, potential of incurring common injuries, and physical appearance.

Factors Affecting Effects of Jogging/Powerwalking

Sixth Grade

Knows how inadequate nutritional habits, insufficient rest, and high levels of daily stress can affect jogging exercise output and the acquisition of cardiovascular adaptations.

Seventh Grade

Identifies common performance enhancers, their potential impact on jogging/powerwalking performance, and their potential long and short-term effects on overall health and well being.

Eighth Grade

Correctly predict the potential impact of variations of the following variables to attaining desired potential effects of a regular jogging program: nutritional habits, rest, levels of daily stress, training experience and use of performance enhancers.

Principles of Jogging/Powerwalking Training

Sixth Grade

Explains the overload principle, and it applies to using jogging/powerwalking to alter aerobic performance, anaerobic performance and body composition.

Seventh Grade

Explains the principle of specificity of training and how various engaging in various activities at various intensities will affect the performance of other activities (e.g., jogging, swimming and/or cycling).

Eighth Grade

Explains the principles of progression and reversibility and provides examples of how each can potentially impact desired aerobic or anaerobic outcomes and changes in body composition.

Safety Practices and Procedures

Sixth Grade

Explains what warm-ups and cool-downs are, their importance in terms of safe participation and acquisition of long term benefits of physical activity, and how to execute them when jogging/powerwalking.

Seventh Grade

Describes the importance of maintaining functional flexibility, its importance in terms of safe participation and acquisition of long term benefits of physical activity, and how to execute common flexibility exercises safely.

Eighth Grade

Describes the importance of utilizing correct techniques and proper equipment and attire when jogging/powerwalking, in terms of safe participation and acquisition of long term benefits of physical activity.

Design a Personal Program**Sixth Grade**

Explains each component of the FITT principle (frequency, intensity, duration, type) and explain how to apply it to altering and maintaining specified levels of cardiovascular fitness and body composition.

Seventh Grade

Identifies the essential components of a health-related activity program (warm-ups and cool-downs, exercise order, range of motion, repetitive exercise and FITT).

Eighth Grade

Constructs an activity plan that implements all the components of a safe, effective jogging/powerwalking program.

Jogging/Powerwalking Form**Sixth Grade**

Maintains correct form for at least 15 minutes of continuous jogging or powerwalking as a means of engaging in vigorous physical activity.

Seventh Grade

Maintains correct form for at least 15 minutes of continuous jogging or powerwalking as a means of engaging in vigorous physical activity.

Eighth Grade

Maintains correct form for at least 15 minutes of continuous jogging or powerwalking as a means of engaging in vigorous physical activity.

Strength Training

All Programs:

Benefits of Strength Training

Sixth Grade

Explain what muscular strength and endurance are and how their development can enhance physical capacity and physical appearance.

Seventh Grade

Explain what muscular strength and endurance are, and how their development can enhance metabolic function and athletic performance, and deter common injuries.

Eighth Grade

Explain how regular participation in a strength training program and the termination of a strength training program, can affect physical capacity, metabolic function, athletic performance, susceptibility to common injuries, and physical appearance.

Factors affecting Strength Training

Sixth Grade

Explain how gender, age, and training experience can affect the amount of exercise output and acquisition of muscular strength and endurance.

Seventh Grade

Explain how inadequate nutritional habits, insufficient rest, and high levels of daily stress can affect the amount of exercise output and acquisition of muscular strength and endurance.

Eighth Grade

Identify common performance enhancers and explain how they affect the acquisition of muscular strength and endurance, and their potential long and short term effects on overall health and well-being.

Principles of Strength Training

Sixth Grade

Define the overload principle and how the principle applies to altering muscular strength and endurance.

Seventh Grade

Define the principle of specificity of training correctly and provide examples of how various exercises (e.g., lifting on machines or lifting at slow speeds) will affect the performance of other activities (e.g., lifting on free weights or lifting at fast speeds).

Eighth Grade

Explain the principles of progression and reversibility correctly and provide examples of how each can potentially impact desired changes in muscular strength and endurance.

Safety Practices and Procedures

Sixth Grade

Explain what warm-ups and cool-downs are, how to execute them when engaging in strenuous muscular activity, and their importance in terms of safe participation in strenuous muscular activities.

Seventh Grade

Describe the importance of maintaining functional flexibility, how to execute common flexibility exercises safely, and its importance in terms of safe participation and acquisition of long term benefits of physical activity.

Eighth Grade

Describe the importance of utilizing correct exercise techniques and proper equipment and attire when engaging in strength-training activity, in terms of safe participation and acquisition of long term benefits of physical activity.

Designing a Personal Program**Sixth Grade**

Explain the importance of proper general and specific warm-ups and cool-downs, how they should be implemented, and when they are appropriate when engaging in strength-training activity.

Seventh Grade

Explain each component of the FIT principle (frequency, intensity, duration) and explain how to apply it to altering and maintaining specified levels of muscular strength, muscular endurance, and cardiovascular endurance.

Eighth Grade

Explain the essential components of a strength-training program (warm-ups and cool-downs, exercise order, range of motion, repetitive exercise and FITT) and construct a plan that implements all the components.

Strength Training Exercises**Sixth Grade**

Demonstrate correct form when using strength-training equipment to exercise the following body parts at no more than 50% of maximum strength: shoulders, upper back, lower back, chest, abdomen, biceps, triceps, hips, thighs, hamstrings, and calves

Seventh Grade

Demonstrate correct form when executing at least one exercise or activity independent of exercise equipment that can be used effectively to develop and/or maintain muscular strength and endurance in each of the following body areas: shoulders, lower back, chest, abdomen, biceps, triceps, hips, thighs, and calves.

Eighth Grade

Demonstrate correct form when using strength-training equipment to exercise the following body parts at 50% to 75% of maximum strength: neck, shoulders, upper back, lower back, chest, abdomen, biceps, triceps, hips, thighs, hamstrings, and calves

Softball**All Programs:****Vocabulary****Sixth Grade**

Demonstrate knowledge of the terms common to the game of softball by defining at least 75 percent of the terms correctly on a worksheet.

Seventh Grade

Demonstrate knowledge of the terms common to the game of softball by defining at least 90 percent of the terms correctly on a worksheet.

Eighth Grade

Demonstrate knowledge of terms common to the game of softball by using at least 75 percent of the terms when engaging in a regulation or modified game of slowpitch softball.

Throwing**Sixth Grade**

Demonstrate correct footwork and arm action when playing catch with another student from at least 30 feet apart, so the ball travels to within one stride's length of the catcher in the air at least three out of four times.

Seventh Grade

Demonstrate correct footwork and arm when throwing to a team mate no more than 40 feet away, in the context of playing a modified or lead-up game of softball.

Eighth Grade

Demonstrate correct footwork and arm action when throwing to a team mate covering a base in the context of playing a modified game of softball.

Batting**Sixth Grade**

Demonstrate correct form when batting a softball tossed from 25 feet away to a height of four to seven feet, making contact on at least one of three swings, two consecutive times.

Seventh Grade

Demonstrate batting a softball lobbed from 30 feet away into fair territory on at least one out of three swings, making contact on at least one of three swings in the context of playing a modified game of slowpitch softball.

Eighth Grade

Demonstrate batting a legally pitched ball in fair territory without striking out at least 50 percent of the time in the context of playing a modified or regulation game of slowpitch softball.

Catching**Sixth Grade**

Catch a softball at least one-third of the time when playing catch with another student from at least 30 feet away.

Seventh Grade

Catch balls thrown by teammates in the air at least 30 percent of the time and ground balls directly at them at least one-third of the time in the context of playing a modified game of slowpitch softball.

Eighth Grade

Demonstrate catching balls thrown by team mates in the air at least 60 percent of the time, and rolling balls (either thrown or batted) at least 50 percent of the time in the context of playing a modified or regulation game of slowpitch softball.

Rules**Sixth Grade**

Demonstrate a knowledge of softball rules by answering at least 60 percent of the questions on a worksheet correctly, pertaining to playing softball.

Seventh Grade

Demonstrate a knowledge of softball rules by answering at least 80 percent of the questions on a worksheet correctly, pertaining to playing softball.

Eighth Grade

Demonstrate knowledge of the basic rules of slow pitch softball by executing them correctly in the context of playing a modified or regulation game.

Programs With 90 Minutes Or More Per Week:**Catching****Fourth Grade**

Assume a good stance, bend at the waist and hips to lower the body and keep the eyes on the ball when catching a ball rolled directly at the receiver.

Fifth Grade

Slide sideways to align with the rolling ball, assume a good stance, bend at the waist and hips to lower the body and keep the eyes on the ball, then reach out in front of the body with the fingers near the ground when catching a ball rolled directly at the receiver.

Golf**All Programs:****Vocabulary****Sixth Grade**

Demonstrates knowledge of the golf terms pertaining to putting and chipping by defining at least 80 percent of them correctly on a worksheet.

Seventh Grade

Demonstrates knowledge of the golf terms pertaining to hitting irons and woods, and teeing off by defining at least 80 percent of them correctly on a worksheet.

Eighth Grade

Demonstrates knowledge of the terms commonly used by golf participants by defining at least 80 percent of them correctly on a worksheet.

Etiquette**Sixth Grade**

Demonstrates the rules of etiquette pertaining to chipping and putting at least 80 percent of the time in the context of practicing chipping and putting in physical education classes.

Seventh Grade

Demonstrates the rules of etiquette pertaining to hitting irons and woods at least 80 percent of the time in the context of practicing in physical education classes.

Eighth Grade

Demonstrate knowledge of the rules of etiquette by explaining at least 90 percent of them correctly on a worksheet.

Golf Swing**Sixth Grade**

[Not a benchmark for sixth grade. Students can be introduced to golf in sixth grade by putting and chipping.]

Seventh Grade

Demonstrate correct form when striking a golf ball with an iron, so the ball travels in the air at least 25 percent of the time, when practicing the golf swing in physical education classes.

Eighth Grade

Demonstrate correct form when striking a golf ball with a wood or iron, so the ball travels in the air at least 50 percent of the time, when practicing the golf swing in physical education classes.

Putting and Chipping**Sixth Grade**

Demonstrate correct form when putting a ball three consecutive times in the context of practicing during physical education class.

Seventh Grade

Demonstrate correct form when putting and chipping a ball three consecutive times in the context of practicing during physical education class.

Eighth Grade

Demonstrate correct form when putting a ball, so the ball comes to rest less than half the distance from the cup than where it was struck in three out of four attempts, in the context of practicing during physical education class.

Rules**Sixth Grade**

Define in writing the terms associated with scoring a regulation game of golf.

Seventh Grade

Answer at least 80 percent of the questions on a worksheet correctly, pertaining to playing and scoring a modified game of golf.

Eighth Grade

Correctly score a regulation or modified game of golf.

Basketball**Programs With At Least 60 Minutes Per Week:****Control Dribble****Sixth Grade**

Demonstrate correct form when dribbling in a stationary position, dribbling forward with one hand 20 feet at a moderate jog, then returning to a stationary dribble without losing control of the ball, two consecutive times with each hand.

Seventh Grade

Demonstrate correct form when dribbling a basketball at least 30 feet while executing two cross-over dribbles (one in each direction) without losing control of the ball, two consecutive times.

Eighth Grade

Demonstrate correct form while dribbling a basketball at least 50 feet against moderate defensive pressure¹, incorporating at least one cross over dribble in each direction (two changes in direction), without losing control of the ball on at least two out of three trials.

Set Shot**Sixth Grade**

Demonstrate correct form when shooting a set shot six feet from, and at various angles to a 10-foot basket.

Seventh Grade

Demonstrate correct form when shooting a set shot ten feet from, and at various angles to a 10-foot basket.

Eighth Grade

Demonstrate correct form when shooting a basketball from the free throw line three out of four times.

Lay-Up**Sixth Grade**

Demonstrate correct form when shooting a lay-up with the dominant hand while dribbling at a slow speed.

Seventh Grade

Demonstrate correct form when shooting a lay-up from each side of the basket while dribbling at a slow speed.

Eighth Grade

Demonstrate correct form when shooting a lay-up from each side of the basket and making at least two baskets from each side, when dribbling the ball at a moderate speed.

Jump Shot**Eighth Grade**

Demonstrate correct form when shooting a jump from each block of a 10-foot basket.

Rebounding**Sixth Grade**

Demonstrate correct form when standing three feet from a basket and rebounding a ball shot from six feet away so as to carom softly off the top of the rim.

Seventh Grade

Demonstrate correct form when boxing out an opponent standing within arm's length in preparation to rebound the ball.

Eighth Grade

Demonstrate correct form when standing within six feet of the basket and boxing out an opponent standing within arm's length and rebounding a basketball shot from nine feet away.

¹ Moderate defensive pressure is defined by a defensive player maintaining a position in front of the ball without impeding the dribbler's forward progress, and using their hands to deflect the ball if the opportunity arises.

One-on-One Offense**Sixth Grade**

Assume a triple threat position, jab step at the basket with the outside foot, then dribble drive to the basket and execute a lay-up without traveling from each side of the basket.

Seventh Grade

Assume a triple threat position, jab step at the basket with the outside foot, then dribble drive to the basket and execute a jump stop and shot without traveling from each side of the basket.

Eighth Grade

Demonstrate correct form when executing 1-on-1 moves in response to predetermined reactions to the jab step by a defender, three out of four times from each side of the basket.

Offensive Strategy**Sixth Grade**

Execute a give-and-go without turning over the ball when engaging in drills with two or more offensive and defensive players.

Seventh Grade

Execute a legal screen off the ball without turning over the ball when engaging in drills with three or more offensive and defensive players.

Eighth Grade

Execute a legal pick and roll on the ball without turning over the ball when engaging in drills with three or more offensive and defensive players.

Defensive Position**Sixth Grade**

Demonstrate correct stance and position relative to the basket when preparing to defend a player with the ball in a half-court situation.

Seventh Grade

Assume and maintain a correct stance and position relative to the basket when defending against a player dribbling the ball the length of the court at half speed.

Eighth Grade

Demonstrate correct stance and position when defending players without the ball in half-court scrimmage situations.

Programs With 90 Minutes Or More Per Week:**Set Shot****Fourth Grade**

Assume a correct base of support with the hand underneath the ball when shooting a basketball from within six feet of the basket.

Fifth Grade

Assume a correct base of support with the hand underneath the ball when turning to face the basket and shooting a basketball from within six feet of the basket.

Lay-up**Fourth Grade**

Jump off the correct foot and elevate the ball from the correct side when taking three strides and shooting a lay-up at a slow speed.

Fifth Grade

Jump off the correct foot and elevate the ball from the correct side when taking three strides and shooting a lay-up at a moderate speed.