

## Character Counts! 6-9 years-

### Trustworthiness

#### Grade 1

#### *English*

1.1 The student will continue to demonstrate growth in the use of oral language.

- a) Listen and respond to a variety of electronic media and other age-appropriate materials.
- e) Express ideas orally in complete sentences.

1.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Begin to ask for clarification and explanation of words and ideas.
- c) Use common singular and plural nouns.

1.3 The student will adapt or change oral language to fit the situation.

- a) Initiate conversation with peers and adults.
- b) Follow rules for conversation using appropriate voice level in small-group settings.
- c) Ask and respond to questions.
- d) Follow simple two-step oral directions.

1.5 The student will apply knowledge of how print is organized and read.

- d) Read his/her own writing.

1.7 The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use words, phrases, and sentences.
- d) Use knowledge of sentence structure.
- e) Use knowledge of story structure.

1.8 The student will expand vocabulary.

- a) Discuss meanings of words in context.
- b) Develop vocabulary by listening to and reading a variety of texts.
- c) Ask for the meaning of unknown words and make connections to familiar words.

1.9 The student will read and demonstrate comprehension of a variety of fictional texts.

- c) Relate previous experiences to what is read.
- d) Make and confirm predictions.
- f) Identify characters, setting, and important events.

1.11 The student will use simple reference materials.

- a) Use knowledge of alphabetical order by first letter.

1.12 The student will print legibly.

- a) Form letters accurately.
- b) Space words within sentences.

1.13 The student will write to communicate ideas for a variety of purposes.

- c) Revise by adding descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
- g) Share writing with others.

## **Grade 2**

### *English*

2.1 The student will demonstrate an understanding of oral language structure.

- a) Create oral stories to share with others.
- c) Use correct verb tenses in oral communication.

2.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.

2.3 The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.

2.5 The student will use phonetic strategies when reading and spelling.

- a) Use knowledge of consonants, consonant blends, and consonant digraphs to decode and spell words.
- c) Decode regular multisyllabic words.

2.6 The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use information in the story to read words.

2.7 The student will expand vocabulary when reading.

- d) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.

2.8 The student will read and demonstrate comprehension of fictional texts.

- a) Make and confirm predictions.
- b) Relate previous experiences to the main idea.

- c) Ask and answer questions about what is read.
- e) Describe characters, setting, and important events in fiction and poetry.
- i) Draw conclusions based on the text.

2.9 The student will read and demonstrate comprehension of nonfiction texts.

- c) Use prior and background knowledge as context for new learning.
- e) Ask and answer questions about what is read.

2.10 The student will demonstrate comprehension of information in reference materials.

- c) Use dictionaries, glossaries, and indices.

### **Grade 3**

#### *English*

3.1 The student will use effective communication skills in group activities.

- c) Explain what has been learned.
- e) Increase listening and speaking vocabularies.

3.4 The student will expand vocabulary when reading.

- d) Use context to clarify meaning of unfamiliar words.
- e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.
- g) Use word reference resources including the glossary, dictionary, and thesaurus.

3.5 The student will read and demonstrate comprehension of fictional text and poetry.

- b) Make connections between previous experiences and reading selections.
- c) Make, confirm, or revise predictions.
- d) Compare and contrast settings, characters, and events.
- f) Ask and answer questions about what is read.
- g) Draw conclusions about text.
- l) Differentiate between fiction and nonfiction.
- m) Read with fluency and accuracy.

## **Character Counts! 6-9 years-**

### **Respect**

#### **Grade 1**

##### *Health*

1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include

- a) cooperation with others;
- b) adaptation to change;
- c) expression of ideas and thoughts to create positive relationships;

d) the differences between positive and negative emotions.

1.6 The student will demonstrate responsible personal and social behaviors in the school and community. Key concepts/skills include

- a) cooperative behavior;
- b) respect for others;
- c) adherence to school rules;
- d) acceptance of responsibility;
- e) respect for the property of others.

## **Grade 2**

### *Health*

2.3 The student will describe the influences and factors that impact health and wellness. Key

concepts/skills include

- d) different customs and traditions;
- e) self-image related to personal success;
- f) disappointment, loss, grief, and separation.

2.5 The student will demonstrate ways to communicate consideration and respect for the health of

individuals in the community. Key concepts/skills include

- a) the impact of verbal and nonverbal aggressive behaviors;

## **Grade 3**

### *Health*

3.1 The student will explain that health habits impact personal growth and development. Key

concepts/skills include

- d) positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness. Key

concepts/skills include

- a) goal setting for personal health;
- b) the process of resolving conflicts peacefully;

3.3 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on

personal health. Key concepts/skills include

- b) the use of refusal skills to counter negative influences;

3.4 The student will demonstrate the ability to use health information to improve personal health. Key

concepts/skills include

- c) the use of a variety of print, audiovisual, and electronic media resources.

3.5 The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include  
b) recreational activities;

## **Character Counts! 6-9 years**

### **Responsibility**

#### **Grade 1**

##### *Science*

1.4 The student will investigate and understand that plants have basic life needs and functional parts and can be classified according to certain characteristics. Key concepts include

- a) plants need nutrients, air, water, light, and a place to grow;
- b) basic parts of plants; and
- c) plants can be classified based on a variety of characteristics.

1.5 The student will investigate and understand that animals, including humans, have basic needs and certain distinguishing characteristics. Key concepts include

- a) basic needs include adequate air, food, water, shelter, and space (habitat);
- b) animals, including humans, have many different physical characteristics; and
- c) animals can be classified according to a variety of characteristics.

1.6 The student will investigate and understand the basic relationships between the sun and Earth. Key concepts include

- b) the sun's relative position in the morning is east and in the late afternoon is west.

1.8 The student will investigate and understand that natural resources are limited. Key concepts include

- a) identification of natural resources;
- b) factors that affect air and water quality; and

#### **Grade 2**

##### *Science*

2.4 The student will investigate and understand that plants and animals undergo a series of orderly changes as they mature and grow. Key concepts include

- a) animal life cycles; and
- b) plant life cycles.

2.5 The student will investigate and understand that living things are part of a system. Key concepts include

- a) living organisms are interdependent with their living and nonliving surroundings;
- b) an animal's habitat includes adequate food, water, shelter or cover, and space;

2.8 The student will investigate and understand that plants produce oxygen and food, are a source of useful products, and provide benefits in nature. Key concepts include

- a) important plant products are identified and classified;
- b) the availability of plant products affects the development of a geographic area;
- c) plants provide oxygen, homes, and food for many animals; and

### **Grade 3**

#### *Science*

3.1 The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which

- a) observations are made and are repeated to ensure accuracy;

3.3 The student will investigate and understand that objects are made of materials that can be described by their physical properties. Key concepts include

- a) objects are made of one or more materials;
- c) visible physical changes are identified.

3.6 The student will investigate and understand that ecosystems support a diversity of plants and animals that share limited resources. Key concepts include

- a) aquatic ecosystems;
- b) terrestrial ecosystems;
- c) populations and communities; and
- d) the human role in conserving limited resources.

3.7 The student will investigate and understand the major components of soil, its origin, and its importance to plants and animals including humans. Key concepts include

- a) soil provides the support and nutrients necessary for plant growth;
- d) soil is a natural resource and should be conserved.

3.8 The student will investigate and understand basic patterns and cycles occurring in nature. Key concepts include

- b) animal life cycles; and
- c) plant life cycles.

3.9 The student will investigate and understand the water cycle and its relationship to life on Earth. Key concepts include

- b) the energy from the sun drives the water cycle;
- d) water is essential for living things; and

3.10 The student will investigate and understand that natural events and human influences can affect the survival of species. Key concepts include

- a) the interdependency of plants and animals;

## Character Counts! 6-9 years

### Fairness

#### Grade 1

#### *English*

1.1 The student will continue to demonstrate growth in the use of oral language.

- b) Tell and retell stories and events in logical order.
- e) Express ideas orally in complete sentences.

1.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Begin to ask for clarification and explanation of words and ideas.

1.3 The student will adapt or change oral language to fit the situation.

- a) Initiate conversation with peers and adults.
- b) Follow rules for conversation using appropriate voice level in small-group settings.
- c) Ask and respond to questions.
- d) Follow simple two-step oral directions.

1.5 The student will apply knowledge of how print is organized and read.

- d) Read his/her own writing.

1.7 The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use words, phrases, and sentences.

1.8 The student will expand vocabulary.

- a) Discuss meanings of words in context.
- c) Ask for the meaning of unknown words and make connections to familiar words.

1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- b) Use prior and background knowledge as context for new learning.
- e) Make and confirm predictions.

1.12 The student will print legibly.

- a) Form letters accurately.
- b) Space words within sentences.

1.13 The student will write to communicate ideas for a variety of purposes.

- a) Generate ideas.
- c) Revise by adding descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- g) Share writing with others.

## **Grade 2**

### *English*

2.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- c) Clarify and explain words and ideas orally.

2.3 The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- d) Retell information shared by others.
- e) Follow three- and four-step directions.

2.6 The student will use semantic clues and syntax to expand vocabulary when reading.

- b) Use knowledge of sentence structure.

2.9 The student will read and demonstrate comprehension of nonfiction texts.

- b) Make and confirm predictions about the main idea.
- c) Use prior and background knowledge as context for new learning.

2.12 The student will write stories, letters, and simple explanations.

- a) Generate ideas before writing.

2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize all proper nouns and the word *I*.
- j) Use verbs and adjectives correctly in sentences.

## **Grade 3**

### *English*

3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

3.4 The student will expand vocabulary when reading.

- d) Use context to clarify meaning of unfamiliar words.
- e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.



3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

- b) Use prior and background knowledge as context for new learning.
- e) Draw conclusions based on text.
- f) Summarize major points found in nonfiction texts.
- h) Identify supporting details.
- k) Identify new information gained from reading.
- l) Read with fluency and accuracy.

3.9 The student will write for a variety of purposes.

- b) Use a variety of prewriting strategies.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.

## **Character Counts! 6-9 years**

### **Caring**

#### **Grade 1**

#### *English*

1.1 The student will continue to demonstrate growth in the use of oral language.

- c) Participate in a variety of oral language activities, including choral speaking and reciting short poems, rhymes, songs, and stories with repeated patterns.
- e) Express ideas orally in complete sentences.

1.2

The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Begin to ask for clarification and explanation of words and ideas.

1.3 The student will adapt or change oral language to fit the situation.

- a) Initiate conversation with peers and adults.
- b) Follow rules for conversation using appropriate voice level in small-group settings.
- c) Ask and respond to questions.
- d) Follow simple two-step oral directions.

1.5 The student will apply knowledge of how print is organized and read.

- a) Read from left to right and from top to bottom.
- d) Read his/her own writing.

1.7 The student will use semantic clues and syntax to expand vocabulary when reading.

- a) Use words, phrases, and sentences.
- d) Use knowledge of sentence structure.

1.8 The student will expand vocabulary.

- a) Discuss meanings of words in context.
- c) Ask for the meaning of unknown words and make connections to familiar words.

1.10 The student will read and demonstrate comprehension of a variety of nonfiction texts.

- b) Use prior and background knowledge as context for new learning.
- e) Make and confirm predictions.

1.12 The student will print legibly.

- a) Form letters accurately.
- b) Space words within sentences.

1.13 The student will write to communicate ideas for a variety of purposes.

- a) Generate ideas.
- b) Focus on one topic.
- c) Revise by adding descriptive words when writing about people, places, things, and events.
- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.
- g) Share writing with others.

## **Grade 2**

### *English*

2.1 The student will demonstrate an understanding of oral language structure.

- a) Create oral stories to share with others.
- d) Use increasingly complex sentence structures in oral communication.

2.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.

2.3 The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- d) Retell information shared by others.
- e) Follow three- and four-step directions.

2.10 The student will demonstrate comprehension of information in reference materials.

- b) Use pictures, captions, and charts.

2.12 The student will write stories, letters, and simple explanations.

- a) Generate ideas before writing.
- b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
- c) Expand writing to include descriptive detail.

2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- h) Use correct spelling for commonly used sight words, including compound words and regular plurals.
- j) Use verbs and adjectives correctly in sentences.

### **Grade 3**

#### *English*

3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

3.4 The student will expand vocabulary when reading.

- d) Use context to clarify meaning of unfamiliar words.
- e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.

3.9 The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- e) Use strategies for organization of information and elaboration according to the type of writing.

3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Use complete sentences.
- f) Use commas in a simple series.
- i) Use the articles *a*, *an*, and *the* correctly.
- j) Use correct spelling for frequently used sight words, including irregular plurals.

3.11 The student will write a short report.

- b) Identify appropriate resources.
- c) Collect and organize information about the topic into a short report.

# Character Counts! 6-9 years

## Citizenship

### Grade 1

#### *English*

1.1 The student will continue to demonstrate growth in the use of oral language.

e) Express ideas orally in complete sentences.

1.2 The student will expand understanding and use of word meanings.

a) Increase listening and speaking vocabularies.

b) Begin to ask for clarification and explanation of words and ideas.

1.3 The student will adapt or change oral language to fit the situation.

a) Initiate conversation with peers and adults.

b) Follow rules for conversation using appropriate voice level in small-group settings.

c) Ask and respond to questions.

d) Follow simple two-step oral directions.

1.5 The student will apply knowledge of how print is organized and read.

a) Read from left to right and from top to bottom.

b) Match spoken words with print.

c) Identify letters, words, sentences, and ending punctuation.

d) Read his/her own writing.

1.8 The student will expand vocabulary.

a) Discuss meanings of words in context.

c) Ask for the meaning of unknown words and make connections to familiar words.

1.12 The student will print legibly.

a) Form letters accurately.

b) Space words within sentences.

1.13 The student will write to communicate ideas for a variety of purposes.

a) Generate ideas.

b) Focus on one topic.

c) Revise by adding descriptive words when writing about people, places, things, and events.

d) Use complete sentences in final copies.

e) Begin each sentence with a capital letter and use ending punctuation in final copies.

f) Use correct spelling for commonly used sight words and phonetically regular words in final copies.

### Grade 2

#### *English*

2.1 The student will demonstrate an understanding of oral language structure.

c) Use correct verb tenses in oral communication.

e) Begin to self-correct errors in language use.

2.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.

2.3 The student will use oral communication skills.

- c) Participate as a contributor and leader in a group.
- e) Follow three- and four-step directions.

2.6 The student will use semantic clues and syntax to expand vocabulary when reading.

- b) Use knowledge of sentence structure.
- d) Reread and self-correct.

2.12 The student will write stories, letters, and simple explanations.

- a) Generate ideas before writing.
- b) Organize writing to include a beginning, middle, and end for narrative and expository writing.
- c) Expand writing to include descriptive detail.
- d) Revise writing for clarity.

2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Recognize and use complete sentences.
- b) Use and punctuate declarative, interrogative, and exclamatory sentences.
- c) Capitalize all proper nouns and the word *I*.
- d) Use singular and plural nouns and pronouns.
- e) Use apostrophes in contractions and possessives.
- f) Use contractions and singular possessives.
- g) Use knowledge of simple abbreviations.
- i) Use commas in the salutation and closing of a letter.
- j) Use verbs and adjectives correctly in sentences.

## **Grade 3**

### *English*

3.1

The student will use effective communication skills in group activities.

- b) Ask and respond to questions from teachers and other group members.
- e) Increase listening and speaking vocabularies.

3.9 The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.

- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.
- g) Revise writing for clarity of content using specific vocabulary and information.

3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Use complete sentences.
- b) Use transition words to vary sentence structure.
- c) Use the word *I* in compound subjects.
- d) Use past and present verb tense.
- e) Use singular possessives.
- f) Use commas in a simple series.
- g) Use simple abbreviations.
- h) Use apostrophes in contractions with pronouns and in possessives.
- i) Use the articles *a*, *an*, and *the* correctly.
- j) Use correct spelling for frequently used sight words, including irregular plurals.

## Character Counts! 6-9 years

### Decision Making

#### Grade 1

#### *English*

1.1 The student will continue to demonstrate growth in the use of oral language.

- e) Express ideas orally in complete sentences.

1.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Begin to ask for clarification and explanation of words and ideas.

1.3 The student will adapt or change oral language to fit the situation.

- a) Initiate conversation with peers and adults.
- b) Follow rules for conversation using appropriate voice level in small-group settings.
- c) Ask and respond to questions.
- d) Follow simple two-step oral directions.

1.12 The student will print legibly.

- a) Form letters accurately.
- b) Space words within sentences.

1.13 The student will write to communicate ideas for a variety of purposes.

- a) Generate ideas.
- b) Focus on one topic.
- c) Revise by adding descriptive words when writing about people, places, things, and events.

- d) Use complete sentences in final copies.
- e) Begin each sentence with a capital letter and use ending punctuation in final copies.
- g) Share writing with others.

## **Grade 2**

### *English*

2.1 The student will demonstrate an understanding of oral language structure.

- a) Create oral stories to share with others.
- c) Use correct verb tenses in oral communication.
- d) Use increasingly complex sentence structures in oral communication.

2.2 The student will expand understanding and use of word meanings.

- a) Increase listening and speaking vocabularies.
- b) Use words that reflect a growing range of interests and knowledge.
- c) Clarify and explain words and ideas orally.

2.3 The student will use oral communication skills.

- a) Use oral language for different purposes: to inform, to persuade, to entertain, to clarify, and to respond.
- b) Share stories or information orally with an audience.
- c) Participate as a contributor and leader in a group.
- e) Follow three- and four-step directions.

2.12 The student will write stories, letters, and simple explanations.

- a) Generate ideas before writing.
- c) Expand writing to include descriptive detail.

2.13 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

- a) Recognize and use complete sentences.

## **Grade 3**

### *English*

3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

3.9 The student will write for a variety of purposes.

- a) Identify the intended audience.
- c) Write a clear topic sentence focusing on the main idea.
- f) Include details that elaborate the main idea.

3.10 The student will edit writing for correct grammar, capitalization, punctuation, and spelling.

a) Use complete sentences.

## **Grade 1**

### *Health*

1.4 The student will demonstrate healthy mental and emotional development. Key concepts/skills include

- a) cooperation with others;
- c) expression of ideas and thoughts to create positive relationships;
- d) the differences between positive and negative emotions.

1.6 The student will demonstrate responsible personal and social behaviors in the school and community. Key concepts/skills include

- a) cooperative behavior;
- b) respect for others;
- c) adherence to school rules;
- d) acceptance of responsibility;
- e) respect for the property of others.

## **Grade 2**

### *Health*

2.2 The student will explain that personal health decisions and health habits influence health and wellness throughout life. Key concepts/skills include

- d) the importance of learning and using refusal skills to make good decisions;

## **Grade 3**

### *Health*

**3.1** The student will explain that health habits impact personal growth and development. Key concepts/skills include

- d) positive interaction with family, peers, and other individual

## **Character Counts! 9-11 years**

### **Trustworthiness: Aesop's Fables**

#### **Grade 3**

#### *English*

Oral Language



3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

3.2 The student will present brief oral reports using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

## Reading

3.4 The student will expand vocabulary when reading.

- d) Use context to clarify meaning of unfamiliar words.
- e) Discuss meanings of words and develop vocabulary by listening and reading a variety of texts.

3.5 The student will read and demonstrate comprehension of fictional text and poetry.

- a) Set a purpose for reading.
- b) Make connections between previous experiences and reading selections.
- c) Make, confirm, or revise predictions.
- d) Compare and contrast settings, characters, and events.
- e) Identify the author's purpose.
- f) Ask and answer questions about what is read.
- g) Draw conclusions about text.
- h) Identify the problem and solution.
- i) Identify the main idea.
- j) Identify supporting details.
- l) Differentiate between fiction and nonfiction.
- j) Use reading strategies to monitor comprehension throughout the reading process.
- k) Identify new information gained from reading.
- l) Read with fluency and accuracy.

## Writing

3.9 The student will write for a variety of purposes.

- a) Identify the intended audience.
- b) Use a variety of prewriting strategies.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
- f) Include details that elaborate the main idea.

## **Grade 4**

### *English*

#### Communication: Speaking, Listening, Media Literacy

4.2 The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

#### Reading

4.4 The student will expand vocabulary when reading.

- a) Use context to clarify meanings of unfamiliar words.
- b) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- c) Use word-reference materials, including the glossary, dictionary, and thesaurus.
- d) Develop vocabulary by listening to and reading a variety of texts.
- e) Use vocabulary from other content areas.

4.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction texts, and poetry.

- a) Explain the author's purpose.
- b) Describe how the choice of language, setting, characters, and information contributes to the author's purpose.
- c) Identify the main idea.
- e) Identify the problem and solution.
- f) Describe the relationship between text and previously read materials.
- h) Draw conclusions/make inferences about text.
- i) Make, confirm, or revise predictions.

#### Writing

4.7 The student will write cohesively for a variety of purposes.

- a) Identify intended audience.
- b) Focus on one aspect of a topic.
- c) Use a variety of pre-writing strategies.
- d) Organize writing to convey a central idea.
- e) Recognize different modes of writing have different patterns of organization.
- f) Write a clear topic sentence focusing on the main idea.
- h) Use transition words for sentence variety.
- k) Include supporting details that elaborate the main idea.

## **Grade 5**

### *English*

#### Communication: Speaking, Listening, Media Literacy

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) Maintain eye contact with listeners.
- b) Use gestures to support, accentuate, and dramatize verbal message.
- c) Use facial expressions to support and dramatize verbal message.
- d) Use posture appropriate for communication setting.
- e) Determine appropriate content for audience.
- f) Organize content sequentially around major ideas.
- g) Summarize main points as they relate to main idea or supporting details.
- h) Incorporate visual media to support the presentation.
- i) Use language and style appropriate to the audience, topic, and purpose.

## Reading

5.4 The student will expand vocabulary when reading.

- a) Use context to clarify meaning of unfamiliar words and phrases.
- b) Use context and sentence structure to determine meanings and differentiate among multiple meanings of words.
- c) Use knowledge of roots, affixes, synonyms, antonyms, and homophones.
- d) Identify an author's use of figurative language.
- e) Use dictionary, glossary, thesaurus, and other word-reference materials.
- f) Develop vocabulary by listening to and reading a variety of texts.

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

- a) Describe the relationship between text and previously read materials.
- b) Describe character development.
- c) Describe the development of plot and explain the resolution of conflict(s).
- e) Describe how an author's choice of vocabulary contributes to the author's style.
- f) Identify and ask questions that clarify various points of view.
- g) Identify main idea.
- h) Summarize supporting details from text.
- i) Draw conclusions and make inferences from text.
- j) Identify cause and effect relationships.
- k) Make, confirm, or revise predictions.

## Writing

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- g) Vary sentence structure by using transition words.
- i) Include supporting details that elaborate the main idea.

### **Grade 3**

#### *Health*

- 3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include
- a) positive interaction with family, peers, and other individuals.
- 3.2 The student will use decision-making skills to promote health and personal wellness. Key concepts/skills include
- a) the process of resolving conflicts peacefully;

### **Grade 4**

#### *Health*

- 4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include
- a) development of refusal skills;
  - b) identification and reporting of bullying and aggressive behaviors;
  - c) development of coping skills;
  - d) recognition of harmful or abusive relationships;
  - e) exhibiting self-control.

### **Grade 5**

#### *Health*

- 5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include the development of positive social skills; the use of refusal and conflict-resolution skills; effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.

## **Character Counts! 9-11 years**

### **Respect: R-E-S-P-E-C-T the Elderly**

#### **Grade 3**

##### *English*

## Oral Language

3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

3.2 The student will present brief oral reports using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

## Reading

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

- a) Identify the author's purpose.
- b) Use prior and background knowledge as context for new learning.
- d) Ask and answer questions about what is read.
- f) Summarize major points found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- k) Identify new information gained from reading.

3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.

- a) Use encyclopedias and other reference books, including online reference materials.
- b) Use table of contents, indices, and charts.

## Writing

3.9 The student will write for a variety of purposes.

- a) Identify the intended audience.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
- f) Include details that elaborate the main idea.

3.11 The student will write a short report.

- a) Construct questions about the topic.
- b) Identify appropriate resources.
- c) Collect and organize information about the topic into a short report.
- d) Understand the difference between plagiarism and using own words.

3.12 The student will use available technology for reading and writing.

## **Grade 4**

### *English*

#### Communication: Speaking, Listening, Media Literacy

4.1 The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.

4.2 The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

#### Reading

4.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
- b) Formulate questions that might be answered in the selection.
- d) Identify the main idea.
- f) Draw conclusions and make simple inferences using textual information as support.
- g) Distinguish between cause and effect.
- k) Use reading strategies throughout the reading process to monitor comprehension.

#### Writing

4.7 The student will write cohesively for a variety of purposes.

- a) Identify intended audience.
- b) Focus on one aspect of a topic.
- c) Use a variety of pre-writing strategies.
- d) Organize writing to convey a central idea.
- e) Recognize different modes of writing have different patterns of organization.
- f) Write a clear topic sentence focusing on the main idea.
- g) Write two or more related paragraphs on the same topic.
- h) Use transition words for sentence variety.
- i) Utilize elements of style, including word choice and sentence variation.
- j) Revise writing for clarity of content using specific vocabulary and information.
- k) Include supporting details that elaborate the main idea.

## Research

4.9 The student will demonstrate comprehension of information resources to research a topic.

- a) Construct questions about a topic.
- b) Collect information from multiple resources including online, print, and media.

## Grade 5

### *English*

#### Communication: Speaking, Listening, Media Literacy

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) Maintain eye contact with listeners.
- b) Use gestures to support, accentuate, and dramatize verbal message.
- c) Use facial expressions to support and dramatize verbal message.
- d) Use posture appropriate for communication setting.
- e) Determine appropriate content for audience.
- f) Organize content sequentially around major ideas.
- g) Summarize main points as they relate to main idea or supporting details.
- h) Incorporate visual media to support the presentation.
- i) Use language and style appropriate to the audience, topic, and purpose.

5.3 The student will learn how media messages are constructed and for what purposes.

- a) Differentiate between auditory, visual, and written media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.

## Reading

5.6 The student will read and demonstrate comprehension of nonfiction texts.

- b) Use prior knowledge and build additional background knowledge as context for new learning.
- c) Skim materials to develop a general overview of content and to locate specific information.
- d) Identify the main idea of nonfiction texts.
- e) Summarize supporting details in nonfiction texts.
- f) Identify structural patterns found in nonfiction.

- g) Locate information to support opinions, predictions, and conclusions.
- i) Differentiate between fact and opinion.
- k) Identify new information gained from reading.

## Writing

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- e) Write multiparagraph compositions.
- f) Use precise and descriptive vocabulary to create tone and voice.
- e) Develop notes that include important concepts, summaries, and identification of information sources.
- f) Give credit to sources used in research.

## **Grade 3**

### *Health*

#### Knowledge and Skills

3.1 The student will explain that health habits impact personal growth and development. Key

concepts/skills include

- c) safe and harmful behaviors;
- d) positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness. Key concepts/skills include

- a) goal setting for personal health;
- c) strategies for solving problems related to health.

3.3 The student will identify the effects of drugs, alcohol, tobacco, and other harmful substances on personal health. Key concepts/skills include

- a) improper use of medicines;
- c) the effects of nicotine, alcohol, and other drugs on body systems;

## **Grade 4**

### *Health*

#### Information Access and Use



4.5 The student will access and use health resources to improve personal and family health. Key concepts/skills include

- a) the use of health care agencies, printed materials, broadcast media, Internet, and audiovisual materials;
- b) identification of accurate and inaccurate health information.

#### *Community Health and Wellness*

4.6 The student will evaluate his/her role in identifying solutions to community health problems. Key concepts/skills include

- b) the benefits of volunteering.

### **Grade 5** *Health*

#### Knowledge and Skills

5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include

- a) the development of positive social skills;
- c) effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.

#### Community Health and Wellness

5.5 The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include

- b) the existence of customs and traditions;
- f) promotion of volunteerism and community service.

## **Character Counts! 9-11 years**

### **Responsibility**

#### **Grade 3** *English*

#### Oral Language

3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

3.2 The student will present brief oral reports using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

3.9 The student will write for a variety of purposes.

- a) Identify the intended audience.
- c) Write a clear topic sentence focusing on the main idea.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.

## **English: Grade 4**

Communication: Speaking, Listening, Media Literacy

4.1 The student will use effective oral communication skills in a variety of settings.

- b) Contribute to group discussions across content areas.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- h) Demonstrate the ability to work independently.

4.2 The student will make and listen to oral presentations and reports.

- d) Use language and style appropriate to the audience, topic, and purpose.

## Writing

4.7 The student will write cohesively for a variety of purposes.

- a) Identify intended audience.
- e) Recognize different modes of writing have different patterns of organization.
- f) Write a clear topic sentence focusing on the main idea.
- i) Utilize elements of style, including word choice and sentence variations.

## **Grade 5**

### *English*

Communication: Speaking, Listening, Media Literacy

5.1 The student will listen, draw conclusions, and share responses in subject-related

group learning activities.

f) Demonstrate the ability to work independently.

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

a) Maintain eye contact with listeners.

b) Use gestures to support, accentuate, and dramatize verbal message.

c) Use facial expressions to support and dramatize verbal message.

d) Use posture appropriate for communication setting.

e) Determine appropriate content for audience.

f) Organize content sequentially around major ideas.

g) Summarize main points as they relate to main idea or supporting details.

h) Incorporate visual media to support the presentation.

i) Use language and style appropriate to the audience, topic, and purpose.

## Writing

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

a) Identify intended audience.

b) Use a variety of prewriting strategies.

c) Organize information to convey a central idea.

d) Write a clear topic sentence focusing on the main idea.

e) Write multiparagraph compositions.

f) Use precise and descriptive vocabulary to create tone and voice.

g) Vary sentence structure by using transition words.

h) Revise for clarity of content using specific vocabulary and information.

i) Include supporting details that elaborate the main idea.

5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.

a) Use plural possessives.

c) Identify and use interjections.

d) Use apostrophes in contractions and possessives.

f) Use commas to indicate interrupters.

g) Use a hyphen to divide words at the end of a line.

k) Identify and use conjunctions.

## Character Counts! 9-11 years

### Fairness: American and Chinese Schools

#### Grade 3

#### *English*

3.7 The student will demonstrate comprehension of information from a variety of print

and electronic resources.

- a) Use encyclopedias and other reference books, including online reference materials.
- b) Use table of contents, indices, and charts.

#### **Grade 4**

##### *English*

4.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text structures, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
- b) Formulate questions that might be answered in the selection.
- e) Summarize supporting details.
- f) Draw conclusions and make simple inferences using textual information as support.
- h) Distinguish between fact and opinion.
- j) Identify new information gained from reading.

#### **Grade 5**

##### *English*

5.6 The student will read and demonstrate comprehension of nonfiction texts.

- a) Use text organizers, such as type, headings, and graphics, to predict and categorize information in both print and digital texts.
- b) Use prior knowledge and build additional background knowledge as context for new learning.
- c) Skim materials to develop a general overview of content and to locate specific information.
- e) Summarize supporting details in nonfiction texts.
- g) Locate information to support opinions, predictions, and conclusions.
- i) Differentiate between fact and opinion.
- j) Identify, compare, and contrast relationships.

#### **Grade 3**

##### *Health*

#### Knowledge and Skills

3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include

- d) positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness. Key concepts/skills include

- b) the process of resolving conflicts peacefully;

#### **Grade 4**

##### *Health*

4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include

- c) development of coping skills;
- e) exhibiting self-control.

## Community Health and Wellness

4.6 The student will evaluate his/her role in identifying solutions to community health problems. Key concepts/skills include

- a) personal responsibility for exhibiting healthy practices within the school and community setting;

## Grade 5

### *Health*

#### Knowledge and Skills

5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include

- a) the development of positive social skills;
- c) effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.

5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle. Key concepts/skills include

- d) the importance of exercise and recreation;

## Character Counts! 9-11 years

### Caring: Class Meetings

#### Grade 3

### *English*

#### Oral Language

3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

3.2 The student will present brief oral reports using visual media.

- a) Speak clearly.

- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

## Writing

- 3.9 The student will write for a variety of purposes.
- c) Write a clear topic sentence focusing on the main idea.
  - d) Write a paragraph on the same topic.
  - f) Include details that elaborate the main idea.

### Grade 4

#### English

##### Communication: Speaking, Listening, Media Literacy

- 4.1 The student will use effective oral communication skills in a variety of settings.
- a) Present accurate directions to individuals and small groups.
  - b) Contribute to group discussions across content areas.
  - c) Seek ideas and opinions of others.
  - d) Use evidence to support opinions.
  - e) Use grammatically correct language and specific vocabulary to communicate ideas.
  - f) Communicate new ideas to others.
  - g) Demonstrate the ability to collaborate with diverse teams.
  - h) Demonstrate the ability to work independently.
- 4.2 The student will make and listen to oral presentations and reports.
- a) Use subject-related information and vocabulary.
  - b) Listen to and record information.
  - c) Organize information for clarity.
  - d) Use language and style appropriate to the audience, topic, and purpose.

## Writing

- 4.7 The student will write cohesively for a variety of purposes.
- a) Identify intended audience.
  - d) Organize writing to convey a central idea.
  - e) Recognize different modes of writing have different patterns of organization.
  - f) Write a clear topic sentence focusing on the main idea.
  - j) Revise writing for clarity of content using specific vocabulary and information.

### Grade 5

#### English

##### Communication: Speaking, Listening, Media Literacy

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) Maintain eye contact with listeners.
- b) Use gestures to support, accentuate, and dramatize verbal message.
- c) Use facial expressions to support and dramatize verbal message.
- d) Use posture appropriate for communication setting.
- e) Determine appropriate content for audience.
- f) Organize content sequentially around major ideas.
- g) Summarize main points as they relate to main idea or supporting details.
- h) Incorporate visual media to support the presentation.
- i) Use language and style appropriate to the audience, topic, and purpose.

## Writing

5.7 The student will write for a variety of purposes: to describe, to inform, to entertain, to explain, and to persuade.

- a) Identify intended audience.
- b) Use a variety of prewriting strategies.
- c) Organize information to convey a central idea.
- d) Write a clear topic sentence focusing on the main idea.
- f) Use precise and descriptive vocabulary to create tone and voice.
- h) Revise for clarity of content using specific vocabulary and information.

## Grade 3

### *Health*

## Knowledge and Skills

3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include

- d) positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness. Key concepts/skills include

- b) the process of resolving conflicts peacefully;

## Grade 4

### *Health*

## Knowledge and Skills

4.2 The student will develop the skills necessary for coping with difficult relationships. Key concepts/skills include

- c) development of coping skills;
- d) recognition of harmful or abusive relationships;
- e) exhibiting self-control.

## **Grade 5**

### *Health*

#### Knowledge and Skills

5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include

- a) the development of positive social skills;
- b) the use of refusal and conflict-resolution skills;
- c) effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.

## **Character Counts! 9-11 Years**

### **Citizenship**

#### *Mathematics*

3.17 The student will

- a) collect and organize data, using observations, measurements, surveys, or experiments;
- b) construct a line plot, a picture graph, or a bar graph to represent the data; and
- c) read and interpret the data represented in line plots, bar graphs, and picture graphs and write a sentence analyzing the data.

4.14 The student will collect, organize, display, and interpret data from a variety of graphs

#### *Health*

3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include

- c) safe and harmful behaviors;
- d) positive interaction with family, peers, and other individuals.

3.2 The student will use decision-making skills to promote health and personal wellness. Key concepts/skills include

- b) the process of resolving conflicts peacefully;

5.1 The student will demonstrate the interpersonal skills necessary to build healthy relationships. Key concepts/skills include



- a) the development of positive social skills;
- c) effective verbal and nonverbal communication skills that convey care, consideration, and respect for self and others.

3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.
- e) Increase listening and speaking vocabularies.

3.2 The student will present brief oral reports using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

4.1 The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

4.2 The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) Maintain eye contact with listeners.
- b) Use gestures to support, accentuate, and dramatize verbal message.
- c) Use facial expressions to support and dramatize verbal message.
- d) Use posture appropriate for communication setting.

## **Character Counts! 9-11 Years**

### **Decision Making**

#### **Grade 3**

#### *English*

3.1 The student will use effective communication skills in group activities.

- a) Listen attentively by making eye contact, facing the speaker, asking questions, and summarizing what is said.
- b) Ask and respond to questions from teachers and other group members.
- c) Explain what has been learned.
- d) Use language appropriate for context.

3.2 The student will present brief oral reports using visual media.

- a) Speak clearly.
- b) Use appropriate volume and pitch.
- c) Speak at an understandable rate.
- d) Organize ideas sequentially or around major points of information.
- e) Use contextually appropriate language and specific vocabulary to communicate ideas.

3.6 The student will continue to read and demonstrate comprehension of nonfiction texts.

- a) Identify the author's purpose.
- b) Use prior and background knowledge as context for new learning.
- d) Ask and answer questions about what is read.
- e) Draw conclusions based on text.
- f) Summarize major points found in nonfiction texts.
- g) Identify the main idea.
- h) Identify supporting details.
- i) Compare and contrast the characteristics of biographies and autobiographies.

3.7 The student will demonstrate comprehension of information from a variety of print and electronic resources.

- a) Use encyclopedias and other reference books, including online reference materials.
- b) Use table of contents, indices, and charts.

3.9 The student will write for a variety of purposes.

- a) Identify the intended audience.
- c) Write a clear topic sentence focusing on the main idea.
- d) Write a paragraph on the same topic.
- e) Use strategies for organization of information and elaboration according to the type of writing.
- f) Include details that elaborate the main idea.

3.12 The student will use available technology for reading and writing.

## **Grade 4**

### *English*

4.1 The student will use effective oral communication skills in a variety of settings.

- a) Present accurate directions to individuals and small groups.
- b) Contribute to group discussions across content areas.
- c) Seek ideas and opinions of others.
- d) Use evidence to support opinions.
- e) Use grammatically correct language and specific vocabulary to communicate ideas.
- f) Communicate new ideas to others.
- g) Demonstrate the ability to collaborate with diverse teams.
- h) Demonstrate the ability to work independently.

4.2 The student will make and listen to oral presentations and reports.

- a) Use subject-related information and vocabulary.
- b) Listen to and record information.
- c) Organize information for clarity.
- d) Use language and style appropriate to the audience, topic, and purpose.

4.6 The student will read and demonstrate comprehension of nonfiction texts.

- b) Formulate questions that might be answered in the selection.
- d) Identify the main idea.
- f) Draw conclusions and make simple inferences using textual information as support.
- g) Distinguish between cause and effect.
- h) Distinguish between fact and opinion.
- i) Use prior knowledge and build additional background knowledge as context for new learning.

4.7 The student will write cohesively for a variety of purposes.

- a) Identify intended audience.
- b) Focus on one aspect of a topic.
- d) Organize writing to convey a central idea.
- f) Write a clear topic sentence focusing on the main idea.
- g) Write two or more related paragraphs on the same topic.

## **Grade 5**

### *English*

5.1 The student will listen, draw conclusions, and share responses in subject-related group learning activities.

- a) Participate in and contribute to discussions across content areas.
- b) Organize information to present in reports of group activities.
- c) Summarize information gathered in group activities.
- d) Communicate new ideas to others.
- e) Demonstrate the ability to collaborate with diverse teams.
- f) Demonstrate the ability to work independently.

5.2 The student will use effective verbal and nonverbal communication skills to deliver planned oral presentations.

- a) Maintain eye contact with listeners.
- b) Use gestures to support, accentuate, and dramatize verbal message.
- c) Use facial expressions to support and dramatize verbal message.
- d) Use posture appropriate for communication setting.
- e) Determine appropriate content for audience.
- f) Organize content sequentially around major ideas.
- g) Summarize main points as they relate to main idea or supporting details.
- h) Incorporate visual media to support the presentation.
- i) Use language and style appropriate to the audience, topic, and purpose.

5.5 The student will read and demonstrate comprehension of fictional texts, narrative nonfiction, and poetry.

- b) Describe character development.
- c) Describe the development of plot and explain the resolution of conflict(s).
- d) Describe the characteristics of free verse, rhymed, and patterned poetry.
- e) Describe how an author's choice of vocabulary contributes to the author's style.
- g) Identify main idea.
- i) Draw conclusions and make inferences from text.
- j) Identify cause and effect relationships.

5.8 The student will edit writing for correct grammar, capitalization, spelling, punctuation, sentence structure, and paragraphing.

- a) Use plural possessives.
- c) Identify and use interjections.
- d) Use apostrophes in contractions and possessives.
- e) Use quotation marks with dialogue.
- i) Eliminate double negatives.

## **Grade 3**

### *Health*

3.1 The student will explain that health habits impact personal growth and development. Key concepts/skills include

- f) food and beverage choices based on nutritional content;
- g) the benefits of physical activity and personal fitness;
- h) safe and harmful behaviors;
- i) positive interaction with family, peers, and other individuals.

- 3.2 The student will use decision-making skills to promote health and personal wellness. Key concepts/skills include
- j) goal setting for personal health;
  - k) the process of resolving conflicts peacefully;
  - l) strategies for solving problems related to health.
- 3.4 The student will demonstrate the ability to use health information to improve personal health. Key concepts/skills include
- a) the use of health services and agencies to gain information;
  - b) the ways in which health care has improved as a result of technology;
  - c) the use of a variety of print, audiovisual, and electronic media resources.
- 3.5 The student will explain that customs and traditions may impact community health decisions. Key concepts/skills include
- d) dietary customs and practices;

## **Grade 5**

### *Health*

- 5.5 The student will explain how peers, families, and community groups work together to build a healthy community. Key concepts/skills include
- e) development of community health projects;

## **Grade 3**

### *History*

- 3.6 The student will read and construct maps, tables, graphs, and/or charts.
- 3.9 The student will identify examples of making an economic choice and will explain the idea of opportunity cost (what is given up when making a choice).

# Character Counts! 11-13 years

## Trustworthiness

### Civics & Economics

CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to

b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;

d) distinguish between relevant and irrelevant information;

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

a) practicing trustworthiness and honesty;

f) practicing decision making;

g) practicing service to the school and/or local community.

CE.14 The student will demonstrate knowledge of personal finance and career opportunities by

b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;

c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;

### Mathematics

6.10 The student will

c) solve practical problems involving area and perimeter; and

6.11 The student will

a) identify the coordinates of a point in a coordinate plane; and

b) graph ordered pairs in a coordinate plane.

6.16 The student will

a) compare and contrast dependent and independent events; and

b) determine probabilities for dependent and independent events.

7.7 The student will compare and contrast the following quadrilaterals based on properties: parallelogram, rectangle, square, rhombus, and trapezoid.

8.5 The student will

a) determine whether a given number is a perfect square; and

8.6 The student will

a) verify by measuring and describe the relationships among vertical angles, adjacent angles, supplementary angles, and complementary angles; and

b) measure angles of less than  $360^\circ$ .

8.11 The student will solve practical area and perimeter problems involving composite plane figures.

8.13 The student will

a) make comparisons, predictions, and inferences, using information displayed in graphs; and

8.14 The student will make connections between any two representations (tables, graphs, words, and rules) of a given relationship.

## Economics/Finance

EPF.1 The student will demonstrate knowledge of basic economic concepts and structures by

- b) explaining that choices often have long-term unintended consequences;
- c) describing how effective decision making requires comparing the additional costs (marginal costs) and additional benefits (marginal benefits);

EPF.2 The student will demonstrate knowledge of the role of producers and consumers in a market economy by

- g) examining how investment in human capital, capital goods, and technology can improve productivity;

EPF. 4 The student will demonstrate knowledge that many factors affect income by

- a) examining the market value of a worker's skills and knowledge;
- b) identifying the impact of human capital on production costs;
- c) explaining the relationship between a person's own human capital and the resulting income potential; and

EPF.8 The student will demonstrate knowledge of the role of government in a market economy by

- a) identifying goods and services provided by government to benefit society;
- b) identifying the role the government plays in providing a legal structure to protect property rights and enforce contracts

EPF.10 The student will develop consumer skills by

- c) describing the steps in making a purchase decision, including the roles of marginal benefit and marginal cost;
- h) examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace;
- k) examining precautions for protecting identity and other personal information.

## English

6.1 The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

6.2 The student will present, listen critically, and express opinions in oral presentations.

- a) Distinguish between fact and opinion.
- b) Compare and contrast viewpoints.
- d) Paraphrase and summarize what is heard.

6.9 The student will find, evaluate, and select appropriate resources for a research product.

- a) Collect information from multiple sources including online, print, and media.
- b) Evaluate the validity and authenticity of texts.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- c) Make statements to communicate agreement or tactful disagreement with others' ideas.
- e) Use a variety of strategies to listen actively.

7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.

- a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
- b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
- c) Compare/contrast a speaker's verbal and nonverbal messages.

7.3 The student will understand the elements of media literacy.

- a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
- b) Distinguish between fact and opinion, and between evidence and inference.

7.9 The student will apply knowledge of appropriate reference materials to produce a research product.

- b) Evaluate the validity and authenticity of sources.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.



8.1 The student will use interviewing techniques to gain information.  
c) Compile, accurately report, and publish responses.

8.2 The student will develop and deliver oral presentations in groups and individually.

- c) Use appropriate verbal and nonverbal presentation skills.
- d) Respond to audience questions and comments.
- g) Assume shared responsibility for collaborative work.
- h) Use a variety of strategies to listen actively.

8.3 The student will analyze, develop, and produce creative or informational media messages.

- a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
- b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- c) Use media and visual literacy skills to create products that express new understandings.
- d) Evaluate sources for relationships between intent and factual content.

8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.

- b) Make inferences and draw conclusions based on explicit and implied information using evidence from text as support.
- k) Identify cause and effect relationships.

8.6 The student will read, comprehend, and analyze a variety of nonfiction texts.

- c) Analyze the author's qualifications, viewpoint, and impact.

8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

- a) Collect and synthesize information from multiple sources including online, print and media.
- b) Evaluate the validity and authenticity of texts.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## Character Counts! 11-13 years

### Respect

#### Health

6.1 The student will apply critical-thinking skills and personal-management strategies to address issues and concerns related to personal health and wellness. Key concepts/skills include

- b) the relationship between self-image and gang-related behaviors;
- c) the effects of environmental influences on personal health;

6.3 The student will describe the connections between mental and physical development as they relate to adolescence. Key concepts/skills include

- a) the effects of stress;
- b) respect for individual differences;
- c) positive and negative responses to criticism;
- d) the effects of peer pressure;
- e) the effects of bullying;
- f) issues related to body image and weight management.

6.4 The student will analyze the consequences of personal choices on health and wellness.

- a) the relationships among personal actions, self-image, and personal success;
- b) the importance of accepting responsibility for personal actions;
- d) identification and avoidance of risk-taking behaviors.

#### Community Health and Wellness

6.7 The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include

- d) respect for the opinions and beliefs of other individuals;
- e) respect for rules and regulations.

#### Knowledge and Skills

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and wellness. Key concepts/skills include

- b) recognition of harmful and risky behaviors;
- e) factors that affect school success;
- g) development of healthy interpersonal relationships.

7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyles. Key concepts/skills include

### Community Health and Wellness

7.4 The student will describe how family and community priorities influence an individual's ability to reduce diseases and other health problems. Key concepts/skills include

a) the relationship of social and environmental factors to individual and community health;

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include

a) implementation of safe and healthy practices and behaviors;  
c) the benefits of community service.

8.2 The student will apply health concepts and skills to the management of personal and family health. Key concepts/skills include

a) the risks associated with gang-related activities;  
b) the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues;  
c) the importance of developing relationships that are positive and promote wellness;

### Information Access and Use

8.4 The student will interpret and evaluate how health information, products, services, and agencies target adolescents. Key concepts/skills include

a) a personal system for reviewing appropriateness of print, audiovisual, and electronic media images;  
b) the influence of multiple media resources on personal choices;

### Community Health and Wellness

8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include

b) the health risks associated with yielding to negative peer pressure;  
c) practices associated with healthy environments

## Economic & Finance

EPF.10 The student will develop consumer skills by

h) examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace

## Civics & Economics:

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- b) practicing courtesy and respect for the rights of others;
- d) practicing respect for the law;
- f) practicing decision making;

## English

6.3 The student will understand the elements of media literacy.

- a) Compare and contrast auditory, visual, and written media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Craft and publish audience-specific media messages.

6.9 The student will find, evaluate, and select appropriate resources for a research product.

- a) Collect information from multiple sources including online, print, and media.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- d) Use language and style appropriate to audience, topic, and purpose.
- e) Use a variety of strategies to listen actively.

7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.

- a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
- b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
- c) Compare/contrast a speaker's verbal and nonverbal messages.

7.3 The student will understand the elements of media literacy.

- a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
- c) Describe how word choice and visual images convey a viewpoint.
- d) Compare and contrast the techniques in auditory, visual, and written media messages.
- e) Craft and publish audience-specific media messages.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

- a) Describe the elements of narrative structure including setting, character development, plot structure, theme, and conflict.
- d) Describe the impact of word choice, imagery, and literary devices including figurative language.
- h) Identify the main idea.
- k) Identify cause and effect relationships.

7.9 The student will apply knowledge of appropriate reference materials to produce a research product.

- a) Collect and organize information from multiple sources including online, print and media.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

8.2 The student will develop and deliver oral presentations in groups and individually.

- a) Choose topic and purpose appropriate to the audience.
- c) Use appropriate verbal and nonverbal presentation skills.
- d) Respond to audience questions and comments.
- e) Differentiate between standard English and informal language.
- g) Assume shared responsibility for collaborative work.

8.3 The student will analyze, develop, and produce creative or informational media messages.

- a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
- b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.

8.5 The student will read and analyze a variety of fictional texts, narrative nonfiction, and poetry.

- c) Explain how authors use characters, conflict, point of view, voice, and tone to create meaning.
- e) Compare and contrast the author's use of word choice, dialogue, form, rhyme, rhythm, and voice in different texts.
- h) Identify the main idea.
- i) Summarize text relating supporting details.
- k) Identify cause and effect relationships.

8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

- g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## **Character Counts! 11-13 years**

### **Responsibility**

#### *Civics and Economics*

CE.14 The student will demonstrate knowledge of personal finance and career opportunities by

- f) b) identifying attitudes and behaviors that strengthen the individual work ethic and promote career success;
- g) c) identifying abilities, skills, and education and the changing supply and demand for them in the economy;

#### *Economics and Finance*

EPF.1 The student will demonstrate knowledge of basic economic concepts and structures by

b) explaining that choices often have long-term unintended consequences;

EPF.2 The student will demonstrate knowledge of the role of producers and consumers in a market economy by

g) examining how investment in human capital, capital goods, and technology can improve productivity;

EPF 4 The student will demonstrate knowledge that many factors affect income by

c) explaining the relationship between a person's own human capital and the resulting income potential; and

d) describing how changes in supply and demand for goods and services affect income.

## **Grade 6**

### *English*

6.2 The student will present, listen critically, and express opinions in oral presentations.

e) Use language and vocabulary appropriate to audience, topic, and purpose.

6.3 The student will understand the elements of media literacy.

a) Compare and contrast auditory, visual, and written media messages.

b) Identify the characteristics and effectiveness of a variety of media messages.

6.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

c) Describe how word choice and imagery contribute to the meaning of a text.

6.7 The student will write narration, description, exposition, and persuasion.

a) Identify audience and purpose.

b) Use a variety of prewriting strategies including graphic organizers to generate and organize ideas.

d) Establish a central idea and organization.

g) Select vocabulary and information to enhance the central idea, tone, and voice.

j) Use computer technology to plan, draft, revise, edit, and publish writing.

## **Grade 7**

### *English*

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- b) Ask probing questions to seek elaboration and clarification of ideas.
- c) Make statements to communicate agreement or tactful disagreement with others' ideas.
- d) Use language and style appropriate to audience, topic, and purpose.

7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.

- a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
- b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
- c) Compare/contrast a speaker's verbal and nonverbal messages.

7.3 The student will understand the elements of media literacy.

- a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
- c) Describe how word choice and visual images convey a viewpoint.
- d) Compare and contrast the techniques in auditory, visual, and written media messages.
- e) Craft and publish audience-specific media messages.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

- d) Describe the impact of word choice, imagery, and literary devices including figurative language.
- f) Use prior and background knowledge as a context for new learning.
- g) Make inferences and draw conclusions based on the text.
- k) Identify cause and effect relationships.

7.6 The student will read and demonstrate comprehension of a variety of nonfiction texts

- d) Draw conclusions and make inferences on explicit and implied information.
- g) Describe how word choice and language structure convey an author's viewpoint.
- h) Identify the main idea.
- j) Identify cause and effect relationships.
- k) Organize and synthesize information for use in written formats

7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.



- a) Identify intended audience.
- d) Establish a central idea and organization

7.8 The student will edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a) Use a variety of graphic organizers, including sentence diagrams, to analyze and improve sentence formation and paragraph structure.
- b) Choose appropriate adjectives and adverbs to enhance writing.

7.9 The student will apply knowledge of appropriate reference materials to produce a research product.

- a) Collect and organize information from multiple sources including online, print and media.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## **Grade 8**

### *English*

8.3 The student will analyze, develop, and produce creative or informational media messages.

- a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
- b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- c) Use media and visual literacy skills to create products that express new understandings.

## **Character Counts! 11-13 years**

### **Fairness**

#### *Civics and Economics*

CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to

- a) examine and interpret primary and secondary source documents;
- b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;

CE.14 The student will demonstrate knowledge of personal finance and career opportunities by

- e) describing the importance of education to lifelong personal finances;
- f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

### *Economics and Education*

EPF.1 The student will demonstrate knowledge of basic economic concepts and structures by

- a) describing how consumers, businesses, and government decision makers face scarcity of resources and must make trade-offs and incur opportunity costs;
- b) explaining that choices often have long-term unintended consequences;
- c) describing how effective decision making requires comparing the additional costs (marginal costs) and additional benefits (marginal benefits);
- d) identifying factors of production;
- e) comparing the characteristics of market, command, tradition, and mixed economies; and
- f) identifying Adam Smith and describing the characteristics of a market economy.

EPF.2 The student will demonstrate knowledge of the role of producers and consumers in a market economy by

- a) describing how consumers, producers, workers, savers, investors, and citizens respond to incentives;
- c) identifying the role of entrepreneurs;
- d) comparing the costs and benefits of different forms of business organization, including sole proprietorship, partnership, corporation, franchise, and cooperative;
- e) describing how costs and revenues affect profit and supply;
- f) describing how increased productivity affects costs of production and standard of living;
- g) examining how investment in human capital, capital goods, and technology can improve productivity;
- h) describing the effects of competition on producers, sellers, and consumers;
- i) explaining why monopolies or collusion among sellers reduces competition and raises prices; and
- j) illustrating the circular flow of economic activity.

EPF.3 The student will demonstrate knowledge of the price system by

- a) examining the laws of supply and demand and the determinants of each;
- b) explaining how the interaction of supply and demand determines equilibrium price;
- c) describing the elasticity of supply and demand; and
- d) examining the purposes and implications of price ceilings and price floors.

EPF 4 The student will demonstrate knowledge that many factors affect income by

- a) examining the market value of a worker's skills and knowledge;
- b) identifying the impact of human capital on production costs;
- c) explaining the relationship between a person's own human capital and the resulting income potential; and
- d) describing how changes in supply and demand for goods and services affect income.

EPF 5 The student will demonstrate knowledge of a nation's economic goals, including full employment, stable prices, and economic growth by

- a) describing economic indicators, such as gross domestic product (GDP), consumer price index (CPI), and unemployment rate;
- b) describing the causes and effects of unemployment, inflation, and reduced economic growth;
- c) describing the fluctuations of the business cycle; and
- d) describing strategies for achieving national economic goals.

EPF 7 The student will demonstrate knowledge of how monetary and fiscal policy influence employment, output, and prices by

- c) describing government's role in stabilizing the economy;

EPF 8 The student will demonstrate knowledge of the role of government in a market economy by

- a) identifying goods and services provided by government to benefit society;
- b) identifying the role the government plays in providing a legal structure to protect property rights and enforce contracts;
- c) providing examples of government regulation of the market;
- d) explaining that governments redistribute wealth; and
- e) explaining that taxes and fees fund all government-provided goods and services.

EPF 9 The student will demonstrate knowledge of the global economy by

- a) explaining that when parties trade voluntarily, all benefit;

- b) distinguishing between absolute and comparative advantage;
- c) distinguishing between trade deficit and trade surplus;
- d) explaining exchange rates, and the impact of a strong dollar and weak dollar on economic decisions;
- e) describing the costs and benefits of trade barriers;
- f) describing the effects of international trade agreements and the World Trade Organization; and
- g) explaining growing economic interdependence.

EPF 10 The student will develop consumer skills by

- b) examining the effect of supply and demand on wages and prices;
- h) examining the impact of advertising and marketing on consumer demand and decision making in the global marketplace;

EPF 17 The student will demonstrate knowledge of personal financial planning by

- e) investigating the effects of government actions and economic conditions on personal financial planning

## **Grade 6**

### *English*

6.1 The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

6.2 The student will present, listen critically, and express opinions in oral presentations.

- a) Distinguish between fact and opinion.
- b) Compare and contrast viewpoints.
- c) Present a convincing argument.
- e) Use language and vocabulary appropriate to audience, topic, and purpose.

## **Grade 7**

### *English*

7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.

- a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.

- b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
- c) Compare/contrast a speaker's verbal and nonverbal messages.

7.5 The student will read and demonstrate comprehension of a variety of fictional texts, narrative nonfiction, and poetry.

- a) Identify cause and effect relationships.

## **Grade 7**

### *Health*

#### Community Health and Wellness

7.4 The student will describe how family and community priorities influence an individual's ability to reduce diseases and other health problems. Key concepts/skills include

- a) the community's financial resources dedicated to promoting health;

## **Grade 6**

### *Mathematics*

#### Computation and Estimation

##### Focus: Applications of Operations with Rational Numbers

6.7 The student will solve single-step and multistep practical problems involving addition, subtraction, multiplication, and division of decimals.

#### Geometry

##### Focus: Properties and Relationships

6.11 The student will

- a) identify the coordinates of a point in a coordinate plane; and
- b) graph ordered pairs in a coordinate plane.

6.12 The student will determine congruence of segments, angles, and polygons.

6.13 The student will describe and identify properties of quadrilaterals.

## **Grade 8**

### *Mathematics*

#### Measurement

#### Focus: Problem Solving

8.6 The student will

- a) verify by measuring and describe the relationships among vertical angles, adjacent angles, supplementary angles, and complementary angles; and
- b) measure angles of less than  $360^\circ$ .

## **Character Counts! 11-13 years**

### **Caring**

### **Health**

#### *Community Health and Wellness*

7.4 The student will describe how family and community priorities influence an individual's ability to reduce diseases and other health problems. Key concepts/skills include

- a) the relationship of social and environmental factors to individual and community health
- c) the community's support of health services and partnerships

### **English**

6.1 The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions

6.2 The student will present, listen critically, and express opinions in oral presentations.

- a) Distinguish between fact and opinion.
- b) Compare and contrast viewpoints.
- c) Present a convincing argument.
- d) Paraphrase and summarize what is heard.

e) Use language and vocabulary appropriate to audience, topic, and purpose.

6.3 The student will understand the elements of media literacy.

- a) Compare and contrast auditory, visual, and written media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages

6.9 The student will find, evaluate, and select appropriate resources for a research product.

- a) Collect information from multiple sources including online, print, and media.
- b) Evaluate the validity and authenticity of texts.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- b) Ask probing questions to seek elaboration and clarification of ideas.
- d) Use language and style appropriate to audience, topic, and purpose.

7.3 The student will understand the elements of media literacy.

- a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
- d) Compare and contrast the techniques in auditory, visual, and written media messages.

7.9 The student will apply knowledge of appropriate reference materials to produce a research product.

- a) Collect and organize information from multiple sources including online, print and media.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

8.2 The student will develop and deliver oral presentations in groups and individually.

- a) Choose topic and purpose appropriate to the audience.
- c) Use appropriate verbal and nonverbal presentation skills.
- d) Respond to audience questions and comments.
- e) Differentiate between standard English and informal language.
- f) Critique oral presentations.
- g) Assume shared responsibility for collaborative work.
- h) Use a variety of strategies to listen actively.

8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

- a) Collect and synthesize information from multiple sources including online, print and media.
- b) Evaluate the validity and authenticity of texts.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
- f) Publish findings and respond to feedback.
- g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## **Character Counts! 11-13 years**

### **Citizenship**

#### *Civics and Economics*

CE.2 The student will demonstrate knowledge of the foundations of American constitutional government by

- a) explaining the fundamental principles of consent of the governed, limited government, rule of law, democracy, and representative government;
- b) explaining the significance of the charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, the Virginia Statute for Religious Freedom, and the Constitution of the United States, including the Bill of Rights;



- c) identifying the purposes for the Constitution of the United States as stated in its Preamble;
- d) identifying the procedures for amending the Constitution of Virginia and the Constitution of the United States.

CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

- a) describing the processes by which an individual becomes a citizen of the United States;
- b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
- c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
- d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
- e) evaluating how civic and social duties address community needs and serve the public good.

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism;
- f) practicing decision making;
- g) practicing service to the school and/or local community.

CE.5 The student will demonstrate knowledge of the political process at the local, state, and national levels of government by

- a) describing the functions of political parties;
- b) comparing the similarities and differences of political parties;
- c) analyzing campaigns for elective office, with emphasis on the role of the media;
- d) examining the role of campaign contributions and costs;
- e) describing voter registration and participation;
- f) describing the role of the Electoral College in the election of the president and vice president;
- g) participating in simulated local, state, and/or national elections.

CE.6 The student will demonstrate knowledge of the American constitutional government at the national level by

- a) describing the structure and powers of the national government;
- b) explaining the principle of separation of powers and the operation of checks and balances;

- c) explaining and/or simulating the lawmaking process;
- d) describing the roles and powers of the executive branch.

CE.7 The student will demonstrate knowledge of the American constitutional government at the state level by

- a) describing the structure and powers of the state government;
- b) explaining the relationship of state governments to the national government in the federal system;
- c) explaining and/or simulating the lawmaking process;
- d) describing the roles and powers of the executive branch and regulatory boards.

CE.8 The student will demonstrate knowledge of the American constitutional government at the local level by

- a) describing the structure and powers of the local government;
- b) explaining the relationship of local government to the state government;
- c) explaining and/or simulating the lawmaking process.

CE.9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by

- a) examining the impact of the media on public opinion and public policy;
- b) describing how individuals and interest groups influence public policy;
- c) describing the impact of international issues and events on local decision making.

CE.10 The student will demonstrate knowledge of the judicial systems established by the Constitution of Virginia and the Constitution of the United States by

- a) describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction;
- b) describing the exercise of judicial review;
- c) comparing and contrasting civil and criminal cases;
- d) explaining how due process protections seek to ensure justice.

CE.14 The student will demonstrate knowledge of personal finance and career opportunities by

- f) examining the financial responsibilities of citizenship, including evaluating common forms of credit, savings, investments, purchases, contractual agreements, warranties, and guarantees.

### *Economics and Finance*

EPF 8. The student will demonstrate knowledge of the role of government in a market economy by

- a) identifying goods and services provided by government to benefit society;
- b) identifying the role the government plays in providing a legal structure to protect property rights and enforce contracts;

- c) providing examples of government regulation of the market;
- d) explaining that governments redistribute wealth; and
- e) explaining that taxes and fees fund all government-provided goods and services.

## **Grade 6**

### *English*

6.1 The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

6.2 The student will present, listen critically, and express opinions in oral presentations.

- a) Distinguish between fact and opinion.
- b) Compare and contrast viewpoints.
- c) Present a convincing argument.
- d) Paraphrase and summarize what is heard.
- e) Use language and vocabulary appropriate to audience, topic, and purpose.

6.3 The student will understand the elements of media literacy.

- a) Compare and contrast auditory, visual, and written media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Craft and publish audience-specific media messages.

## **Grade 7**

### *English*

7.1 The student will participate in and contribute to conversations, group discussions, and oral presentations.

- a) Communicate ideas and information orally in an organized and succinct manner.
- b) Ask probing questions to seek elaboration and clarification of ideas.
- c) Make statements to communicate agreement or tactful disagreement with others' ideas.
- d) Use language and style appropriate to audience, topic, and purpose.
- e) Use a variety of strategies to listen actively.

7.2 The student will identify and demonstrate the relationship between a speaker's verbal and nonverbal messages.

- a) Use verbal communication skills, such as word choice, pitch, feeling, tone, and voice appropriate for the intended audience.
- b) Use nonverbal communication skills, such as eye contact, posture, and gestures to enhance verbal communication skills.
- c) Compare/contrast a speaker's verbal and nonverbal messages

7.3 The student will understand the elements of media literacy.

- a) Identify persuasive/informative techniques used in nonprint media including television, radio, video, and Internet.
- b) Distinguish between fact and opinion, and between evidence and inference.
- d) Compare and contrast the techniques in auditory, visual, and written media messages.
- e) Craft and publish audience-specific media messages.

7.7 The student will write in a variety of forms with an emphasis on exposition, narration, and persuasion.

- a) Identify intended audience.
- b) Organize writing structure to fit mode or topic.
- d) Establish a central idea and organization.
- e) Compose a topic sentence or thesis statement.
- f) Write multiparagraph compositions with unity elaborating the central idea.
- g) Select vocabulary and information to enhance the central idea, tone, and voice.
- h) Expand and embed ideas by using modifiers, standard coordination, and subordination in complete sentences.
- i) Use clauses and phrases for sentence variety.
- j) Revise sentences for clarity of content including specific vocabulary and information.
- k) Use computer technology to plan, draft, revise, edit, and publish writing.

7.9 The student will apply knowledge of appropriate reference materials to produce a research product.

- a) Collect and organize information from multiple sources including online, print and media.
- b) Evaluate the validity and authenticity of sources.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- e) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## **Grade 8**

### *English*

8.2 The student will develop and deliver oral presentations in groups and individually.

- a) Choose topic and purpose appropriate to the audience.
- b) Choose vocabulary and tone appropriate to the audience, topic, and purpose.
- c) Use appropriate verbal and nonverbal presentation skills.
- d) Respond to audience questions and comments.
- e) Differentiate between standard English and informal language.
- f) Critique oral presentations.
- g) Assume shared responsibility for collaborative work.
- h) Use a variety of strategies to listen actively.

8.3 The student will analyze, develop, and produce creative or informational media messages.

- a) Evaluate the persuasive/informational technique being used in nonprint media including television, radio, video, and Internet.
- b) Examine how values and viewpoints are included or excluded and how the media can influence beliefs, behaviors, and interpretations.
- c) Evaluate sources for relationships between intent and factual content.

8.9 The student will apply knowledge of appropriate reference materials to produce a research product.

- a) Collect and synthesize information from multiple sources including online, print and media.
- b) Evaluate the validity and authenticity of texts.
- c) Use technology as a tool to research, organize, evaluate, and communicate information.
- d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- e) Cite primary and secondary sources using Modern Language Association (MLA) or American Psychological Association (APA) style.
- f) Publish findings and respond to feedback.
- g) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## **Grade 6**

### *Health*

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

a)the use of resistance skills to avoid violence, gangs, weapons, and drugs

6.7 The student will evaluate the benefits of becoming a positive role model within the family and the community. Key concepts/skills include involvement in community and family projects; increased participation as a leader; development of conflict-resolution skills; respect for the opinions and beliefs of other individuals; respect for rules and regulations.

## **Grade 7**

### *Health*

7.3 The student will investigate and analyze the various factors that guide an individual's decisions about health and wellness. Key concepts/skills include family practices and customs.

#### Community Health and Wellness

7.4 The student will describe how family and community priorities influence an individual's ability to reduce diseases and other health problems. Key concepts/skills include the relationship of social and environmental factors to individual and community health; the community's support of health services and partnerships; the community's support of recreational and leisure activities.

7.5 The student will work cooperatively with others to support and promote healthy schools, families, and communities. Key concepts/skills include advocacy and use of appropriate methods of expressing opinions on health issues; the benefits of community service.

## **Grade 8**

### *Health*

8.5 The student will investigate and evaluate ways in which peers, families, and other community groups can work together to build a safe and healthy community. Key concepts/skills include opportunities for community service.

## Character Counts! 11-13 Years

### Decision Making

#### Grade 6

##### *Health*

##### *Knowledge and Skills*

6.3 The student will describe the connections between mental and physical development as they relate

to adolescence. Key concepts/skills include

- b) respect for individual differences;
- c) positive and negative responses to criticism;
- d) the effects of peer pressure;
- e) the effects of bullying;

6.4 The student will analyze the consequences of personal choices on health and wellness. Key concepts/skills include

- a) the relationships among personal actions, self-image, and personal success;
- b) the importance of accepting responsibility for personal actions;
- c) the use of resistance skills to avoid violence, gangs, weapons, and drugs;
- d) identification and avoidance of risk-taking behaviors.

##### *Community Health and Wellness*

6.7 The student will evaluate the benefits of becoming a positive role model within the family and the

community. Key concepts/skills include

- a) involvement in community and family projects;
- b) increased participation as a leader;
- c) development of conflict-resolution skills;
- d) respect for the opinions and beliefs of other individuals;
- e) respect for rules and regulations.

#### Grade 7

##### *Health*

##### *Knowledge and Skills*

7.1 The student will use knowledge of health concepts to make decisions related to personal safety and

wellness. Key concepts/skills include

- a) alternatives to gang-related behaviors and acts of violence;
- b) recognition of harmful and risky behaviors;
- c) the benefits of stress management and stress-reduction techniques;

- d) development of strategies for coping with disappointment;
- e) factors that affect school success;
- f) the impact of difficult family situations;
- g) development of healthy interpersonal relationships.

7.2 The student will describe and exhibit the behaviors associated with a physically active and healthy lifestyles. Key concepts/skills include

- a) the effects of nutrition on daily performance;
- b) the importance of participating in recreational and leisure activities;
- c) strategies for avoiding drugs, alcohol, tobacco, inhalants, and other harmful substances;
- d) the health benefits of regular physical activity and fitness;
- e) the impact of sleep and rest on physical and mental performance.

### *Community Health and Wellness*

7.4 The student will describe how family and community priorities influence an individual's ability to

reduce diseases and other health problems. Key concepts/skills include

- d) the availability of emergency response systems and services.

## **Grade 8**

### *Health*

#### *Knowledge and Skills*

8.1 The student will analyze and evaluate the relationship between health-risk behaviors and the onset of health problems that can impact health and wellness during the adolescent years. Key

concepts/skills include

- c) the short- and long-term health issues related to alcohol abuse and tobacco use;
- f) the consequences of involvement in potentially dangerous situations;

8.2 The student will apply health concepts and skills to the management of personal and family health.

Key concepts/skills include

- a) the risks associated with gang-related activities;
- b) the benefits of using resistance, problem-solving, and decision-making skills for addressing health issues;
- c) the importance of developing relationships that are positive and promote wellness;



d) the benefits of developing and implementing short- and long-term health and fitness goals that are achievable and purposeful.

8.3 The student will make choices that demonstrate an understanding of the relationship between nutrition and emotional and physical health. Key concepts/skills include

- a) causes and effects of compulsive behaviors, such as eating disorders;
- b) the relationship between personal health and cognitive performance.

### *Community Health and Wellness*

8.5 The student will investigate and evaluate ways in which peers, families, and other community

groups can work together to build a safe and healthy community. Key concepts/skills include

- a) methods used to reduce health hazards and risks;
- b) the health risks associated with yielding to negative peer pressure;
- c) practices associated with healthy environments;
- d) opportunities for community service.

### *Civics and Economics*

CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to

- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;
- g) formulate an informed, carefully reasoned position on a community issue;
- h) select and defend positions in writing, discussion, and debate.

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- e) practicing patriotism;
- f) practicing decision making;
- g) practicing service to the school and/or local community.

## **Grade 6**

### *English*

*Communication: Speaking, Listening, Media Literacy*

6.1 The student will participate in and contribute to small-group activities.

- a) Communicate as leader and contributor.
- b) Evaluate own contributions to discussions.
- c) Summarize and evaluate group activities.
- d) Analyze the effectiveness of participant interactions.

6.2 The student will present, listen critically, and express opinions in oral presentations.

- a) Distinguish between fact and opinion.
- b) Compare and contrast viewpoints.
- c) Present a convincing argument.
- d) Paraphrase and summarize what is heard.
- e) Use language and vocabulary appropriate to audience, topic, and purpose.

6.3 The student will understand the elements of media literacy.

- a) Compare and contrast auditory, visual, and written media messages.
- b) Identify the characteristics and effectiveness of a variety of media messages.
- c) Craft and publish audience-specific media messages.

## **Grade 7**

### *English*

- e) Describe the impact of word choice, imagery, and literary devices including figurative language.
- j) Identify the author's organizational pattern.

## **Grade 8**

### *English*

- 8.5 j) Identify the author's organizational pattern.
- 8.6 k) Evaluate, organize, and synthesize information for use in written and oral formats.

# Character Counts! Teens

## Trustworthiness

### Grade 9

#### *English*

9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.

- a) Analyze and interpret special effects used in media messages including television, film, and Internet.
- b) Determine the purpose of the media message and its effect on the audience.
- c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.
- d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.
- e) Monitor, analyze, and use multiple streams of simultaneous information.

9.5 The student will read and analyze a variety of nonfiction texts.

- a) Recognize an author's intended purpose for writing and identify the main idea.
- b) Summarize text relating supporting details.
- c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.
- d) Identify characteristics of expository, technical, and persuasive texts.
- e) Identify a position/argument to be confirmed, disproved, or modified.
- f) Evaluate clarity and accuracy of information.
- g) Analyze and synthesize information in order to solve problems, answer questions, or complete a task.
- h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- i) Differentiate between fact and opinion.
- j) Organize and synthesize information from sources for use in written and oral presentations.
- k) Use the reading strategies to monitor comprehension throughout the reading process.

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.

- a) Use technology as a tool for research to organize, evaluate, and communicate information.
- b) Narrow the focus of a search.
- c) Find, evaluate, and select appropriate sources to access information and answer questions.
- d) Verify the validity and accuracy of all information.

- e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- f) Credit the sources of quoted, paraphrased, and summarized ideas.
- g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## **Grade 10**

### *English*

10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

- a) Use media, visual literacy, and technology skills to create products.
- b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
- c) Determine the author's purpose and intended effect on the audience for media messages.
- d) Identify the tools and techniques used to achieve the intended focus.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- a) Identify text organization and structure.
- b) Recognize an author's intended audience and purpose for writing.
- c) Skim manuals or informational sources to locate information.
- d) Compare and contrast informational texts.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Use reading strategies throughout the reading process to monitor comprehension.

10.8 The student will collect, evaluate, organize, and present information to create a research product.

- a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
- b) Develop the central idea or focus.
- c) Verify the accuracy, validity, and usefulness of information.
- d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

- e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## **Grade 11**

### *English*

11.2 The student will examine how values and points of view are included or excluded

and how media influences beliefs and behaviors.

- a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
- b) Use media, visual literacy, and technology skills to create products.
- c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
- d) Determine the author's purpose and intended effect on the audience for media messages.

11.5 The student will read and analyze a variety of nonfiction texts.

- a) Use information from texts to clarify understanding of concepts.
- b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
- c) Generalize ideas from selections to make predictions about other texts.
- d) Draw conclusions and make inferences on explicit and implied information using textual support.
- e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
- f) Identify false premises in persuasive writing.
- g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

- a) Use technology as a tool to research, organize, evaluate, and communicate information.
- b) Narrow a topic and develop a plan for research.
- c) Collect information to support a thesis.
- d) Critically evaluate quality, accuracy, and validity of information.

- e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- f) Synthesize and present information in a logical sequence.
- g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- h) Revise writing for clarity of content, accuracy, and depth of information.
- i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
- j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## **Grade 12**

### *English*

12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
- b) Determine the author's purpose and intended effect on the audience for media messages.

12.5 The student will read and analyze a variety of nonfiction texts.

- a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
- b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e) Identify false premises in persuasive writing.
- f) Draw conclusions and make inferences on explicit and implied information using textual support.

12.8 The student will write documented research papers.

- a) Use technology as a tool to research, organize, evaluate, and communicate information.

- b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
- c) Critically evaluate the accuracy, quality, and validity of the information.
- d) Synthesize information to support the thesis and present information in a logical manner.
- e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- f) Revise writing for clarity, depth of information, and technique of presentation.
- g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
- h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## **Grade 10**

### *Health*

10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her health and wellness throughout life. Key concepts/skills include

- a) marketing and advertising techniques to promote health and wellness;
- b) the use of current technological tools to analyze health products and services;
- c) involvement of local, state, and federal agencies in health-related issues;
- d) the impact of technology on the health status of individuals, families, communities, and the world;
- e) employment opportunities in health-related careers and professions.

### *Civics and Economics*

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful

and effective participation in civic life by

- a) practicing trustworthiness and honesty

## Character Counts! Teens

### Respect

#### Grade 9

##### *English*

9.1 The student will make planned oral presentations independently and in small groups.

- a) Include definitions to increase clarity.
- b) Use relevant details to support main ideas.
- c) Illustrate main ideas through anecdotes and examples.
- d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- e) Use verbal and nonverbal techniques for presentation.
- f) Evaluate impact and purpose of presentation.
- g) Credit information sources.
- h) Give impromptu responses to questions about presentation.
- i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
- j) Use a variety of strategies to listen actively.
- k) Summarize and evaluate information presented orally by others.
- l) Assume shared responsibility for collaborative work.

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- f) Extend general and specialized vocabulary through speaking, reading, and writing.
- g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

#### Grade 10

##### *English*

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

- a) Assume responsibility for specific group tasks.
- b) Collaborate in the preparation or summary of the group activity.



- c) Include all group members in oral presentation.
- d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
- f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- g) Access, critically evaluate, and use information accurately to solve problems.
- h) Evaluate one's own role in preparation and delivery of oral reports.
- i) Use a variety of strategies to listen actively.
- j) Analyze and interpret other's presentations.
- k) Evaluate effectiveness of group process in preparation and delivery of oral reports.

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- f) Extend general and specialized vocabulary through speaking, reading, and writing.
- g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

## **Grade 11**

### *English*

11.3 The student will apply knowledge of word origins, derivations, and figurative

language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- f) Extend general and specialized vocabulary through speaking, reading, and writing.
- g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

## **Grade 12**

### *English*

12.1 The student will make a formal oral presentation in a group or individually.

- a) Choose the purpose of the presentation.
- b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
- c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
- d) Use media, visual literacy, and technology skills to create and support the presentation.
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f) Collaborate and report on small group learning activities.
- g) Evaluate formal presentations including personal, digital, visual, textual, and technological.
- h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
- i) Critique effectiveness of presentations.

12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- e) Expand general and specialized vocabulary through speaking, reading, and writing.
- f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

## **Grade 10**

### *Health*

10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include

- a) the empowering effect of being assertive;
- b) the impact of involvement in school and community activities;
- c) the value of exercising self-control;
- e) the influence of emotions and peer approval on personal decision-making;

10.3 The student will implement personal-injury-prevention and self-management strategies that

promote personal, family, and community health throughout life. Key concepts/skills include

- a) strategies to reduce and prevent violence;
- b) peaceful resolution of conflicts;
- d) recognition of tendencies toward self-harm;
- h) recognition of when to seek support for self and others.

10.5 The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include

- c) the consequences of using acts of violence to settle disputes;
- d) the need for organized efforts to address community health and wellness issues;
- e) the responsibilities of citizens to promote the health and wellness goals of the community;
- f) the value of positive role models;
- g) the negative influence of teenage drug and alcohol use on younger members of the community.

### *Civics and Economics*

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- c) practicing courtesy and respect for the rights of others

## **Character Counts! Teens**

### **Responsibility**

### *Civics and Economics*

CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to

- b) create and explain maps, diagrams, tables, charts, graphs, and spreadsheets;
- f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- c) practicing responsibility, accountability, and self-reliance
- f) practicing decision making;
- g) practicing service to the school and/or local community

CE.8 The student will demonstrate knowledge of the American constitutional government at the local level by

a) describing the structure and powers of the local government

CE.11 The student will demonstrate knowledge of how economic decisions are made in the marketplace by

a) applying the concepts of scarcity, resources, choice, opportunity cost, price, incentives, supply and demand, production, and consumption

### *World Geography*

WG.1 The student will use maps, globes, satellite images, photographs, or diagrams to

b) apply the concepts of location, scale, map projection, or orientation

WG.2 The student will analyze how selected physical and ecological processes shape the Earth's surface by

a) identifying regional climatic patterns and weather phenomena and their effects on people and places

WG.3 The student will apply the concept of a region by

b) explaining how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants

WG.7 The student will identify types of natural, human, and capital resources and explain their significance by

a) showing their influence on patterns of economic activity and land use;  
b) evaluating perspectives and consequences regarding the use of resources.

WG.10 The student will analyze how the forces of conflict and cooperation affect the division and control of the Earth's surface by

b) analyzing ways cooperation among political jurisdictions is used to solve problems and settle disputes.

WG.12 The student will apply geography to interpret the past, understand the present, and plan for the future by

a) using geographic knowledge, skills, and perspectives to analyze problems and make decisions;

b) relating current events to the physical and human characteristics of places and regions.

## **Grade 9**

### *English*

9.1 The student will make planned oral presentations independently and in small groups.

- a) Include definitions to increase clarity.
- b) Use relevant details to support main ideas.
- c) Illustrate main ideas through anecdotes and examples.
- d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- e) Use verbal and nonverbal techniques for presentation.
- f) Evaluate impact and purpose of presentation.
- g) Credit information sources.
- h) Give impromptu responses to questions about presentation.
- i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
- j) Use a variety of strategies to listen actively.
- k) Summarize and evaluate information presented orally by others.
- l) Assume shared responsibility for collaborative work.

9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.

- d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.

9.5 The student will read and analyze a variety of nonfiction texts.

- f) Evaluate clarity and accuracy of information.
- h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- i) Differentiate between fact and opinion.
- j) Organize and synthesize information from sources for use in written and oral presentations.

## **Grade 10**

### *English*

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

- a) Assume responsibility for specific group tasks.
- b) Collaborate in the preparation or summary of the group activity.
- c) Include all group members in oral presentation.
- d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.

- f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- g) Access, critically evaluate, and use information accurately to solve problems.
- h) Evaluate one's own role in preparation and delivery of oral reports.
- i) Use a variety of strategies to listen actively.
- j) Analyze and interpret other's presentations.
- k) Evaluate effectiveness of group process in preparation and delivery of oral reports.

10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

- a) Use media, visual literacy, and technology skills to create products.
- c) Determine the author's purpose and intended effect on the audience for media messages.
- d) Identify the tools and techniques used to achieve the intended focus.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- b) Recognize an author's intended audience and purpose for writing.
- c) Skim manuals or informational sources to locate information.
- d) Compare and contrast informational texts.
- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Use reading strategies throughout the reading process to monitor comprehension.

10.8 The student will collect, evaluate, organize, and present information to create a research product.

- a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
- b) Develop the central idea or focus.
- c) Verify the accuracy, validity, and usefulness of information.
- d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

## **Grade 11**

### *English*

11.1 The student will make informative and persuasive presentations.

- d) Support and defend ideas in public forums.
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f) Monitor listening and use a variety of active listening strategies to make evaluations.

11.5 The student will read and analyze a variety of nonfiction texts.

- d) Draw conclusions and make inferences on explicit and implied information using textual support.

## **Grade 12**

### *English*

12.1 The student will make a formal oral presentation in a group or individually.

- a) Choose the purpose of the presentation.
- b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
- c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
- d) Use media, visual literacy, and technology skills to create and support the presentation.
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f) Collaborate and report on small group learning activities.
- g) Evaluate formal presentations including personal, digital, visual, textual, and technological.
- h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
- i) Critique effectiveness of presentations.

12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
- b) Determine the author's purpose and intended effect on the audience for media messages.

12.5 The student will read and analyze a variety of nonfiction texts.

- a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
- b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.

- c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.

## **Grade 9**

### *Health*

9.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include

- d) maintenance of health habits that promote personal wellness;
- g) utilization of a personal system for coping with distress and stress

9.5 The student will evaluate the benefits of collaboration in relation to community health and wellness initiatives. Key concepts/skills include

- a) the impact of developing positive relationships among health, wellness, and safety professionals for promotion of healthy communities;
- b) promotion of community projects;
- d) the need for community services;

## **Grade 10**

### *Health*

10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include

- b) the impact of involvement in school and community activities;

10.4 The student will synthesize and evaluate available health information, products, and services for the value and potential impact on his/her health and wellness throughout life. Key concepts/skills include

- d) the impact of technology on the health status of individuals, families, communities, and the world;

10.5 The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include

- a) the benefits of volunteering;
- d) the need for organized efforts to address community health and wellness issues;
- f) the value of positive role models;



## **Character Counts! Fairness**

### **Fairness**

#### **Grade 9**

##### *Health*

9.1 The student will apply health knowledge and skills to the development and analysis of personal goals to achieve and maintain long-term health and wellness. Key concepts/skills include

i) peaceful resolution of conflicts

#### **Grade 10**

##### *Health*

10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include

c) the value of exercising self-control

e) the influence of emotions and peer approval on personal decision-making

10.3 The student will implement personal-injury-prevention and self-management strategies that promote personal, family, and community health throughout life. Key concepts/skills include

b) peaceful resolution of conflicts

10.5 The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include

f) the value of positive role models

### *Civics and Economics*

CE.1 The student will develop the social studies skills responsible citizenship requires, including the ability to

e) review information for accuracy, separating fact from opinion;

f) identify a problem, weigh the expected costs and benefits and possible consequences of proposed solutions, and recommend solutions, using a decision-making model;

g) formulate an informed, carefully reasoned position on a community issue;

h) select and defend positions in writing, discussion, and debate.

CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

- b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
- c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
- e) evaluating how civic and social duties address community needs and serve the public good.

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- f) practicing decision making;
- g) practicing service to the school and/or local community.

## **Grade 9**

### *English*

9.1 The student will make planned oral presentations independently and in small groups.

- a) Include definitions to increase clarity.
- b) Use relevant details to support main ideas.
- c) Illustrate main ideas through anecdotes and examples.
- d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- e) Use verbal and nonverbal techniques for presentation.
- f) Evaluate impact and purpose of presentation.
- g) Credit information sources.
- h) Give impromptu responses to questions about presentation.
- i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
- j) Use a variety of strategies to listen actively.
- k) Summarize and evaluate information presented orally by others.
- l) Assume shared responsibility for collaborative work.

9.2 The student will produce, analyze, and evaluate auditory, visual, and written media messages.

- a) Analyze and interpret special effects used in media messages including television, film, and Internet.
- b) Determine the purpose of the media message and its effect on the audience.
- c) Describe possible cause and effect relationships between mass media coverage and public opinion trends.

- d) Evaluate sources including advertisements, editorial, and feature stories for relationships between intent and factual content.
- e) Monitor, analyze, and use multiple streams of simultaneous information.

9.5 The student will read and analyze a variety of nonfiction texts.

- e) Identify a position/argument to be confirmed, disproved, or modified.
- f) Evaluate clarity and accuracy of information.
- h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- i) Differentiate between fact and opinion.
- j) Organize and synthesize information from sources for use in written and oral presentations.

## **Grade 10**

### *English*

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

- a) Assume responsibility for specific group tasks.
- b) Collaborate in the preparation or summary of the group activity.
- c) Include all group members in oral presentation.
- d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
- f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- g) Access, critically evaluate, and use information accurately to solve problems.
- h) Evaluate one's own role in preparation and delivery of oral reports.
- i) Use a variety of strategies to listen actively.
- j) Analyze and interpret other's presentations.
- k) Evaluate effectiveness of group process in preparation and delivery of oral reports.

10.2 The student will analyze, produce, and examine similarities and differences between visual and verbal media messages.

- a) Use media, visual literacy, and technology skills to create products.
- b) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
- c) Determine the author's purpose and intended effect on the audience for media messages.
- d) Identify the tools and techniques used to achieve the intended focus.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

- c) Skim manuals or informational sources to locate information.
- d) Compare and contrast informational texts.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Use reading strategies throughout the reading process to monitor comprehension.

## **Grade 11**

### *English*

11.1 The student will make informative and persuasive presentations.

- a) Gather and organize evidence to support a position.
- b) Present evidence clearly and convincingly.
- c) Address counterclaims.
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f) Monitor listening and use a variety of active listening strategies to make evaluations.
- h) Collaborate and report on small-group learning activities.

11.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a) Use technology and other information tools to organize and display knowledge in ways others can view, use, and assess.
- b) Use media, visual literacy, and technology skills to create products.
- c) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.
- d) Determine the author's purpose and intended effect on the audience for media messages.

11.5 The student will read and analyze a variety of nonfiction texts.

- a) Use information from texts to clarify understanding of concepts.
- c) Generalize ideas from selections to make predictions about other texts.
- d) Draw conclusions and make inferences on explicit and implied information using textual support.
- e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
- g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

## **Grade 12**

### *English*

12.1 The student will make a formal oral presentation in a group or individually.

- a) Choose the purpose of the presentation.
- b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
- c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
- d) Use media, visual literacy, and technology skills to create and support the presentation.
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f) Collaborate and report on small group learning activities.
- g) Evaluate formal presentations including personal, digital, visual, textual, and technological.
- h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
- i) Critique effectiveness of presentations.

12.2 The student will examine how values and points of view are included or excluded and how media influences beliefs and behaviors.

- a) Evaluate sources including advertisements, editorials, blogs, Web sites, and other media for relationships between intent, factual content, and opinion.

## **Character Counts! Teens**

### **Caring**

#### **Grade 9**

### *English*

9.1 The student will make planned oral presentations independently and in small groups.

- a) Include definitions to increase clarity.
- b) Use relevant details to support main ideas.
- c) Illustrate main ideas through anecdotes and examples.
- d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- e) Use verbal and nonverbal techniques for presentation.
- f) Evaluate impact and purpose of presentation.
- g) Credit information sources.
- h) Give impromptu responses to questions about presentation.

- i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
- j) Use a variety of strategies to listen actively.
- k) Summarize and evaluate information presented orally by others.
- l) Assume shared responsibility for collaborative work.

9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

- a) Generate, gather, and organize ideas for writing.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.
- d) Write clear, varied sentences using specific vocabulary and information.
- e) Elaborate ideas clearly through word choice and vivid description.
- f) Arrange paragraphs into a logical progression.
- g) Use transitions between paragraphs and ideas.
- h) Revise writing for clarity of content, accuracy and depth of information.
- i) Use computer technology to plan, draft, revise, edit, and publish writing.

9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
- b) Use parallel structures across sentences and paragraphs.
- c) Use appositives, main clauses, and subordinate clauses.
- d) Use commas and semicolons to distinguish and divide main and subordinate clauses.
- e) Distinguish between active and passive voice.
- f) Proofread and edit writing for intended audience and purpose.

## **Grade 10**

### *English*

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

- a) Assume responsibility for specific group tasks.
- b) Collaborate in the preparation or summary of the group activity.
- c) Include all group members in oral presentation.
- d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.

- f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- g) Access, critically evaluate, and use information accurately to solve problems.
- h) Evaluate one's own role in preparation and delivery of oral reports.
- i) Use a variety of strategies to listen actively.
- j) Analyze and interpret other's presentations.
- k) Evaluate effectiveness of group process in preparation and delivery of oral reports.

10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.

- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
- b) Synthesize information to support the thesis.
- c) Elaborate ideas clearly through word choice and vivid description.
- d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
- e) Organize ideas into a logical sequence using transitions.
- f) Revise writing for clarity of content, accuracy, and depth of information.
- g) Use computer technology to plan, draft, revise, edit, and publish writing.

10.7 The student will self- and peer-edit writing for correct grammar capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a) Distinguish between active and passive voice.
- b) Apply rules governing use of the colon.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- d) Differentiate between in-text citations and works cited on the bibliography page.
- e) Analyze the writing of others.
- f) Describe how the author accomplishes the intended purpose of a piece of writing.
- g) Suggest how writing might be improved.
- h) Proofread and edit final product for intended audience and purpose.

## **Grade 11**

### *English*

11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

- b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
- c) Distinguish between active and passive voice.
- d) Differentiate between in-text citations and works cited on the bibliography page.
- e) Adjust sentence and paragraph structures for a variety of purposes and audiences.
- f) Proofread and edit writing for intended audience and purpose.

## **Grade 12**

### *English*

12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

- a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.
- d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- g) Revise writing for clarity of content, depth of information and technique of presentation.
- h) Use computer technology to plan, draft, revise, edit, and publish writing.

12.7 The student will write, revise, and edit writing.

- a) Edit, proofread, and prepare writing for intended audience and purpose.
- b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

### *Civics and Economics*

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- f) practicing decision making;
- g) practicing service to the school and/or local community.

CE.12 The student will demonstrate knowledge of the structure and operation of the United States economy by

- a) describing the types of business organizations and the role of entrepreneurship



## **Grade 10**

### *Health*

10.2 The student will analyze, synthesize, and evaluate the protective factors related to achieving and maintaining a sound mind and healthy body throughout life. Key concepts/skills include

- a) the empowering effect of being assertive;
- b) the impact of involvement in school and community activities;
- c) the value of exercising self-control;
- d) the merits of goal setting;
- e) the influence of emotions and peer approval on personal decision-making;
- h) the importance of support and encouragement from positive role models.

10.5 The student will evaluate how different types of behaviors impact the family and community. Key concepts/skills include

- a) the benefits of volunteering;
- b) the outcome of drinking and driving;
- c) the consequences of using acts of violence to settle disputes;
- f) the value of positive role models

## **Character Counts! Teens**

### **Citizenship**

## **Grade 9**

### *English*

9.1 The student will make planned oral presentations independently and in small groups.

- a) Include definitions to increase clarity.
- b) Use relevant details to support main ideas.
- c) Illustrate main ideas through anecdotes and examples.
- d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- e) Use verbal and nonverbal techniques for presentation.
- f) Evaluate impact and purpose of presentation.
- g) Credit information sources.
- h) Give impromptu responses to questions about presentation.
- i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
- j) Use a variety of strategies to listen actively.
- k) Summarize and evaluate information presented orally by others.

l) Assume shared responsibility for collaborative work.

9.4 The student will read, comprehend, and analyze a variety of literary texts including narratives, narrative nonfiction, poetry, and drama.

- a) Identify author's main idea and purpose.
- b) Summarize text relating supporting details.
- c) Identify the characteristics that distinguish literary forms.
- g) Analyze the cultural or social function of a literary text.
- i) Explain the influence of historical context on the form, style, and point of view of a written work.

9.5 The student will read and analyze a variety of nonfiction texts.

- a) Recognize an author's intended purpose for writing and identify the main idea.
- b) Summarize text relating supporting details.
- c) Understand the purpose of text structures and use those features to locate information and gain meaning from texts.
- f) Evaluate clarity and accuracy of information.
- h) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- i) Differentiate between fact and opinion.
- j) Organize and synthesize information from sources for use in written and oral presentations.
- k) Use the reading strategies to monitor comprehension throughout the reading process.

9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

- a) Generate, gather, and organize ideas for writing.
- b) Plan and organize writing to address a specific audience and purpose.
- d) Write clear, varied sentences using specific vocabulary and information.
- e) Elaborate ideas clearly through word choice and vivid description.
- h) Revise writing for clarity of content, accuracy and depth of information.
- i) Use computer technology to plan, draft, revise, edit, and publish writing.

9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
- b) Use parallel structures across sentences and paragraphs.
- c) Use appositives, main clauses, and subordinate clauses.
- d) Use commas and semicolons to distinguish and divide main and subordinate clauses.
- e) Distinguish between active and passive voice.

f) Proofread and edit writing for intended audience and purpose.

9.8 The student will use print, electronic databases, online resources, and other media to access information to create a research product.

a) Use technology as a tool for research to organize, evaluate, and communicate information.

b) Narrow the focus of a search.

c) Find, evaluate, and select appropriate sources to access information and answer questions.

d) Verify the validity and accuracy of all information.

e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.

f) Credit the sources of quoted, paraphrased, and summarized ideas.

g) Cite sources of information using a standard method of documentation such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).

h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## **Grade 10**

### *English*

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

a) Assume responsibility for specific group tasks.

b) Collaborate in the preparation or summary of the group activity.

c) Include all group members in oral presentation.

d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.

e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.

f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.

g) Access, critically evaluate, and use information accurately to solve problems.

h) Evaluate one's own role in preparation and delivery of oral reports.

i) Use a variety of strategies to listen actively.

j) Analyze and interpret other's presentations.

k) Evaluate effectiveness of group process in preparation and delivery of oral reports.

10.5 The student will read, interpret, analyze, and evaluate nonfiction texts.

a) Identify text organization and structure.

b) Recognize an author's intended audience and purpose for writing.

c) Skim manuals or informational sources to locate information.

d) Compare and contrast informational texts.

- e) Interpret and use data and information in maps, charts, graphs, timelines, tables, and diagrams.
- f) Draw conclusions and make inferences on explicit and implied information using textual support as evidence.
- g) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- h) Use reading strategies throughout the reading process to monitor comprehension.

10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.

- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
- b) Synthesize information to support the thesis.
- c) Elaborate ideas clearly through word choice and vivid description.
- d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.
- e) Organize ideas into a logical sequence using transitions.
- f) Revise writing for clarity of content, accuracy, and depth of information.
- g) Use computer technology to plan, draft, revise, edit, and publish writing.

10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a) Distinguish between active and passive voice.
- b) Apply rules governing use of the colon.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- d) Differentiate between in-text citations and works cited on the bibliography page.
- e) Analyze the writing of others.
- f) Describe how the author accomplishes the intended purpose of a piece of writing.
- g) Suggest how writing might be improved.
- h) Proofread and edit final product for intended audience and purpose.

10.8 The student will collect, evaluate, organize, and present information to create a research product.

- a) Use technology as a tool to research, organize, evaluate, synthesize, and communicate information.
- b) Develop the central idea or focus.
- c) Verify the accuracy, validity, and usefulness of information.

- d) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- f) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## **Grade 11**

### *English*

11.1 The student will make informative and persuasive presentations.

- a) Gather and organize evidence to support a position.
- b) Present evidence clearly and convincingly.
- c) Address counterclaims.
- d) Support and defend ideas in public forums.
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f) Monitor listening and use a variety of active listening strategies to make evaluations.
- g) Use presentation technology.
- h) Collaborate and report on small-group learning activities.

11.5 The student will read and analyze a variety of nonfiction texts.

- a) Use information from texts to clarify understanding of concepts.
- b) Read and follow directions to complete an application for college admission, for a scholarship, or for employment.
- c) Generalize ideas from selections to make predictions about other texts.
- d) Draw conclusions and make inferences on explicit and implied information using textual support.
- e) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
- f) Identify false premises in persuasive writing.
- g) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- h) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.

11.6 The student will write in a variety of forms, with an emphasis on persuasion.

- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

- b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- c) Organize ideas in a sustained and logical manner.
- d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
- e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Revise writing for clarity of content, accuracy and depth of information.
- g) Use computer technology to plan, draft, revise, edit, and publish writing.
- h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.

11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
- b) Use verbals and verbal phrases to achieve sentence conciseness and variety.
- c) Distinguish between active and passive voice.
- d) Differentiate between in-text citations and works cited on the bibliography page.
- e) Adjust sentence and paragraph structures for a variety of purposes and audiences.
- f) Proofread and edit writing for intended audience and purpose.

11.8 The student will analyze, evaluate, synthesize, and organize information from a variety of sources to produce a research product.

- a) Use technology as a tool to research, organize, evaluate, and communicate information.
- b) Narrow a topic and develop a plan for research.
- c) Collect information to support a thesis.
- d) Critically evaluate quality, accuracy, and validity of information.
- e) Make sense of information gathered from diverse sources by identifying misconceptions, main and supporting ideas, conflicting information, point of view or bias.
- f) Synthesize and present information in a logical sequence.
- g) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- h) Revise writing for clarity of content, accuracy, and depth of information.
- i) Edit writing for grammatically correct use of language, spelling, punctuation, capitalization, and sentence/paragraph structure.
- j) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

## Grade 12

### English

12.1 The student will make a formal oral presentation in a group or individually.

- a) Choose the purpose of the presentation.
- b) Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
- c) Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
- d) Use media, visual literacy, and technology skills to create and support the presentation.
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f) Collaborate and report on small group learning activities.
- g) Evaluate formal presentations including personal, digital, visual, textual, and technological.
- h) Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
- i) Critique effectiveness of presentations.

12.5 The student will read and analyze a variety of nonfiction texts.

- a) Generate and respond logically to literal, inferential, evaluative, synthesizing, and critical thinking questions before, during, and after reading texts.
- b) Analyze and synthesize information in order to solve problems, answer questions, and generate new knowledge.
- c) Analyze two or more texts addressing the same topic to identify authors' purpose and determine how authors reach similar or different conclusions.
- d) Recognize and analyze use of ambiguity, contradiction, paradox, irony, overstatement, and understatement in text.
- e) Identify false premises in persuasive writing.
- f) Draw conclusions and make inferences on explicit and implied information using textual support.

12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

- a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.
- b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- c) Clarify and defend a position with precise and relevant evidence.

- d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- e) Use a variety of rhetorical strategies to accomplish a specific purpose.
- f) Create arguments free of errors in logic and externally supported.
- g) Revise writing for clarity of content, depth of information and technique of presentation.
- h) Use computer technology to plan, draft, revise, edit, and publish writing. \

12.7 The student will write, revise, and edit writing.

- a) Edit, proofread, and prepare writing for intended audience and purpose.
- b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

12.8 The student will write documented research papers.

- a) Use technology as a tool to research, organize, evaluate, and communicate information.
- b) Frame, analyze, and synthesize information to solve problems, answer questions, and generate new knowledge.
- c) Critically evaluate the accuracy, quality, and validity of the information.
- d) Synthesize information to support the thesis and present information in a logical manner.
- e) Cite sources for both quoted and paraphrased ideas using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- f) Revise writing for clarity, depth of information, and technique of presentation.
- g) Edit writing for language, spelling, punctuation, capitalization, syntax, and paragraphing as appropriate for standard English.
- h) Define the meaning and consequences of plagiarism and follow ethical and legal guidelines for gathering and using information.

### *History – US 1*

USI.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) identify and interpret primary and secondary source documents to increase understanding of events and life in United States history to 1865;
- b) make connections between the past and the present;
- c) sequence events in United States history from pre-Columbian times to 1865;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and discuss issues orally and in writing;



- h) interpret patriotic slogans and excerpts from notable speeches and documents;
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

USI.6 The student will demonstrate knowledge of the causes and results of the American Revolution by

- a) identifying the issues of dissatisfaction that led to the American Revolution;
- b) identifying how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence;
- c) describing key events and the roles of key individuals in the American Revolution, with emphasis on George Washington, Benjamin Franklin, Thomas Jefferson, and Patrick Henry;
- d) explaining reasons why the colonies were able to defeat Great Britain.

USI.8 The student will demonstrate knowledge of westward expansion and reform in America from 1801 to 1861 by

- d) identifying the main ideas of the abolitionist and women's suffrage movements.

USI.9 The student will demonstrate knowledge of the causes, major events, and effects of the Civil War by

- a) describing the cultural, economic, and constitutional issues that divided the nation;
- b) explaining how the issues of states' rights and slavery increased sectional tensions;
- c) identifying on a map the states that seceded from the Union and those that remained in the Union;
- f) describing the effects of war from the perspectives of Union and Confederate soldiers (including African American soldiers), women, and enslaved African Americans.

## *History – US 2*

USII.1 The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to

- a) analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history from 1865 to the present;
- b) make connections between the past and the present;
- c) sequence events in United States history from 1865 to the present;
- d) interpret ideas and events from different historical perspectives;
- e) evaluate and debate issues orally and in writing;

- f) analyze and interpret maps that include major physical features;
- i) identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.

USII.3 The student will demonstrate knowledge of the effects of Reconstruction on American life by

- a) analyzing the impact of the 13th, 14th, and 15th Amendments to the Constitution of the United States;
- b) describing the impact of Reconstruction policies on the South and North;
- c) describing the legacies of Abraham Lincoln, Robert E. Lee, and Frederick Douglass.

USII.4 The student will demonstrate knowledge of how life changed after the Civil War by

- a) identifying the reasons for westward expansion, including its impact on American Indians;
- b) explaining the reasons for the increase in immigration, growth of cities, new inventions, and challenges arising from this expansion;
- c) describing racial segregation, the rise of “Jim Crow,” and other constraints faced by African Americans and other groups in the post-Reconstruction South;
- d) explaining the impact of new inventions, the rise of big business, the growth of industry, and life on American farms

### *Civics and Economics*

CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

- b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;
- c) describing the duties of citizenship, including obeying the laws, paying taxes, defending the nation, and serving in court;
- d) examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society;
- e) evaluating how civic and social duties address community needs and serve the public good.

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- b) practicing courtesy and respect for the rights of others;
- d) practicing respect for the law;
- f) practicing decision making

## **Character Counts! Teens**

### **Decision-Making**

#### **Grade 9**

#### *English*

9.1 The student will make planned oral presentations independently and in small groups.

- a) Include definitions to increase clarity.
- b) Use relevant details to support main ideas.
- c) Illustrate main ideas through anecdotes and examples.
- d) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- e) Use verbal and nonverbal techniques for presentation.
- f) Evaluate impact and purpose of presentation.
- g) Credit information sources.
- h) Give impromptu responses to questions about presentation.
- i) Give and follow spoken directions to perform specific tasks, answer questions, or solve problems.
- j) Use a variety of strategies to listen actively.
- k) Summarize and evaluate information presented orally by others.
- l) Assume shared responsibility for collaborative work.

9.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- f) Extend general and specialized vocabulary through speaking, reading, and writing.

9.6 The student will develop narrative, expository, and persuasive writings for a variety of audiences and purposes.

- a) Generate, gather, and organize ideas for writing.
- b) Plan and organize writing to address a specific audience and purpose.
- c) Communicate clearly the purpose of the writing using a thesis statement where appropriate.
- d) Write clear, varied sentences using specific vocabulary and information.
- e) Elaborate ideas clearly through word choice and vivid description.
- f) Arrange paragraphs into a logical progression.
- g) Use transitions between paragraphs and ideas.
- h) Revise writing for clarity of content, accuracy and depth of information.
- i) Use computer technology to plan, draft, revise, edit, and publish writing.

9.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

- a) Use and apply rules for the parts of a sentence, including subject/verb, direct/indirect object, and predicate nominative/predicate adjective, and coordinating conjunctions.
- b) Use parallel structures across sentences and paragraphs.
- c) Use appositives, main clauses, and subordinate clauses.
- d) Use commas and semicolons to distinguish and divide main and subordinate clauses.
- e) Distinguish between active and passive voice.
- f) Proofread and edit writing for intended audience and purpose.

## **Grade 10**

### *English*

10.1 The student will participate in, collaborate in, and report on small-group learning activities.

- a) Assume responsibility for specific group tasks.
- b) Collaborate in the preparation or summary of the group activity.
- c) Include all group members in oral presentation.
- d) Choose vocabulary, language, and tone appropriate to the topic, audience, and purpose.
- e) Demonstrate the ability to work effectively with diverse teams to accomplish a common goal.
- f) Collaborate with others to exchange ideas, develop new understandings, make decisions, and solve problems.
- g) Access, critically evaluate, and use information accurately to solve problems.
- h) Evaluate one's own role in preparation and delivery of oral reports.
- i) Use a variety of strategies to listen actively.
- j) Analyze and interpret other's presentations.

k) Evaluate effectiveness of group process in preparation and delivery of oral reports.

10.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.

a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.

b) Use context, structure, and connotations to determine meanings of words and phrases.

c) Discriminate between connotative and denotative meanings and interpret the connotation.

f) Extend general and specialized vocabulary through speaking, reading, and writing.

g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

10.6 The student will develop a variety of writing to persuade, interpret, analyze, and evaluate with an emphasis on exposition and analysis.

a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.

b) Synthesize information to support the thesis.

c) Elaborate ideas clearly through word choice and vivid description.

d) Write clear and varied sentences, clarifying ideas with precise and relevant evidence.

e) Organize ideas into a logical sequence using transitions.

f) Revise writing for clarity of content, accuracy, and depth of information.

g) Use computer technology to plan, draft, revise, edit, and publish writing.

10.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.

a) Distinguish between active and passive voice.

b) Apply rules governing use of the colon.

c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

d) Differentiate between in-text citations and works cited on the bibliography page.

e) Analyze the writing of others.

f) Describe how the author accomplishes the intended purpose of a piece of writing.

g) Suggest how writing might be improved.

h) Proofread and edit final product for intended audience and purpose.

## Grade 11

### English

11.1 The student will make informative and persuasive presentations.

- a) Gather and organize evidence to support a position.
- b) Present evidence clearly and convincingly.
- c) Address counterclaims.
- d) Support and defend ideas in public forums.
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
- f) Monitor listening and use a variety of active listening strategies to make evaluations.
- g) Use presentation technology.
- h) Collaborate and report on small-group learning activities.

11.3 The student will apply knowledge of word origins, derivations, and figurative

language to extend vocabulary development in authentic texts.

- a) Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
- b) Use context, structure, and connotations to determine meanings of words and phrases.
- c) Discriminate between connotative and denotative meanings and interpret the connotation.
- f) Extend general and specialized vocabulary through speaking, reading, and writing.
- g) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

11.6 The student will write in a variety of forms, with an emphasis on persuasion.

- a) Generate, gather, plan, and organize ideas for writing to address a specific audience and purpose.
- b) Produce arguments in writing developing a thesis that demonstrates knowledgeable judgments, addresses counterclaims, and provides effective conclusions.
- c) Organize ideas in a sustained and logical manner.
- d) Clarify and defend position with precise and relevant evidence elaborating ideas clearly and accurately.
- e) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- f) Revise writing for clarity of content, accuracy and depth of information.
- g) Use computer technology to plan, draft, revise, edit, and publish writing.
- h) Write and revise correspondence to a standard acceptable both in the workplace and in postsecondary education.

- 11.7 The student will self- and peer-edit writing for correct grammar, capitalization, punctuation, spelling, sentence structure, and paragraphing.
- Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.
  - Use verbals and verbal phrases to achieve sentence conciseness and variety.
  - Distinguish between active and passive voice.
  - Differentiate between in-text citations and works cited on the bibliography page.
  - Adjust sentence and paragraph structures for a variety of purposes and audiences.
  - Proofread and edit writing for intended audience and purpose.

## **Grade 12**

### *English*

- 12.1 The student will make a formal oral presentation in a group or individually.
- Choose the purpose of the presentation.
  - Choose vocabulary, language, and tone appropriate to the audience, topic, and purpose.
  - Use details, illustrations, statistics, comparisons, and analogies to support the presentation.
  - Use media, visual literacy, and technology skills to create and support the presentation.
  - Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.
  - Collaborate and report on small group learning activities.
  - Evaluate formal presentations including personal, digital, visual, textual, and technological.
  - Use a variety of listening strategies to analyze relationships among purpose, audience, and content of presentations.
  - Critique effectiveness of presentations.

- 12.3 The student will apply knowledge of word origins, derivations, and figurative language to extend vocabulary development in authentic texts.
- Use structural analysis of roots, affixes, synonyms, antonyms, and cognates to understand complex words.
  - Use context, structure, and connotations to determine meanings of words and phrases.
  - Discriminate between connotative and denotative meanings and interpret the connotation.
  - Expand general and specialized vocabulary through speaking, reading, and writing.

f) Use knowledge of the evolution, diversity, and effects of language to comprehend and elaborate the meaning of texts.

12.6 The student will develop expository and informational, analyses, and persuasive/argumentative writings.

- a) Generate, gather, and organize ideas for writing to address a specific audience and purpose.
- b) Produce arguments in writing that develop a thesis to demonstrate knowledgeable judgments, address counterclaims, and provide effective conclusions.
- c) Clarify and defend a position with precise and relevant evidence.
- d) Adapt content, vocabulary, voice, and tone to audience, purpose, and situation.
- e) Use a variety of rhetorical strategies to accomplish a specific purpose.
- f) Create arguments free of errors in logic and externally supported.
- g) Revise writing for clarity of content, depth of information and technique of presentation.
- h) Use computer technology to plan, draft, revise, edit, and publish writing.

12.7 The student will write, revise, and edit writing.

- a) Edit, proofread, and prepare writing for intended audience and purpose.
- b) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- c) Use a style manual, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA), to apply rules for punctuation and formatting of direct quotations.

### *Civics and Economics*

CE.3 The student will demonstrate knowledge of citizenship and the rights, duties, and responsibilities of citizens by

- b) describing the First Amendment freedoms of religion, speech, press, assembly, and petition, and the rights guaranteed by due process and equal protection of the laws;

CE.4 The student will demonstrate knowledge of personal character traits that facilitate thoughtful and effective participation in civic life by

- a) practicing trustworthiness and honesty;
- b) practicing courtesy and respect for the rights of others;
- c) practicing responsibility, accountability, and self-reliance;
- d) practicing respect for the law;
- f) practicing decision making



CE.9 The student will demonstrate knowledge of how public policy is made at the local, state, and national levels of government by

- a) examining the impact of the media on public opinion and public policy;