# character
## development &
# leadership

## *Role Models Edition*

*Attitude*

*Preparation*

*Perseverance*

*Respect*

*Honesty*

*Integrity*

*Courage*

*Appreciation*

*Composure*

*Empathy*

*Gratitude*

*Tolerance*

*Sacrifice*

*Loyalty*

*Responsibility*

*Compassion*

*Leadership*

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*"We must remember that intelligence is not enough. Intelligence plus character – that is the goal of true education."*    ~ Martin Luther King, Jr.

*"If your actions inspire others to dream more, learn more, do more and become more, you are a leader."*    ~ John Quincy Adams

## CHARACTER

Governors of 48 states now recognize the importance of character education, requiring all schools to implement character education into their curriculum. While elementary schools traditionally do well with this subject matter, middle and high schools have struggled. Most of the curricula and resources are haphazardly converted from lower grade levels and miss the mark – the lessons are not relevant or challenging. As a result, secondary principals erroneously conclude that character education doesn't work. This program provides a purposeful and consistent approach that targets the cognitive, emotional and behavioral development of the student. It is meaningful, relevant and challenges students academically.

## LEADERSHIP

Roughly 25% of high schools in America have an elective leadership course, although they might call if by another name – ASB, Student Government, Personal Growth and Development, Life Skills... We have identified one of the great needs in our society – the need for leadership and the development of one's personal character. Yet, we do very little to teach these subjects in a formal way. Let's remember that all of those people in government and in banking that caused the "Great Recession of 2008," passed every standardized test and probably had high GPAs. Yet, they failed when it came to ethics and leadership.

## ENGLISH

For over a decade this program has focused on reading, writing, public speaking and critical thinking. English teachers have consistently told me that this program is a great way to use high-interest content to teach reading, writing and verbal communication. In 2012, we aligned this curriculum with the National Common Core Standards for English. Each week we require students to write essays (expository and persuasive writing) and read a chapter from the Role Models textbook (reading comprehension of non-fiction). Many schools are beginning to use this program to supplement their English classes and reading/writing recovery classes. And, oh by the way, this program instills character and leadership.

Specifically, this class will:

- Promote essential components of character and leadership
- Develop critical thinking and problem solving skills
- Build basic skills and prepare students for life after high school
- Help students create short and long-term positive goals
- Help students develop strong values and high standards
- Directly improve expository writing and reading comprehension skills

## ORIGINS OF THE CLASS

This class was first taught in Thomasville, North Carolina during the 2001 school year. The principal, Dr. Michael Allred, told me that his students were making poor choices and getting themselves into serious trouble. Upperclassmen were no longer taking freshmen under their wings to help them academically and socially. I asked him what his students needed. He responded, "Character and Leadership." He went on to say that if I could

design a class that instills these principles and recruit 15 students to take it, I could have my own class. Within ten days, 75 students enrolled. From this initial group of students, a good mix of "needers" and "leaders" were selected to form our first class.

I wish I could say the rest is history, but I spent many hours choosing topics and creating teaching strategies that would address the needs of today's teenagers. I knew that the course needed to be engaging, relevant and challenging. What you have in your hands is a culmination of what worked – the other four volumes of errors are somewhere in a recycling bin. What remains is a curriculum that provides the essential characteristics and skills students need to be successful. It became obvious that once kids began to understand and internalize these traits, they became better people, thereby improving every facet of their lives.

Based on the positive feedback from students and the compelling research findings, I decided to let other educators know about this curriculum. This curriculum is currently being taught by thousands of middle and high schools in America and other countries. This will soon be one of the largest research projects to ever examine the effectiveness of character education. Somewhere along the line, I quit my job at the university and started this company: ***Character Development and Leadership (CD&L)***.

## CLASS FORMAT

Each of the 18 character and leadership traits have been paired with weekly topics and role models who are worthy of study. The following is an overview of the CD&L Program:

| WEEKLY TOPICS | CHARACTER TRAITS | ROLE MODELS |
|---|---|---|
| Orientation & Expectations | Attitude | Mattie Stepanek |
| Developing Goals & Priorities | Preparation | Capt. Chesley Sullenberger |
| The Importance of Education | Perseverance | Booker T. Washington |
| Showing Respect to Others | Respect | Dwight Eisenhower |
| Building a Positive Reputation | Honesty | Sherron Watkins |
| Developing Personal Values | Integrity | Sonia Sotomayor |
| Handling Peer Pressure | Courage | Amelia Earhart |
| The Importance of Role Models | Appreciation | Christopher Reeve |
| Managing Anger & Aggression | Composure | Martin Luther King, Jr. |
| Positive Communication Skills | Empathy | Helen Keller |
| Expressing Gratitude to Parents | Gratitude | Bob Hope |
| Cultural Competence | Tolerance | Arthur Ashe |
| Citizenship in the Community | Sacrifice | Pat Tillman |
| Sustaining Long-term Relationships | Loyalty | Nancy Reagan |
| Employability & Workplace Skills | Responsibility | Cal Ripken, Jr. |
| Addressing Bullying in Schools | Compassion | Oprah Winfrey |
| Becoming a Strong Leader | Leadership | Mike Krzyzewski |
| Being a Strong Role Model | Character | What they had in Common |

## CONSISTENT CURRICULUM FORMAT

Although each week has a different topic, the format of the class remains the same. This format utilizes ethical dilemmas, lectures, character movies, core readings from the role models textbook, basic skills, leadership principles, current events, local community leaders & weekly writing assignments to provide a framework for consistent and stable learning. Students and teachers rely on this format and know exactly what to expect each day of the week. You may review page 2 of the syllabus for details about the weekly format. The following is a brief overview of the 10 lesson plans to teach each trait:

- *Ethical Monday*
- *Character Movie Tuesday*
- *Role Model Wednesday*
- *Leadership Thursday*
- *Assignment Friday*

**(1) ETHICAL DILEMMAS:** Each week students will be confronted with scenarios that force them to use critical thinking skills, recognize potential options, understand the consequences of their choices and to ultimately make better choices. We do this on paper so that students will develop the skills to handle these situations in the real world. Getting students up and moving around/debating the issues are essential to this activity.

**(2) CHARACTER MOVIES:** To immerse students in the character trait of the week, I selected 18 movies that exemplify the various character traits covered in the curriculum. All of the movies are rated PG or PG-13 and come with the curriculum. I selected specific scenes that allows students to focus on the character trait, without requiring them to view the entire movie. Thought provoking questions for each movie are provided to facilitate meaningful class discussions. As you might expect, students routinely rate the videos as their favorite part.

**(3) ROLE MODEL TEXTBOOK:** In 2004, I decided to write a textbook to accompany this curriculum. The main purpose of the book is to provide students with positive role models to look up to and emulate. Unfortunately many kids today report they do not have role models. Other times, their role models are, at best, a curious choice. Even when an appropriate individual is selected, kids are often disappointed later when their role model displays unethical behavior. The textbook for this course, *Role Models: Examples of Character and Leadership*, highlights 17 individuals who exemplify the various character traits covered in the curriculum. This book has a healthy mix of males and females, a diversity of ethnic backgrounds and a combination of historical figures who have stood the test of time and contemporary figures who are worthy of our admiration. Quizzes and vocabulary for each chapter can be found in the curriculum.

**(4) WEEKLY LECTURES:** It is essential to provide students with relevant and timely information related to the topic of the week. It is how students move forward. If you don't know the information – you can't make better decisions. In addition to the lecture notes, overheads and handouts are provided in the curriculum.

**(5) BASIC SKILLS:** In order to effectively teach character, kids must be connected with the topics intellectually, emotionally and behaviorally. Basic skills emphasize the behavioral aspect of the class. We want to make sure students have a new set of skills that they can utilize on a daily basis, which will ultimately create small & huge differences in their lives.

**(6) LEADERSHIP PRINCIPLES:** While I still believe that leadership without character is a failure of leadership, it is also possible to have tremendous character and still be a less-than-average leader. Therefore, 17 leadership principles are presented and studied in this curriculum. These principles are delivered in the form of virtual lectures on our website by me. Discussion questions are provided to initiate classroom discussion.

**(7) BLOG:** On the website, there is a link to the blog. On this blog, I provide weekly posts to spur discussions about current events. When I taught this, I had to tape the nightly news, ESPN Sports Center, Entertainment Tonight, etc. to obtain footage on current events. In this modern era, one just has to find these events on-line and show them in the classroom. I help out by finding the events for the teacher. I provide a link, some commentary and discussion questions. Current events are a reminder that what we are talking about in this class (character and leadership) are still relevant and meaningful.

**(8) LOCAL COMMUNITY LEADERS AS ROLE MODELS:** Each and every week, I invited a local community person into the classroom to serve as a role model for my students. It became one of the favorite parts of the class. I hope every teacher does this. There is a handout for these guest speakers to follow, but essentially, I wanted them to provide their life lessons to the next generation, "If I die tomorrow, what are the life lessons I will leave behind for the next generation." Everyone can do this if given time to prepare and rehearse. My guest speakers were teachers with a free planning period, members of administration, parents of students, senior leaders in the school and people from all walks of life from the community.

**(9) QUOTE EXERCISE:** I viewed the quote exercise as a way to introduce the trait. It is just a nice way to get students thinking and reflecting. I usually took it a step further and assigned them to research the person who uttered the quote and why it was uttered. Some students love these quotes.

**(10) WEEKLY ASSIGNMENTS:** Each week students must turn in assignments related to the weekly character trait. These assignments usually require the students to answer three essay questions. This is expository writing, requiring students to put what's in their hearts and their heads on paper. This is something that they should do on their own time. It should consist of two typed pages. Students will take turns presenting their assignments to the class each Friday, thereby practicing good public speaking skills. In addition, it will help students with grammar, sentence structure and creating the perfect paragraph.

## 2001-2003 RESEARCH FINDINGS

When I first taught this curriculum as a course, I was witness to the positive changes in my student's lives. However, I knew I needed to verify my feelings with scientific research. We studied 274 variables and collected office data from my students and a matched control group. The following is some of what we found:

- The beginning **cumulative GPA** of students enrolled in the class was **2.04**. The cumulative semester **GPA the following semester was 2.74**.

- A **decrease in tardies, absences and days spent in ISS**.

- Students were getting in **fewer fights.**

- Students exhibited **less violence** toward the opposite sex.

- Students reported using **fewer drugs**.

- Students also indicated the use of **12 positive character attributes** in the last semester.

- Students put more value on **12 character traits** for their future than students in a control group who did not take the course.

*\*\*\*In other words, this class did exactly what we hoped it would do for these students\*\*\**
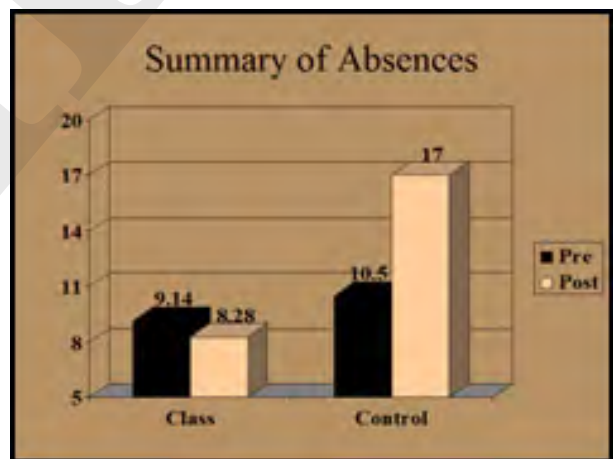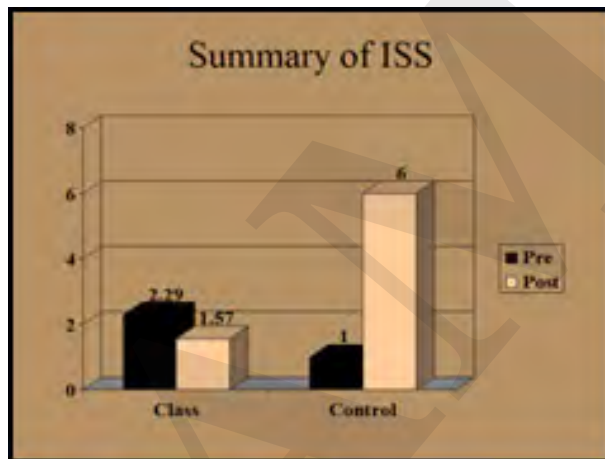
**2004-2005 RESEARCH FINDINGS**

We demonstrated change in the students who took the class I taught, but would the changes hold up when multiple teachers from multiple schools taught this curriculum? In the 2004-2005 school year 11 schools in North Carolina participated in the study. Again, we collected office data on attendance, suspensions, grade point averages and End of Course (EOC) tests and administered a 104 question survey using a pre- and post-test model. Freshmen who used the CD&L curriculum in a freshmen academy were measured against a control group that did not enroll in the course.

Below are some of the findings from that 2004-2005 study: To see the full report, go to
**http://www.characterandleadership.com/assets/pdf/research/research_2004_2005.pdf**

- CD&L students had an attendance rate of 96% compared to an 89% rate for the control group.

- Increased use of the following traits: responsibility, honesty, perseverance, respect & leadership.

- In the previous year, only 45% of the students who took the CD&L course passed their 8th grade English EOC test and only 25% passed their 8th grade math EOC test. After participating in the CD&L course, 71% students passed their English EOC test and 47% passed their math EOC test.

- Students who took the CD&L course improved their GPA from 2.1 in 8th grade to 2.4 in 9th grade and the GPA among the control group decreased from 2.4 in 8th grade to 2.3 in 9th grade.
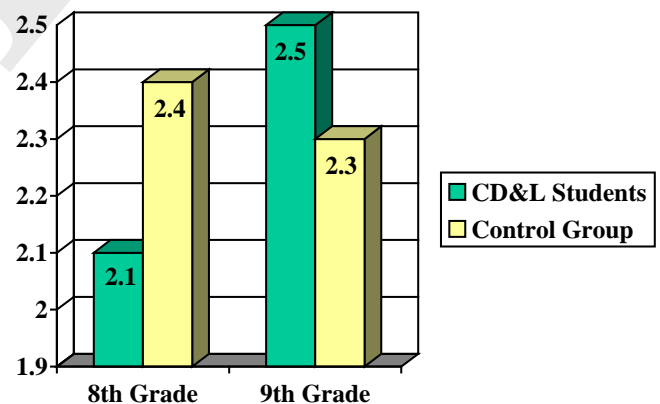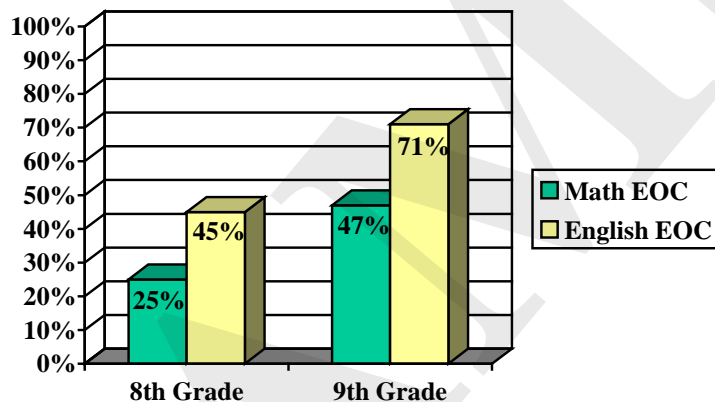


- Decreased use of alcohol, marijuana and cigarettes this semester than in the previous semester
- Less likely to ride in a car with someone who had been drinking
- Less likely to cheat on an exam this semester than in the previous semester
- Less likely to steal from a store this semester than in the previous semester
- Less likely to bully another student this semester than in the previous semester
- Increased use of the following traits: empathy, tolerance, courage, self-control, responsibility, honesty, perseverance, respect & leadership
- Students are more confident that they will graduate from high school and go to college
- Increased community service this semester than in the previous semester

## 2009-2010 RESEARCH FINDINGS

Seventy five schools from 18 states participated in this study of student character and leadership perceptions/ behavior. In this study, we divided the 84 variables into the nine distinct constructs shown below. Group 1 contains constructs we would ideally like to see decrease and Group 2 contains variables we would like to see increase. Seven of the nine constructs were statistically significant in the desired direction.

**Group 1 Constructs**
**Character & Leadership All Schools 2010**
**Mean Scores: Testing with Count: Pre/Post**

|  | Testing | | | | Group Total | |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 Pre | | 2 Post | | | |
|  | Count | Mean | Count | Mean | Count | Mean |
| School Behavior Problems | 2525 | (4.13) | 1344 | (3.39) | 3869 | (3.87) |
| Student Safety | 2525 | (2.38) | 1344 | (2.10) | 3869 | (2.28) |
| Substance Use | 2525 | (3.34) | 1344 | (2.83) | 3869 | (3.16) |
| Anti Social Behaviors | 2525 | (8.60) | 1344 | (8.06) | 3869 | (8.42) |

Group 1: All four constructs are moving in the desired direction for All (decreasing) from pre to post. All Group 1 constructs are statistically significant @ .05 level: Comparison of Group Total: Mean

**Group 2 Constructs**
**Character & Leadership All Schools 2010**
**Mean Scores: Testing with Count: Pre/Post**

|  | Testing | | | | Group Total | |
| --- | --- | --- | --- | --- | --- | --- |
|  | 1 Pre | | 2 Post | | | |
|  | Count | Mean | Count | Mean | Count | Mean |
| Future Expectations | 2525 | (30.11) | 1344 | (30.69) | 3869 | (30.31) |
| Demonstrate Positive Traits | 2525 | (29.33) | 1344 | (29.97) | 3869 | (29.55) |
| Connecting Traits with Future Success | 2525 | (21.46) | 1344 | (21.83) | 3869 | (21.59) |
| Positive Social Behaviors | 2525 | (25.40) | 1344 | (25.65) | 3869 | (25.48) |
| Ethical Practices of Self and Others | 2525 | (25.11) | 1344 | (25.27) | 3869 | (25.16) |

The first three Group 2 constructs are moving in the desired direction and significant @ the .05 level. Not significant constructs are Positive Social Behaviors & Ethical Practices of Self and Others

## STUDENT FEEDBACK & TESTIMONIALS

| | |
|---|---|
| Would you recommend this class to a friend? | 92% of the students said yes |
| On a scale of 0-10, how would you rate this course? | 8.77 |
| On a scale of 0-10, how much of an impact did the CD&L Course have on you? | 8.17 |
| On a scale of 0-10, rate the Role Models textbook? | 7.79 |

*\*\*\*Taken from 2004-2005 Research Report*

*"I thought this class got us started on the right foot for high school."*

**"When I started this class I was on the road to no success. After this class, I looked at things in a completely different way. I no longer smoke pot and I have cut down a lot with drinking alcohol. I have also got a $10,000 scholarship so that I can become a teacher. Over all this class has had a great effect on my life."**

*"This class has made a positive difference in almost everyone around me! I love this class."*

**"This class has opened my eyes to see what character really is about. I have been able to look on the inside of myself, and learned a lot about myself, and others as well. This class is probably the most rewarding class anybody could ever take because it will help you forever, when you might not use the academics as much as you would character."**

*"It helps a lot more in life than any other class, and I see a direct improvement in my character as a result of taking this class."*

**"As most people in this class know, I quit football last year. If I would have took this class last school year then it would have influenced me to make the right decision, to stay out there and play."**

*"I found this class to be very refreshing and encouraging. Most of my other classes seem boring when compared to this class, because this class teaches us principles that we can immediately apply to our everyday life."*

**"This class has an impact in the way that you live life. If you go through this class and can say that it has not helped you at all then you aren't human."**

## Alignment with Common Core Standards
## for English Language Arts (ELA) & English Language Development (ELD)
*(also known as English As Second Language in some states)*

In 2012, the Character Development & Leadership Curriculum and accompanying Role Models textbook were aligned with these national standards. We fully understand that budgetary decisions to purchase curricula must support core content skills and improvements in ELA and ELD test scores. Schools should feel confident that this program will support these mandatory, supplemental and core directives.

The Character Development & Leadership program provides a consistent format of 10 diverse lesson plans to teach each of the 18 character modules. Each module starts with informal, social language activities (debate, small & large group discussions, persuasive arguments) and naturally progresses to formal, academic writing & speaking by the end of the unit. These lesson plans are highly engaging, interactive and meaningful, allowing students to develop personally as well as academically.

Specifically, this is how the lesson plans for each module support ELA & ELD national core standards:

Ethical Dilemmas require short-answer written responses, debate and persuasive arguments from students. Getting students engaged, up and moving around are the hallmarks of a successful classroom teacher. Higher-order thinking and decision-making skills remain a major focus.

Several lesson plans are used to engage, inspire and Promote thought-provoking informal language development. Segments from selected character movies, current events via an on-line blog, basic skills, guest speakers, quote exercises and on-line leadership principles meet this criteria. Teachers can sporadically engage students in oral discussions or focus on written responses to improve their ELA or ELD skills set.

The common core standards for ELA requires 70% of the literacy component to focus on nonfiction reading.

The Role Models textbook fits this requirement perfectly. Each chapter is a short (10-12 pages), highly-engaging biographical sketch of an individual who exemplifies one of the traits covered in the curriculum. Dr. Hoedel provides multiple informational citations and excellent context clues to scaffold academic vocabulary acquisition.

Each module culminates with an expository writing assignment, in response to essay-type questions about core beliefs and character related issues. This serves as a final academic written assignment that students then present in a formal oral presentation to classmates. This formal written and oral language output is required by the national core standards and tested on high school exit exams as well as future college and work placement exams.

While the Character Development & Leadership program has traditionally been used in elective leadership classes, the current trend is to implement this curriculum in their English, remedial writing or ELD courses. The main reason is the alignment with the national common core standards. Even if it is not used in an English course, we recommend that schools use this as another way to focus on the reading comprehension and expository writing to support ELA development and improved test scores.

## WAYS TO IMPLEMENT CD&L CURRICULUM

This curriculum was originally taught as an elective course in a high school, but it has been implemented in hundreds of ways in middle, high and alternative schools. Below, I will attempt to capture the diverse methods of implementation:

- Freshmen Academy Course
- Elective Leadership Class
- Class For At-risk Students
- Senior Level Capstone Course
- Student Government/ASB Course
- Home Room/Advisory Approach
- Tier I or Tier II PBIS Intervention
- English Class***
- Reading/Writing Recovery***
- Course for ELD/ESL Students***
- Short Exploratory Classes
- In-School Suspension
- Zero Hour Credit Recovery
- Integrated into
   Business, JROTC, Health, P.E.,
   Career Development, Social Studies Classes
- 21st Century After-School Program

***Aligns with National Common Core Standards for English and ESL

## ROLE OF THE INSTRUCTOR

After studying the research for a decade, I can tell you that the number 1 predictor of the success of this program at a school is the teacher. It is possible to have three different teachers at a school teaching this curriculum and have three different outcomes. In other words, a curriculum can only be as successful as the teacher who is teaching it. So, be sure to select your teachers wisely.

## MAKING A DIFFERENCE

Whenever I ask teachers why they entered the teaching profession, they usually say, "Because I wanted to make a difference." This program is the perfect vehicle for making that difference. I'm sure you can remember September 11, 2001. Most teachers were able to spend that day watching television and discussing the tragedy with their students, but had to return to their lessons plans by the next day. As the instructor of this class, I was able to dedicate two entire weeks to this tragic moment in history. It happened during *Anger Management Week* and the students were understandably angry. I challenged the students to do something constructive with their anger. They decided to raise money for the victims' families by going to every classroom in the school district and collecting at football games. The class raised $1,400. We split the money and sent it to two families whose fathers had been lost in the attack on the Pentagon. Letters from each student accompanied the money. In return, each student received a letter of appreciation from Governor Easley and letters of heart-felt thanks from two families in Virginia.

I'd say this made a difference – wouldn't you? However, to make it happen, I had to be flexible, creative and caring enough to turn this tragedy into a learning experience. As you teach this class, I hope you will find similar ways to inspire and ignite the learning process. The following is a list of essential characteristics I hope every teacher brings to this program:

- A commitment to kids and a passion to teach them.
- A good role model who can "talk the talk" by using personal examples and "walk the walk" through modeling appropriate behavior.
- Ability to inspire students to become human beings.
- Enough balance to provide structure, yet be relatable to the students.
- Flexible enough to address different learning styles with 10 lesson plans per trait.
- Dedication to prepare for every day of each week.
- Set high expectations for students – this is not a blow off class.
- A willingness to work on expository writing, reading comprehension and public speaking skills.

## CONCLUSION

When I first taught this course, I had nothing but a few fragmented ideas and good intentions. Yet, I was still able to dramatically influence the cynical kids who walked into my classroom. Over the last decade, I have dedicated my life to improve this curriculum, write the textbook and produce solid research. My hope is that this curriculum will enhance your ability to make that difference in a child's life. Let your students know that learning doesn't have to be just about theories and facts. If you teach the larger concepts of this class, consider yourself a success – and even more, know that your students will be a success!

### WORD OF THE WEEK

*Preparation*

### QUOTE OF THE WEEK

*Luck is what happens when preparation meets opportunity.* ~ Seneca

### POINTS OF EMPHASIS

- Present *Group Dynamics* and *Value Clarification* handouts to lay foundation for ethical dilemmas and group discussions.
- Create and sign a contract to hold both student and teacher accountable.
- Develop a class mission statement to set the tone and expectations for the class.
- Help students prepare for success by creating a personal mission statement and semester goals.

### ETHICAL MONDAY

- Present an overview of the week by showing the Week 2 Power Point presentation.
- Direct students to fill out quote exercise in student workbook and follow with a discussion.
- Review *Group Dynamics* and *Value Clarification* handouts located in the student workbook.
- Direct students to fill out ethical dilemma (epitaph exercise) and follow with a discussion.
- Provide lecture organized around achieving success and developing a class mission statement. Note, because this lecture usually takes 90 minutes, it might take several days.

### CHARACTER MOVIE TUESDAY

*Stand and Deliver*

***Teacher and student sign *Contract for Character Development,* located in student workbook.***

### ROLE MODEL WEDNESDAY

Reading, quiz and discussion on **Chapter 2 – Captain Chesley "Sully" Sullenberger.** Be sure to emphasize the importance of preparation during the discussion.

### LEADERSHIP THURSDAY

WEEK 2 SKILL – *Learn to use the calendar function on cell phone or other devices.*

WEEK 2 SPEAKER – *It is strongly suggested that the instructor be the guest speaker.*

WEEK 2 LEADERSHIP PRINCIPLE – *Planning and Preparation are the keys to Effective Leadership.*

This lecture is located at characterandleadership.com. Click on the Leadership Principles Button.

### ASSIGNMENT FRIDAY

Develop a personal mission statement that reflects your core values and the very essence of what you stand for in this world. After developing this mission statement, develop one supporting goal that is attainable this semester for
1) school
2) home life
3) athletics/hobbies/extracurricular activities
4) this class. An action plan consisting of at least two steps should accompany each goal.

### ATTENTION

Be sure to check www.characterandleadership.com and click on the blog button to view the weekly post. Dr. Hoedel puts links to current events, provides commentary and asks discussion questions. To receive notifications about blog posts, instruct students to "follow" us on Twitter @ CDandLeadership and use #CDandL or "like" our page on Facebook at Character Development & Leadership. Students are encouraged to provide respectful comments in and outside of class.

# PREPARATION

**How would you define this trait?**_____

_____

_____

**Definition provided by teacher:**_____

_____

_____

## *"Luck is what happens when preparation meets opportunity." ~ Seneca*

**What does this quote mean to you?**_____

_____

_____

## Epitaph Exercise

1.  Imagine that in three months you will unexpectedly die. During your funeral, three people are going to stand up and speak about you (family member, friend and a teacher). *Write down who they are and what you would want each of them to say about you.*


**Person A:** _____
            (family member)


**Person B:** _____
            (friend)


**Person C:** _____
            (teacher)


2.  Again, assume that you know you will die before the end of this semester.

    A) *Who would you want to be with in your final days on earth?*



    B) *How would you change your current behavior or treat others differently?*



    C) *What "one thing" would you like to do before you die?*

## OBJECTIVES OF LECTURE

- Stress the importance of establishing values and living by them.
- Incorporate concepts of personal leadership.
- Create a principle-centered class mission statement that everyone buys into.
  - Provide an overview of what a mission statement consists of and provide examples.
  - Develop a class mission statement, working as a group.

## ACHIEVING OBJECTIVES

Most people say they want to win, but very few people are willing to do what it takes to win. Likewise, students say they want good grades, but very few will do what it takes to achieve an A. To become successful, people need five main ingredients.

- Ask the class what they think is needed to succeed and reach desired objectives.
- **Put up the *Five Main Ingredients to Become Successful* overhead:**
  - **Desire:** An inner passion that drives you to be better tomorrow than you are today.
  - **Vision:** Actually visualizing your goal before you begin.
  - **Planning:** Creating a short & long-term plan to achieve your goal.
  - **Sacrifice:** Putting in the time and energy needed to achieve your goal.
    - Practice
    - Homework
    - Long hours at the gym or library
  - **Perseverance:** Overcoming obstacles that get in the way of achieving your goal.

## VISUALIZING YOUR GOALS

For the remainder of this lecture, focus on the second ingredient needed to become successful – vision. In order to have good vision, one must see the end result before one puts forth the effort. This was illustrated in today's ethical dilemma – visualizing what you would like your friends and family to say at your funeral.

- Research shows us that almost all world-class athletes and other peak performers practice visualization. They see it; they feel it; they experience it before they actually do it.
- Look at this quick article **www.dotfit.com/content-1506.html**
- Watch this Bagger Vance video **https://www.youtube.com/watch?v=NeMjWb9mwQs**

## PRESENT THE MISSION STATEMENT TO STUDENTS

Without a vision or goals, more or less you are wandering aimlessly through life. Without goals, you leave yourself susceptible to the influences of other people, situations and events. A person without direction is lost. You must find your direction and purpose in life.

- One of the most effective ways to find your direction is to develop a mission statement. The founders of the United States developed a mission statement for this country called the Constitution. It is a document that is fundamentally changeless, and is the standard by which every law is evaluated. Almost every business and school has a mission statement (Teacher try to find your school's mission statement and bring it in). It lets people know what the organization stands for and believes in.
- **Put up the *Essence of A Mission Statement* overhead:**
  - A philosophy or creed to live by
  - The essence of who you are and what you stand for
  - A document based on correct principles that remain changeless
  - A foundation for every action and choice you make
  - A solid expression of your vision and values
- **Put up the *Examples of Mission Statements* overhead and be sure to go to the following website for more examples –** www.missionstatements.com/fortune_500_mission_statements.html

**DR. JOE HOEDEL'S MISSION STATEMENT**

*(Author of Curriculum)*

My mission is to create a balance in my life between family, work, self-improvement and entertainment. To actively choose on a daily basis to positively impact people rather than adversely affect them. To bring passion, energy and commitment to my life, its many roles and the events that it brings.

**CHARACTER DEVELOPMENT & LEADERSHIP MISSION STATEMENT**

Our mission is to help students understand what it takes to become successful in all facets of life. We believe this boils down to character and leadership. To teach these traits and principles, we strive to provide a quality program to teachers, inspire students and continually improve our products.

## DEVELOP A CLASS MISSION STATEMENT

1. Break into groups and ask students to write words and phrases that will become a mission statement:
   - A vision for the class (what it should be about and stand for)
   - Principles and values of the class
   - Goals and objectives the class would like to achieve
   - A legacy for future classes to remember
2. After the students finish jotting down these words and phrases, ask the students to read them aloud. Begin writing these statements on the board.
3. Using these phrases, begin creating a succinct mission statement that reflects the groups' initial phrases.
4. Have the members of the class vote on whether or not to adopt this class mission statement. If the class cannot unanimously agree, make changes until everyone is satisfied. Everyone must buy into the class mission statement. This document will hold both the instructor and students accountable for the semester.
5. Write the class mission statement on poster board and display it for the entire semester.

## OVERVIEW

This movie is based on the real life events of a math teacher, Mr. Escalante, who teaches in an inner city school in California. Despite high poverty and low academic abilities amongst his mostly Hispanic students, Mr. Escalante believes they can learn. He initiates an advanced placement calculus course at the school and raises the bar for what is expected. He and his kids spend countless hours preparing for the advanced placement test. When almost all of his students pass the exam, they are all accused of cheating. The students retake the test and get similar results. At the end of the movie, the credits reveal that each year the number of students who pass this exam at Garfield increase under Mr. Escalante's leadership.

## MORAL OF THE STORY

Regardless of what anyone else thinks or says, if you set goals and prepare yourself for success, almost anything is attainable.

## SELECTED SCENES

| | |
|---|---|
| Scenes 12-16 (35:54 – 55:10) | 20 minutes |
| Scenes 19-21 (1:01:10 – 1:07:22) | 6 minutes |
| Scenes 27-30 (1:26:22 – 1:39:36) | 13 minutes |
| Total | 39 minutes |

## DISCUSSION QUESTIONS

1) Mr. Escalante obviously cared about his students. Do you think the teachers at your school care enough about the students? If a teacher was willing to put forth that much effort, would you match that level of commitment?

2) These students succeeded when nobody thought they could. Do you believe you could do what they did too if you put your mind to it? Are you willing to work that hard in school to reach your academic potential? If not, why not?

3) In scene 14, Mr. Escalante tries to teach one of his students to see that academics will eventually get him a better job and more money than would quitting school to become a mechanic. Are you able to take this long-term approach?

4) The high school administrator in this movie does not want Mr. Escalante to teach calculus at Garfield because she is afraid that if the students fail it will hurt their self-esteem. Mr. Escalante believes the best way to improve a child's self-esteem is to challenge kids, not protect them. Do you think we should focus more on self-esteem in our society, and what do you think is the best way to build it?

5) Discrimination played a major role in this movie. In general, do you think society has different expectations for different racial or ethnic groups? In other words, do we expect more out of white students than other minorities? Is this fair? Do students have a responsibility to change this perception?

6) The author of this curriculum was a college professor, and he firmly believes that almost everyone (90%+) is capable of graduating from high school and succeeding in college. It has more to do with desire, hard work and good study skills than it has to do with intelligence. Do you agree or disagree?

1. What airline did Captain Sully fly for?

   A. Pan Am                    B. Southwest
   C. Northwest                 D. US Airways

2. Airline travel is one of the most dangerous forms of travel.

   True                    False

3. The crash landing of Flight 1549 is commonly referred to as "Miracle on the Hudson."

   True                    False

4. When Sullenberger was a young boy his father instilled hard work as an important virtue. Specifically, how did he do this?

5. Captain Sully will forever be known as the pilot at the helm of Flight 1549, but it took a lifetime of preparation to successfully land the plane. List at least two ways he prepared himself for that situation.

6. Captain Sully believes that his years of preparation were the key to landing Flight 1549 successfully. What can you do now to prepare for your future success?

## BASIC SKILL

Learn To Use the Calendar Function on Cell Phone or Other Devices

## RATIONALE

Using a calendar function – regardless if it is on a cell phone, a computer, an iPad or the good old fashion daily planner – is the single-best way to get organized. Most adults have their lives and their schedules on some electronic device, some are totally lost without one. However, I am not sure to what extent teenagers use this function to get organized. Students have four to six subjects in school, extracurricular activities, outings with friends, dates, dances and family obligations. Students who log their activities, responsibilities, major assignments and exams will be better prepared for them. They will not forget or lose track of their responsibilities. It is not a guarantee that students will do everything required of them, but they will be more organized and prepared on a daily basis. This skill combined with proper study skills (next week's skill), should equip a child for the rigors of scholarly life.

**STEP 1:** Have students bring in a device that allows them to create their calendar. Hopefully, it can also sync with other devices in their lives. If students do not have this capability, have them use the example provided in the student workbook (Handout 1). Have students fill out one week of the planner:

- Fill in all typical commitments of the week (school, games, practices, meetings, church…)
- List all the homework assignments, quizzes, exams…
- List any holidays or irregularities in the schedule.

**STEP 2:** Once schedule and obligations are accounted for, students can begin to schedule their remaining time to meet obligations and plan for social events. The order is important – work first, then fun.

- Schedule in time required to complete all school obligations (date and times).
- Make room for any dates or family obligations.
- Sync with computer in case you lose your phone, iPod or other mobile device.

**STEP 3:** Encourage students to repeat this process for the remainder of the semester. Create times to check on this throughout the semester.

## Personal Mission Statement and Semester Goals

1. Create your own personal mission statement (your personal creed). This statement should reflect your core values and the very essence of what you stand for in this world. The only requirements are that your mission statement must be <u>at least two</u> complete sentences and it must be unique to you.

2. List one goal that is attainable this semester for two of the following four categories: A) school, B) home life, C) athletics/hobbies/extracurricular activities and D) this class. Write an "action plan" for each of the goals you list. An action plan consists of **specific steps** you must take to accomplish the goal.

**SCHOOL GOAL** _____

1. Action Plan:

   A)

   B)

   C)

**ATHLETICS/HOBBIES/EXTRACURRICULAR ACTIVITIES GOAL** _____

1. Action Plan:

   A)

   B)

   C)

**HOME-LIFE GOAL** _____

1. Action Plan:

   A)

   B)

   C)

**GOAL FOR THIS COURSE** _____

1. Action Plan:

   A)

   B)

   C)

## Contract for Character Development and Leadership Class

**Instructor Pledge:** I pledge to give 100% of my energy and dedication to this class. This means I will adequately prepare for class, be on time, and assist students toward the goal of earning an A. I pledge to set high expectations for the students and help them attain those expectations. I will respect students' views and encourage their involvement. I definitely want students to succeed in this class, but I will not hold anybody's hand. Everybody will get a fair deal and will earn their grade for the course. Finally, I want students to succeed in life. I will set up opportunities for each student to apply the concepts and characteristics of this class to their own personal lives.

**Student Pledge:** As a student, I pledge to provide my best effort toward earning an A in this course. Minimally, that means attending class on time, bringing appropriate class materials, completing my assignments and maintaining civility. Realistically, to earn an A, I will have to put in 1 ½ - 3 hours a week of homework: 1 hour to complete the reading and 1-2 hours to complete the weekly assignment. As a student, I pledge to respect other classmates and the instructors. I will take this class seriously and approach each week with a positive attitude. Finally, I will attempt to apply the concepts of this class to my own life and try to make the life of others just a little bit better.

_____          _____

Instructor                                                    Student

## Group Dynamics

- With very few exceptions, everything said in class, stays in class. The instructor and students should refrain from gossiping and discussing the personal lives of classmates.

- Raise your hand and talk one at a time. This type of environment is new for many. As such, you will hear ideas that might upset you, excite you, or make you want to comment. However, remember to raise your hand and talk only when called on. The goal is to create an organized exchange of ideas – not chaos.

- We need your input. Everybody is capable of contributing something important to the class. While we recognize that everybody has a bad day, your input counts and your voice has meaning.

- Put-downs are not allowed. In order to create a safe environment for students to talk openly, students need to know their opinions will be respected.

- Students should use 'I' statements and speak about their personal beliefs, instead of criticizing others and using "you" statements.
  - Example: I disagree...
  - Example: I believe...
  - Example: I wouldn't do it that way. I would...

- One of the most important skills in this class is listening. Listening shows respect, and it provides you with information to create your own opinions.

- There are no bad questions except the ones that go unasked. Nobody is expected to know everything.

- Provide feedback. If you have ideas about improving the class, please voice your opinions. The instructor is willing to listen and make positive changes.

## Value Clarification & Decision Making

- **FIRST STEP – GATHER INFORMATION:**
Listen to what others have to say. Do your own research and investigation. Learn the facts to make more informed decisions. This is the only way to understand all the facts and viewpoints on any given topic.

- **SECOND STEP – CONTEMPLATION:** Give serious consideration to different viewpoints and consider them as you contemplate your values.

- **THIRD STEP – CREATING VALUES:** Now that you are equipped with facts and have listened to other viewpoints, you are now prepared to create your personal values. This should be done independently of what others believe – rather it should come from within. The best way to create your own values is to write down what you believe and why.

- **FOURTH STEP – WALKING THE WALK:** The ultimate challenge is staying true to your values, especially when confronted by peers who might disagree. A person with integrity chooses behaviors that match her/his personal values.

- **FIFTH STEP – RE-EXAMINE:** Your values will change as you mature and gain life experience. Don't ever become too rigid or refuse to change. Always be willing to re-examine your beliefs and learn from your own mistakes.

## DAILY PLANNER PAGE

|  | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|---|---|---|---|---|---|---|---|
| 7:00 a.m. |  |  |  |  |  |  |  |
| 8:00 a.m. |  |  |  |  |  |  |  |
| 9:00 a.m. |  |  |  |  |  |  |  |
| 10:00 a.m. |  |  |  |  |  |  |  |
| 11:00 a.m. |  |  |  |  |  |  |  |
| 12:00 p.m. |  |  |  |  |  |  |  |
| 1:00 p.m. |  |  |  |  |  |  |  |
| 2:00 p.m. |  |  |  |  |  |  |  |
| 3:00 p.m. |  |  |  |  |  |  |  |
| 4:00 p.m. |  |  |  |  |  |  |  |
| 5:00 p.m. |  |  |  |  |  |  |  |
| 6:00 p.m. |  |  |  |  |  |  |  |
| 7:00 p.m. |  |  |  |  |  |  |  |

### WORD OF THE WEEK

*Honesty*

### QUOTE OF THE WEEK

*I hope that I shall always possess firmness and virtue enough to maintain what I consider the best of all titles – the character of an honest person.* ~ George Washington

### POINTS OF EMPHASIS

- Help students understand that the best way to create or ruin a reputation is through the use of responsibility and honesty.
- Explore the virtues of honesty and the consequences of lying.
- Acquaint students with the following ideal, "The best way to achieve freedom is to exhibit personal responsibility."

### ETHICAL MONDAY

- Present an overview of the week by showing the Week 5 Power Point presentation.
- Direct students to fill out quote exercise and follow up with a discussion.
- Lead students in an ethical dilemma exercise dealing with honesty.
- Lecture on the importance of establishing a positive reputation, emphasizing the role of personal responsibility and honesty.

### CHARACTER MOVIE TUESDAY

*Quiz Show*

### ROLE MODEL WEDNESDAY

Quiz and discussion on **Chapter 5 – Sherron Watkins.** Be sure to emphasize the importance of honesty during the discussion.

### LEADERSHIP THURSDAY

WEEK 5 SKILL – *Classroom Contract*

WEEK 5 SPEAKER – _____

WEEK 5 LEADERSHIP PRINCIPLE – *Knowing Your Strengths & Weaknesses*

This lecture is located at characterandleadership. com. Click on the Leadership Principles Button.

### ASSIGNMENT FRIDAY

1) Discuss an occasion when you took responsibility for your actions and paid the consequences. What was the result?
2) Discuss an occasion when you deliberately lied, cheated or inappropriately confronted an authority figure. What was the result? Now that you are more mature, how would you handle that situation differently?
3) Write about a situation when someone did the right thing in a difficult situation and discuss the result. This can be someone you know or something you heard about through the TV or Internet.

### ATTENTION

Be sure to check www.characterandleadership.com and click on the blog button to view the weekly post. Dr. Hoedel puts links to current events, provides commentary and asks discussion questions. To receive notifications about blog posts, instruct students to "follow" us on Twitter @ CDandLeadership and use #CDandL or "like" our page on Facebook at Character Development & Leadership. Students are encouraged to provide respectful comments in and outside of class.

# HONESTY

How would you define this trait?_____

_____

_____

Definition provided by teacher:_____

_____

*"I hope that I shall always possess firmness and virtue enough to maintain what I consider the best of all titles – the character of an honest person."*
*~ George Washington*

What does this quote mean to you?_____

_____

_____

_____

1.  Imagine that you found a paper bag at school containing just over $300. Nobody saw you pick it up, and there was no identifying information on or in the bag. *How would you handle this situation?*

    What would a person of strong character do? *Why?*

2.  A very smart friend offered to let you cheat off of him/her for a big test. If you were somehow guaranteed that you wouldn't get caught, would you cheat? *Why?*

    What would a person of strong character do? *Why?*

3.  A really cool CD just came out and a friend of yours offered to burn you a copy on her computer. What would you do? *Why?*

    What would a person of strong character do? *Why?*

# Responsibility & Honesty

## OBJECTIVES OF LECTURE

- Teach students that a bad reputation is easy to acquire, but once acquired, deliberate thought and energy is needed to change it.
- The best way to positively change a reputation is by being responsible and honest.
- There are distinct advantages of earning a good reputation – namely independence, freedom and respect from others.

## TEACHERS HAVE REPUTATIONS

Discuss how students talk about teachers. Students know who's nice, who's tough and who really cares about students. This is called a **reputation** and students generally know the reputation of each teacher before they walk through their door on the first day of class.

## ASK STUDENTS FOR EXAMPLES TO PROVE THIS POINT

- What teacher has the reputation for being a hard grader – making it difficult to get an A?
- What teacher has the reputation for teaching the most interesting classes?
- What teacher has the reputation for being the strictest teacher in the school?

## STUDENTS HAVE REPUTATIONS

Discuss the fact that just as students sit around and talk about teachers, teachers also talk about students. This may seem unfair to students, but the point remains that teachers do it and it's never going to change. Most students have a reputation with teachers, and the teachers know a student's reputation before he/she enters their classroom on the first day of school.

## EXAMPLES OF A POSITIVE REPUTATION

- "He's a hard worker. If you give him an assignment, he'll get it done."
- "This student really applies herself. She's going to be a success someday."
- "He's a good kid. You're really going to like him."
- "I can trust that student to do what she's supposed to do."

## EXAMPLES OF A NEGATIVE REPUTATION

- "That student will look you right in the eye and lie to you. I wouldn't trust her any farther than I could throw her."
- "He's got an excuse for everything. You can't count on him."
- "Watch out for this one, she's a trouble-maker. She will disrupt your class day in and day out."
- "It's too bad. This kids got the brains, but he doesn't apply himself."

## REPUTATION IS BUILT ON CHARACTER

Discuss how these comments were made about the character of a person, not about a person's intelligence. Truth be told, teachers would rather have a student who works hard than a smart student who just slides by. A reputation is built on character. Character is a reflection of:

- How a person treats other people
- Whether a person causes trouble or talks back
- The level of responsibility a person takes for him/her self
- The amount of effort a person puts forth
- The degree to which a person can be trusted

## ASSESS YOUR OWN REPUTATION (EXERCISE)

For this exercise, provide each student with identical sheets of paper and encourage them to all use a pencil. Ask students to write down the answer to this question: if all your teachers were in a room talking about you, what types of things would they say? In other words, what do you think your reputation is among the teachers at this school? After students finish writing their responses, direct them to wad up their paper in a tight ball and throw it into the center of the class. Be sure to mix them up to protect each person's identity and then read several of them out loud. Note the differences.

## IMPROVING YOUR REPUTATION

The good news is that the attitude and behavior you choose today can change your reputation! A bad reputation is not a death sentence, it's just a summary of your past behavior, attitude and performance. Since a reputation is a portrait of your past, you can always take steps to change your reputation. The following are steps to build a positive reputation:

- Acknowledge and admit your faults, poor choices and/or bad behaviors.
- Apologize for your past mistakes.
- Make a choice to change for the better.
- Avoid situations and choices that could lead to a bad reputation.
- Consistently live up to your word.

## THE IMPORTANCE OF EARNING A GOOD REPUTATION

*(Instructor should use her/his own example.)*
Last semester, I asked for a volunteer to pick up some materials for me at the office. The student who volunteered was the same student other teachers previously warned me about, but I decided to

give him a fair chance. It took him 25 minutes to return to class. Do you think the next time I needed something from the office, I asked the same student again? No! In fact, now I'm going to be hesitant to even let him go to the bathroom with a hall pass. Based on his behavior, I learned to trust him less, thus I restricted his freedom. This student had to consistently demonstrate honesty and responsibility before I could begin to trust him again. If he had returned from the office in five minutes, I would have assumed something completely different about his character and given him more freedom.

## UTILIZING THESE TRAITS

Students have the power to alter their reputation by using the two most important attributes by which people are judged:

### Honesty

- **Book definition:** The quality of being truthful, trustworthy and showing fairness; being genuine and open to others; not lying, cheating or stealing. A most honorable trait.
- **Real-life definition:** Being a stand up person who is truthful about her/his mistakes and doesn't make promises he/she can't keep.

### Responsibility

- **Book definition:** Readily assuming obligations and duties; able to distinguish between right and wrong and to think and act rationally; being accountable for one's behavior.
- **Real-life definition:** Walking the walk and talking the talk.

## CONCLUSION

The basic skill for this week will give each student a structured way to improve their reputation and academic standing.

### AUTHOR'S NOTE

There is some language in this film, particularly GD & BS. If you choose to show this entire movie, be aware of the F word in scenes 10 & 15.

## OVERVIEW

This movie is based on the real-life events of a game show, *Twenty-one,* that was on the air in the late 1950's. What made this game show unique was that it was rigged. The producers of the show gave the contestants the answers to the questions before the show. The two main contestants were Herb Stempel and Charles Van Doren. After the producer, Dan Enright, asked Stempel to take a dive, Stempel goes to the authorities to reveal the truth.

## MORAL OF THE STORY

We will all be faced with real-life ethical dilemmas. While the easy road is more attractive, it is not usually the best choice. There are consequences to leading an unethical life and long-term benefits to taking the high road.

## SELECTED SCENES

| | |
|---|---|
| Scenes 06-09 | 22 minutes |
| (17:09 – 39:41) | |
| Scene 22 | 4 minutes |
| (1:39:02 – 1:43:17) | |
| Scenes 24-29 | 21 minutes |
| (1:47:06 – 2:08:40) | |
| Total | 47 minutes |

## DISCUSSION QUESTIONS

This movie indirectly asks the viewer a number of ethical questions:

1) Both Herb Stempel and Charles Van Doren wanted to play the game fair and square. Yet, at different times (scene 6 & 7), both voluntarily agreed to receive the answers to the questions. Why did they do it? What would you have done? What if it meant millions of dollars? Stempel was asked to miss a question. Why did he do it? What would you have done?

2) After declining to cheat, Van Doren (scene 8) recognizes the question and answers it anyway to defeat Stempel. How would things have turned out differently if Van Doren had A) deliberately answered incorrectly B) on live TV, told everyone that the game was rigged and walked off stage or C) held a press conference right after the show to tell America what was really going on?

3) In scene 9 and again in scene 22, Stempel is driven to expose the truth to the show. Why so driven after the fact? Guilt? A sense of shame? Altruism? Revenge? Greed?

4) In scene 25, the prosecutor, Dick Goodwin, says, "It's the getting away with it part that he couldn't live with?" This gets to conscience and integrity. Are these abstract things enough to keep people honest and ethical? Do you think "we" still have a conscience in the 21st century?

5) In scene 26, the major theme is the inherent consequences of being dishonest and unethical. Talk about how reputation, guilt, shame, and damage to one's personal/family name are still relevant.

6) If Van Doren could go back and do it all over again, how do you think he would have handled the situation differently? What about the folks at Enron? What about Tiger Woods? Joe Paterno...

1. Sherron Watkins worked for this major company when it declared bankruptcy.

   A. Enron                    B. Martha Stewart, Inc.
   C. WorldCom                 D. K-Mart

2. When this company declared bankruptcy, miraculously nobody lost their job.

   True                       False

3. Sherron Watkins is known as a whistle-blower.

   True                       False

4. Despite all that she did, Sherron still had regrets. What was Sherron's biggest regret?

5. They say that honesty is the best policy. Give two specific examples of how Sherron displayed this trait.

6. Sherron was faced with a real life ethical dilemma at work.What would you have done if you were in her situation?

**BASIC SKILL**

Classroom Contract

**RATIONALE**

One of the fundamental beliefs of this course is that there is no such thing as perfection. Everybody has room for improvement, and if people put forth an effort to improve, they will. Unfortunately, many people prefer to sit back and let the chips fall where they may. Those who use this reactive strategy are not usually successful. They are content to let things unravel and frequently blame other people when they fail.

To be successful, you must understand your weaknesses and work hard to improve them. This requires a proactive approach on your part. Address issues head on and take responsibility for your future. Your teacher expects the best from you and will not let you get away with mediocrity.

**EXERCISE**

The basic skill for this week is to apply the concepts of honesty and personal responsibility to your life. Each student will select the teacher that he/she is currently struggling with the most. For example, the student may be struggling academically in that class or may have an ongoing conflict with that teacher.

**STEP 1 – MAKE AN APPOINTMENT:** Each student will set up an appointment with his/her selected teacher (10 minute commitment). The student will tell the teacher that the purpose of the meeting is to discuss strategies that will help the student improve. The student should be sure to tell the teacher that he/she is genuinely interested in improving his/her grades and/or resolving a particular problem in class.

**STEP 2 – SET THE AGENDA:** Students should start the meeting by thanking the teacher for taking

time out of their day to talk with them. Next, they should say to the teacher, "This conversation should focus on the ways I can improve – this is not a discussion about how you (the teacher) can improve."

**STEP 3 – DEFINE THE PROBLEM:** It is important for the student to tell the teacher what he/she is most concerned about. Ask the students to write down the goal they want to achieve.

During this semester, I want to: _____

_____

_____

_____.

**STEP 4 – GET FEEDBACK:** Students ask the teacher for three suggestions that will help them meet their goal.

Suggestion #1 _____

_____

Suggestion #2 _____

_____

Suggestion #3 _____

_____

**STEP 5 – MAKE IT HAPPEN:** As a way of committing to the suggestions offered by the teacher, both the student and the teacher should sign the **Classroom Contract**. Students have one week to complete this assignment and return the signed contract to the teacher of this class. This contract is located in the student workbook and is a Week 5 handout.

## Responsibility and Honesty

1. Discuss an occasion when you took responsibility for your actions and paid the consequences. What was the result?

2. Discuss an occasion when you deliberately lied, cheated or inappropriately confronted an authority figure. What was the result? Now that you are more mature, how would you handle the situation differently?

3. Write about a situation when someone did the right thing in a difficult situation and discuss the result. This can be someone you know or something you heard about through the TV or Internet.

## Classroom Contract

**SELECT THE TEACHER**

Select a teacher that you are struggling with the most right now. For example, you may be struggling academically in this class or you may have an ongoing conflict.

**Teacher:** _____

**MAKE AN APPOINTMENT**

Set up an appointment with the teacher you selected (10 minute commitment). Tell the teacher that the purpose of this meeting is to discuss strategies that will help you improve. Be sure to tell this teacher that you are genuinely interested in improving your grades and/or resolving a particular problem in class.

**Meeting:** _____

(date & time)

**DEFINE THE PROBLEM**

Start the meeting by thanking the teacher for taking time out of their day to talk with you. Next, say to the teacher, "This conversation should focus on the ways I can improve – this is not a discussion about how you (the teacher) can improve." Write down the goal you want to attain before the meeting.

**During this semester, I want to:** _____

_____

_____

_____

_____.

**GET FEEDBACK**

Ask the teacher for three suggestions he/she has for meeting that goal this semester.

**Suggestion #1** _____

_____

_____

_____

**Suggestion #2** _____

_____

_____

_____

**Suggestion #3** _____

_____

_____

_____

_____

Student (Signature)

_____

Teacher (Signature)

### WORD OF THE WEEK

*Responsibility*

### QUOTE OF THE WEEK

*People need responsibility. They resist assuming it, but they cannot get along without it.*
~ John Steinbeck

### POINTS OF EMPHASIS

- Discuss the factors that contribute to a person getting hired, promoted and fired.
- Help students understand the basic and simple factors that make such a huge difference in their work careers.
- Challenge students to internalize the different character traits studied throughout this curriculum as a means to advancing their careers.

### ETHICAL MONDAY

- Present an overview of the week by showing the Week 15 Power Point presentation.
- Direct students to fill out quote exercise and follow with a discussion.
- The ethical dilemma is about handling difficult work scenarios.
- Lecture on the reasons people get hired, promoted and fired in the work force, with a specific focus on personal attributes and/or character.

### CHARACTER MOVIE TUESDAY

*The Pursuit of Happyness*

### ROLE MODEL WEDNESDAY

Quiz and discussion on **Chapter 15 – Cal Ripken, Jr.** Be sure to emphasize the importance of responsibility during the discussion, particularly the responsibility he felt to the fans, to baseball, to his teammates and to his family.

### LEADERSHIP THURSDAY

WEEK 15 SKILL – *Interview Skills*

WEEK 15 SPEAKER – *It is highly recommended to get a business owner.*

WEEK 15 LEADERSHIP PRINCIPLE – *Servant Leadership*

This lecture is located at characterandleadership.com. Click on the Leadership Principles Button.

### ASSIGNMENT FRIDAY – THE CHARACTER REFERENCE

Your assignment is to write down three names that you would list as character references during an interview. Remember that a character reference cannot be a family member and ideally should be someone who has seen you at work or at school. Next, you are going to write a letter of reference about yourself from the point of view of one of the three individuals on your list. In this letter you are to talk about your character and distinguish yourself from other candidates, but you can only do it from this person's point of view.

### ATTENTION

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# RESPONSIBILITY

How would you define this trait?_____

_____

_____

Definition provided by teacher:_____

_____

_____

*"People need responsibility.*
*They resist assuming it, but they*
*cannot get along without it.*
*~ John Steinbeck*

What does this quote mean to you?_____

_____

_____

_____

## Handling Difficult Workplace Scenarios

1. You work full-time, 40 hours a week, Monday - Friday. Over the years, you have built up 10 sick days. It's a beautiful day outside and you would like to take advantage of the day. *Would you call in sick to go enjoy the day?*

   1A. *If you were an employer, how would you respond if you found out an employee faked an illness to skip work in order to enjoy a beautiful day?*

2. Imagine that you are a mechanic at a small garage. The owner calls you into his office and tells you that he is upset because you are too concerned about the wallet of the customer and not enough about the bottom line of the garage. In no uncertain terms, he tells you that you need to start finding "more severe problems" with the cars you fix or start finding another job. *Specifically, how would you handle this?*

3. A high-paying dream job is listed in the paper. Unfortunately, it requires a degree that you don't have, but you feel like you have the skills to do the job well. *Would you ever falsify a resume to get your foot in the door? What do you think would happen if the employer found out? Is it worth the risk?*

# Employability & Workplace Skills

## 1) KNOWLEDGE

When looking at an ad in a newspaper or on-line, employers first list the knowledge and skills necessary for the job. Often times, it will specify a particular degree and/or skills needed to be considered as a viable applicant. It might read:

* *"Looking for someone with a bachelor's degree in chemical engineering."*
* *"An associate's degree in drafting or architecture is essential."*
* *"Applicant must possess excellent computer skills & understanding of SPSS."*

Usually the more specialized and higher paying jobs require more education, greater knowledge and advanced skills.

## 2) EXPERIENCE

Many positions are considered to be "entry-level" jobs, which means that almost anyone can apply and be considered. These employers believe that they can teach you what you need to know to be successful on the job. Other jobs require candidates to possess a certain number of years of experience in a specified field. The ad might read:

* *"Minimum of three years of office management experience required."*
* *"2 years in health care industry is preferred."*
* *"Looking for someone with 3+ years of supervisory experience."*

Usually the more specialized/higher paying jobs require more experience for the applicant to be considered.

## 3) PERSONAL ATTRIBUTES

Regardless of the type of job, employers are looking to hire individuals with strong character and excellent personal attributes. Employers want to know that a person has a good work ethic, is motivated and is a "go-getter." They also want to know that an employee is honest, trustworthy and dedicated. One just has to look at the ads to understand how important this is:

* *"Seeking someone who is a fast-learner and can take direction well."*
* *"Needing someone who is a motivated team player."*
* *"Wanted – a goal-oriented person who is highly organized."*
* *"This job requires an outgoing personality and quick decision-making skills."*
* *"Only hard-working, motivated and ethical people need apply."*

## WHICH COMPONENT IS MORE IMPORTANT?

All three components are necessary to find and keep most jobs, but is one component more important than the others? To be honest, for highly-specialized jobs and jobs that require advanced degrees, knowledge is the key component that will get an individual in the door for an interview. With that being said, many argue that when it comes to employability and being successful in the workplace, "soft skills," personal qualities and a person's character are just as important as the technical "hard" skills.

In fact, Dr. Jacquelyn Robinson, a work force development specialist says, "Having desirable personal qualities is more important than having a good basic educational foundation and critical thinking skills."

## 4-H COUNCIL STUDY ON EMPLOYABILITY SKILLS

One study conducted by the National 4-H Council found that the overwhelming majority of employers are looking for workers with average intelligence and good social skills. Among these social skills are:

**Put up Overhead,** *What Employers Are Looking For:*

- Strong Work Ethic
- Positive Attitude
- Good Communication Skills
- Time Management Abilities
- Team Player
- Self-confidence
- Positive Response to Criticism
- Flexibility/Adaptability

National 4-H Council, 2007

## *NEWSWEEK* & *FORBES* CONCLUSIONS

It seems like many young people don't understand the importance of these personal characteristics in the job market because *Newsweek* recently reported that 56% of employers were unhappy with a high school graduates level of motivation and responsibility and 35% were dissatisfied with their ability to work with others.

Other research reports suggest that employers want to know that a candidate is honest and ethical, that he/she can get along with others, show respect for authority, be counted to arrive on time, work hard and meet deadlines (*Forbes,* 2007).

## WHY PEOPLE GET FIRED

Conversely, the top reasons that an employee gets fired or fails to be promoted are also indelibly linked to a person's character. Indeed, most jobs are not lost because an employee can't do the job or doesn't have a certain level of intelligence. Rather, people get fired because they lack personal traits. For instance, co-workers do not want to work with someone with a bad attitude or who can't get along with others.  Likewise, employers do not want someone who is disrespectful or isn't responsible enough to meet deadlines.

**Put Up Overhead –** *Top 10 Reasons Employees Get Fired:*

- Proved to be dishonest
- Could not get along with other workers
- Did not have acceptable appearance
- Was unreliable or was absent/late too often
- Used work time for personal business
- Could not do the work
- Worked too slowly or made too many mistakes
- Refused to follow orders
- Repeatedly missing deadlines
- Misrepresented self or lied on application
- Caused too much drama at work

*Fortune Magazine,* 2009

**TEACHER TIP**

It would probably be helpful if the teacher could think of personal stories related to individuals you have worked with who got "passed over" or fired as a direct result of one of the bullet points on the following overhead.

## THE LINK WITH CHARACTER

I argue that each of the bullet points in the above lists correspond with the character traits, covered in this curriculum (and a few traits that are not covered in this curriculum). *Ask students to put a trait next to each of the bullet points to make sure they understand the connection.*

## CONCLUSION

The marriage between hard technical skills and soft character related skills is what makes a person marketable, employable and successful on the job. It seems clear that one without the other only gets you halfway. Therefore, I argue that if you embrace and internalize the traits focused on in this class you will, 1) have an advantage over other applicants and be more employable, 2) these traits will make you stand out and get noticed in a positive way, thereby increasing the likelihood of promotions throughout your career and 3) decrease the odds of you being fired. *Ask students if they agree with the three points in the previous statement.*

**CHARACTER MOVIE – THE PURSUIT OF HAPPYNESS**

## OVERVIEW

This is the true story of Chris Gardner (played by Will Smith), who is struggling to make it financially in this world. When things get tough, his girlfriend leaves him to move across the country. Chris insists on keeping his son and assumes custody of him. When Chris takes an unpaid internship, he and his son soon get evicted from their apartment and end up living on the streets. Through hard work, determination and a bond of love, they eventually make it.

## MORAL OF THE STORY

True happiness is not found in money. Rather, it is found in the satisfaction of achieving something positive in this world and loving our families.

## SELECTED SCENES

| | |
|---|---|
| Special Features - The Man Behind the Movie | 12 minutes |
| Scenes 11-15 (41:20 – 57:28) | 16 minutes |
| Scene 17 | 3 minutes |
| Scene 22-end (1:21:05 – 1:53:18) | 32 minutes |
| Total | 63 minutes |

## DISCUSSION QUESTIONS

1) In the conversation with Chris Gardner, he tells us the real meaning of this movie. He says that it is not a rags to riches story. He says the theme of this movie is his commitment to his son and his commitment to break the cycle of men who abandon their children. Why do you think it was so important for Chris to take on his responsibility when so many dads avoid their responsibilities? Do you think he should have taken a job that paid money to keep his son from living on the streets? Should he have just given up custody of his son?

2) One of the themes of this movie is that happiness is not found in wealth. It seems the director is telling us that happiness is found in the satisfaction of accomplishing something positive in this world and sharing that joy with those you love. Do you agree or disagree with this perspective?

3) While money doesn't equal happiness, poverty puts a huge strain on an individual and a family. Talk about the sequence of events that put Chris and his son on the streets.

4) This movie highlights the difficulties of living paycheck to paycheck, and the fact that many families are just a few bad breaks away from living on the streets. List the top five things you can do in the next 10 years to diminish the likelihood of this happening to you?

5) At the end of the movie, Chris experiences that one moment of happiness after all those tough times. Do you think it was worth it? Would you enter an internship without pay, and compete against 30 other people for one spot in a company? Why or why not?

**CAL RIPKEN, JR. QUIZ**

1. Cal Ripken, Jr. broke the record for most consecutive games played. Which baseball player previously held that record?

   A. Babe Ruth                    B. Jackie Robinson
   C. Cal Ripken, Sr.              D. Lou Gehrig

2. Cal Ripken, Jr. played for the Orioles his entire professional career.

   True                    False

3. Cal's father (Cal, Sr.) never played professionally in the major leagues.

   True                    False

4. Describe how Cal Ripken, Jr. proposed to his wife.

5. Cal Ripken, Jr. felt a strong sense of responsibility to the game of baseball, his teammates, the fans, society and his family.  List two examples of Cal Ripken, Jr. demonstrating responsibility in each aspect of his life.

   **Teammates**                        **Fans**

   1.                                   1.

   2.                                   2.

   **Society**                          **Family**

   1.                                   1.

   2.                                   2.

## BASIC SKILL

Interview Skills

## RATIONALE

In a way, this is the culmination of many basic skills learned throughout the semester. For example, shaking hands, making eye contact and opening doors for others goes a long way to create a good first impression. Reflective listening skills and note taking skills can build rapport during the interview. It is important to have a resume prepared before the interview and equally important to write a thank you note afterwards.

## EXERCISE

Set up mock interviews for the students. Have them dress up, bring their resumes and interview for a job. It is best to videotape these interviews to allow playback and critique. When I taught this course, the director of the city parks actually interviewed students for a real job. Afterward, he told the class who he would like to hire and explained his rationale. Several of these students worked for him during the summer.

## BEFORE THE INTERVIEW

- Do as much research as you can on the company prior to the interview. Prepare intelligent questions you can ask during the interview to show you've done your homework.
- Practice your responses to common interview questions. Learning to sell yourself is a new skill.
- Always bring a pad of paper, extra copies of your resume, a planner and a pen to the interview, preferably in a professional portfolio (this is an excellent graduation gift).

## DURING THE INTERVIEW

- Remember it's the little things that make a big difference.

- Arrive early and be extremely polite to the receptionist – he/she can sometimes make recommendations, especially when two applicants are equal.
- Do not wear perfume or excessive jewelry. Tattoos should be covered up and visible piercings should be removed. Don't give an employer a reason to not hire you.
- Dress professionally – it is always better to be overdressed than under-dressed.
- Make a good first impression by using a firm handshake, introducing yourself and making eye contact. Remember, most employers make a decision about a candidate in the first five minutes of an interview.
- Employers are looking for someone who is motivated and has a positive attitude – be sure to exemplify this with your verbal and nonverbal communication.
- Be confident and poised. A big turnoff is a candidate who is either too timid or too arrogant.
- Maintain eye contact throughout the interview. Use reflective-listening skills. Key into what employers are looking for and try to frame your answers to meet their needs.
- Every candidate has strengths and weaknesses. Be honest about your weaknesses, but try to frame them in a positive manner. Overcoming objections is a key to getting hired.
- At the end of the interview, be prepared to provide a summary statement. Say something like, "In summary, I feel that I am the best candidate for the job because..."

## AFTER THE INTERVIEW

- Within 48 hours, write a thank you letter and mail it to the person who interviewed you. Be sure to emphasize your desire for the job and summarize your strengths.
- Sometimes it takes a long time for companies to get back to you. Don't become a pest by calling too soon or too often.

# Sample Interview Questions to be Used During the Mock Interview

## GENERAL QUESTIONS
- What are your three greatest strengths?
- What are your three worst weaknesses?
- How would you describe yourself?
- How would your best friend describe you?
- Tell me about yourself.
- What kind of student were you in school?

## LIFE QUESTIONS
- Where do you see yourself in five years?
- What are your long-term career goals?
- What kind of personal goals have you set for yourself?
- Who has had the greatest influence on you? Why?
- What celebrity do you most admire and why?

## PERSONAL QUESTIONS
- What was the last movie you saw and how did it affect you?
- What types of books and magazines do you read?
- What are your hobbies?
- How do you handle people that you really don't get along with?
- What have you done that shows initiative?

## WORK RELATED QUESTIONS
- Can you work well under stress?
- Why did you decide to apply for this job in this company?
- Describe your perfect job.
- How important do you think character and integrity are to succeeding at this job?
- What kind of recommendations would I get from previous employers or teachers?
- Can you supervise people? What is your leadership philosophy?
- What kinds of grades did you get in school? Were you capable of doing better?

## CURVE-BALL QUESTIONS
- If you were a car, what kind of car would you be and why?
- If you were an animal, which animal would you like to be? Why?
- Sell me the pen that I am holding.
- If you won the lottery and became a millionaire today, what would you be doing a year from now?
- If you could go back in time to any era, what era would you pick and why?
- What is your most vivid memory as a child?

## Character Reference

After speaking with many individuals, almost all of them tell me that an employer has never asked for their GPA from school, but all of them were asked for character references, and in most cases the references were called. A character reference is someone who can vouch for your character – what kind of person you are – can you be trusted, do you work hard, how you handle anger, can you work well with others...

Your assignment this week is to write down three names that you would list as character references during an interview. Remember that a character reference cannot be a family member and ideally should be someone who has seen you at work or at school.

**List References**

1.  Name:                                                    Relationship:


    Why did you choose this person?




2.  Name:                                                    Relationship:


    Why did you choose this person?




3.  Name:                                                    Relationship:


    Why did you choose this person?


Next, write a letter of reference about yourself from the point of view <u>one</u> of the three individuals on your list. In this letter you are to talk about your character and distinguish yourself from other candidates, but you can only do it from this person's point of view.

# Sonia Sotomayor

# Integrity

Sonia had every reason to become another statistic. She had all the excuses. She was a young Hispanic girl who grew up poor in the housing projects of the Bronx, one of the five boroughs in New York City. Her parents immigrated to America from Puerto Rico with very little education and limited income. At the young age of eight, she was diagnosed with Juvenile Diabetes. The following year, her father unexpectedly died. Her mother had to work long hours to keep the lights on and to put food on the table. As she grew up, Sonia saw the negative influences of drugs, violence, gangs and crime. She walked through it every day on her way to and from school. Yes, her story could have been one of tragedy—the kind that is read about in papers and viewed on the local news. It also could have been a story of wasted potential—the kind you never read about or even discuss, but you know exists in abundance. However, this book is about role models—the individuals who change what is possible, the ones who fight the odds and refuse to give up in the face of adversity, the ones who inspire us to be what we don't think is even possible for ourselves. This is the story of Sonia Sotomayor—the first Hispanic American and third female to serve on the highest court in the land—The Supreme Court of the United States of America.

The Supreme Court is called the highest court in the land because the decisions of the Supreme Court are final. A case must be appealed time and again by lower courts before it is even considered by the Supreme Court. Of the 7,000 petitions

issued to get in front of the Supreme Court each year, less than 100 of those cases get heard. As a general rule, only the most compelling cases with far-reaching implications are considered. There are nine Supreme Court Justices who rule on each case and the majority wins, whether it is a 9-0 unanimous decision or a 5-4 controversial decision. The decisions of the Supreme Court set a binding precedent for all other cases at lower courts and become the law of the land. For example, the Supreme Court provided a unanimous 9-0 decision in the 1954 Brown vs. Board of Education case that deemed it unconstitutional to provide separate public schools for black and white students. This case reversed many state laws and initiated the end of legalized segregation in many states. Important Civil Rights cases that followed cited this precedent and argued that if it was against the law to provide separate schools than it was also illegal to have separate drinking fountains, restaurants and public pools. Landmark cases like this change the direction and makeup of this country. Yet, hearing cases of this magnitude are part of the daily routine for the nine Supreme Court Justices, which is why the job interview is so rigorous and demanding.

There are a couple of unique points about becoming one of the nine justices who sit on the bench of the Supreme Court. First, it is not a job that anyone can apply for in the traditional sense. It's not like someone can submit an application or email a resume. The only way to get this job is to be nominated by the president of the United States. After being nominated, members of the United States Senate must confirm the nomination by voting for or against that person. Before the vote occurs, the Senate conducts a lengthy interview where members of Congress grill the nominee on every ruling that person has ever made and dissect every personal belief that person has ever espoused. The nominee is judged on her/his intellect, fairness on the bench and character. Very little of the individual's personal and professional life is left unfettered. The reason for all of this scrutiny is simple—an appointment to the Supreme Court is an appointment for life. No one can fire a Supreme Court Justice, so it is important to hire those who can be trusted to apply the laws of the land fairly to each and every case.

*Photo courtesy of Steve Petteway, Collection of the Supreme Court of the United States.*

According to President Barack Obama, Judge Sotomayor possesses that kind of integrity. "What Sonia will bring to the Court," he said, "is not only the knowledge and experience acquired over a course of a brilliant legal career, but the wisdom accumulated from an inspiring life's journey." What was not lost on the president was the significance of the first African-American president nominating the first Hispanic American to the Supreme Court. He saw this moment as historic and her story as inspiring. He went on to say, "This is a wonderful day for Judge Sotomayor and her family, but I also think it's a wonderful day for America." He knew in his heart that this was yet another step in the right direction for this country. "It's about every child who will grow up thinking to him or herself, if Sonia Sotomayor can make it, then maybe I can, too."

Those reading this chapter must ask themselves how this little girl succeeded to this level when so many others with similar barriers did not. There are several factors that help explain her rise to the top, albeit the most significant one was sitting in the front row when President Obama announced Sotomayor as his nominee for the Supreme Court. Sotomayor said, "I stand on the shoulders of countless people, yet there is

one extraordinary person who is my life aspiration. That person is my mother, Celina Sotomayor. I have often said that I am all I am because of her, and I am only half the woman she is."

A number of studies indicate that the best predictor of a child's success in school is the level of parental expectations. Sotomayor said of her mother, "She had almost a fanatical emphasis on education." Mrs. Sotomayor set this example by purchasing a set of Encyclopedia Britannica. Before the Internet came along, encyclopedias were one of the few ways to gain access to facts and knowledge outside of school or the library. According to Sonia, they were the only family in the projects to own a set of encyclopedias. Her mother also sent her children to private school. To pay for this type of education, she worked six days a week at a local hospital. In an effort to make more money, Mrs. Sotomayor wanted to go back to school to become a registered nurse. She could not afford the tuition, so she asked her children to work after school and during summer vacation. For two years, they all pitched in to make life better down the road. Sonia didn't see it as a sacrifice and said the experience inspired her to put an even greater emphasis on her education. "With an example like that," Sonia later commented, "My brother and I had no choice but to do well in school."

A couple of events in Sonia's youth helped her understand that tomorrow is promised to no one. At the age of eight, she was diagnosed with Juvenile Diabetes. This is a chronic disease that requires constant monitoring of her blood sugar levels, daily self-administered insulin shots and a major adjustment toward a healthy diet. While this diagnosis is not a death sentence if managed properly, it sent her a message that she was not infallible. Years later, a former boss and mentor, Robert Morgenthau, commented that her diabetes made her think that she wasn't going to be around forever and that her time on earth is very precious. Specifically, he said, "In case the disease affected her longevity, she wanted to accomplish and give back as much as possible."

The other life-altering moment came at the young age of nine when she witnessed her father collapse to the kitchen

floor while suffering a heart attack. He died the next day and the close-knit family was never the same. The loss of her father contributed to her shy and withdrawn nature as a pre-teen. She turned to books and her favorite was the Nancy Drew Detective Series. She liked the mystery and the adventure of it all. Unfortunately, an adult told her that being a detective was not a good career for a woman with diabetes. She found an alternative route in a popular television show called *Perry Mason*. Every week, she watched Perry Mason work his magic as a lawyer in the courtroom. While watching this show, she made a unique observation that changed her life forever. "I realized that the judge was the most important player in that room," Sotomayor said. "Every time Mason wanted to do something, he had to ask the judge for permission." At the young age of 10, she knew, "That was what I was going to be." Since that moment, she never deviated from that life goal of becoming a judge.

A popular quote says, "What doesn't kill you makes you stronger." In other words, a person's character is built in the difficult life circumstances and the struggle to overcome such turmoil. Instead of giving up or giving in, Sonia forged ahead and developed an ambition in life that clearly drove her to become the best version of herself. In eighth grade, she was the Valedictorian at Sacred Heart School. Four years later she delivered the Valedictorian Speech at Cardinal Spelling High School. In 1972, Sonia received a full-ride scholarship to Princeton University, one of the top universities in the country. Four years later, she graduated summa cum laude and won the Taylor Pyne Prize, which is given to the best overall student who reflects both strong grades and service. The next fall, she was accepted to Yale Law School, again on full scholarship. While there, she served as the editor of the *Yale Law Journal* and graduated at the top of her class. The following year she passed the New York Bar Exam and was certified to practice law in the state of New York.

While this story could certainly be about Sotomayor's determination, drive or perseverance, it is really a story about her integrity. At this point in her life, she had all the credentials

to land a job at one of the top law firms, making an annual salary that is commensurate with the top one percent of wage earners in this country. No one would have faulted her for it. In fact, that kind of career move is expected of someone in her position. Sotomayor, however, has never been driven by money or notoriety. She is driven by her integrity, which is an internal value system that is based upon honesty, fairness and ethical principles. An individual with integrity uses those core values as a constant guide to make decisions. Instead of the safe and predictable route, she chose to take a job as an assistant district attorney for the City of New York. Her job was to prosecute individuals who were accused of breaking laws and, if warranted, put them behind bars where they can't do it again. She felt it was a noble profession—one that protected society and helped keep the streets safe. This meant a great deal to her as she saw the devastating effects of crime and violence first-hand while growing up in the city. In a way, she saw it as a way of helping low-income families who were stuck in a crime-infested city. However, most of her classmates at Yale were shocked by her decision to take a public service job with such low pay. She later commented, "They could not understand why I was taking this job."

She proved herself in that role, learning the ins and outs of the law—the kind of knowledge that they can't teach at an Ivy League Law School. Her greatest strength was relating cases to the jury using everyday language that the common citizen could understand. What really made her a standout was another hallmark trait she possessed—preparation. She prepared for every case like it was the most important one of the year. "I was taught to be thorough in my investigations, careful in my fact finding, meticulous in my legal arguments," she said. "Yet most of all, I was taught to do justice." Those around her noticed her promise. One supervisor merely wrote on an evaluation, "She is a superstar in the making." Another assistant district attorney described Sotomayor this way, "She had natural qualities of leadership and presence that, combined with her other professional attributes, made her shine with all the characteristics of a trial lawyer."

After leaving her job as an assistant district attorney, she started her own private practice and later became a partner at a larger firm in New York City. Still, she never forgot her childhood dream of becoming a judge. In 1990, one of her colleagues at the firm, David Botwinik, urged her to apply for an opening at a U.S. District Court Judge in New York. She initially declined, stating, "I had no chance of ever being selected for the most prestigious and respected federal district court in the nation." Botwinik insisted; he cleared her schedule for the week and assigned three support staff to help her complete the application process. In 1991, President George H.W. Bush nominated her for the U.S. District Court for the Southern District of New York. The following year, she sailed through the confirmation hearings by the Senate and was officially hired in August of 1992. She served in that position until 1997 when President Bill Clinton nominated her to sit on the Second Circuit Court of Appeals, the highest federal court in New York. This position put her on the fast track to the U.S. Supreme Court.

Being a judge is a serious responsibility because so much power comes with the job. Every ruling changes the lives of those on trial and this is not a job Judge Sotomayor ever took lightly. She understood that with great power comes great responsibility. "You're in a different position when you're the one signing that judgment of conviction," Sotomayor explained. "It's your name that's on that line and you're making the choice about how much time that person's life is going to be abbreviated in terms of their liberty." While sentencing deeply affects her, in the end, it's still about applying the facts to the case and making the best decision possible.

One unusual and consistent quality has stood out about Sonia Sotomayor—she is nice. Whether it is people who worked on her staff in the courts or lawyers who tried cases before Her Honor, most everyone comments on how polite and caring she was to them. Mark Citrin, an assistant on her staff in New York said, "No matter how harried she was, Sonia never failed to be pleasant and always said 'please' and 'thank you.'" Donald

Zavelo is a lawyer who worked on the famous Major League Baseball work stoppage case that Judge Sotomayor presided over. He reflected, "Judges don't have a lot of time to make people feel comfortable in their courtrooms or spend a lot of time with people, but she made everyone feel comfortable. She had a really human quality that was striking." While some people might not think being nice or polite matters, perhaps the following comment will help change some minds. "She was clearly a remarkable person and it wasn't surprising to see where she ended up," Zavelo recalled. We, as Americans, seem to root for friendly people who go out of their way to demonstrate kindness. It can certainly be argued that qualities like compassion, generosity and civility are just as important as being smart, talented and determined.

When President Obama called Judge Sotomayor on her cell phone to inform her that she was his choice for the Supreme Court, he asked her to make two promises. "The first was to remain the person I was, and the second was to remain connected to my community," Sotomayor relayed of the conversation. "And I said to him that those were two easy promises to make, because those two things I could not change." Indeed, Judge Sotomayor never forgot where she came from. She has consistently provided pro bono work for Latinos who could not afford legal representation over the years and she served on the board of directors for several organizations that look out for the rights of minorities. She believes that she routinely provided eight or more hours a week to such important causes, which is equivalent to adding one full workday to her week. She clearly felt an obligation to give freely of her time and effort. In her own words, "I, as an individual, believe that those of us who have opportunities in this life must give back to those who have less."

Judge Sotomayor's story should inspire us all and remind us what is possible if we put forth our best each and every day. We all have to start somewhere and Sonia started in the housing projects of the Bronx. Some 50 years later, those buildings have been renamed in her honor. No less than 13 high schools

have already been named after her as well. Why? She is an inspiration and a true role model for many Americans. What's so refreshing about her is that she openly embraces this role and tries hard to set the best example possible. One former supervisor, Richard Girgente, proudly said of her, "She felt she had opportunities many others did not have and therefore had a higher responsibility to be a role model." By no means is she perfect and she doesn't believe anyone can or should be perfect. However, her example is a blueprint that we all can follow—find something in life that brings you passion and fulfillment. If at all possible, set short- and long-term goals to turn that passion into your life's work. Don't let others tell you what is and is not possible for your future. Find the courage to turn your dreams into reality. Finally, and perhaps most importantly, live each day with integrity and purpose. Set a positive example for others based on doing what's right and ethical. For if you do, good things will undoubtedly come your way.

**EMPIRICALLY- INFORMED CHARACTER AND LEADERSHIP EDUCATION**

**IN FOCUSED HIGH SCHOOL CLASSROOMS: 15 YEARS OF**

**CONSENSUS, DEVELOPMENT, AND EVALUATION**

Joseph M. Hoedel and Robert E. Lee

Character Development & Leadership

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Abstract

This paper consolidates three concurrent programs of study from 2000 through 2015:

(1) Scientifically-determined consensus about which character traits are most relevant

to the needs of educators and students in the high school setting; (2) Progressive de-

velopment of a focussed classroom program to teach inculcate and grow character and

leadership skills to diverse students in high schools; (3) Efficacy demonstrations of that

evolving classroom program. This required the evolution of an assessment instrument

specific to the aims of the program. This article concludes with lessons learned and next

steps in this program of research.

*Keywords: character and leadership education, high school, adolescents, Delphi*

*method*

**EMPIRICALLY- INFORMED CHARACTER AND LEADERSHIP EDUCATION**

**IN FOCUSED HIGH SCHOOL CLASSROOMS: 15 YEARS OF**

**CONSENSUS, DEVELOPMENT, AND EVALUATION**

**Historical Context**

Academic consideration of the nature, composition, and development of character spans at least 2,000 years (cf. Wang and his colleagues, 2015). The narrative began with the philosophical discourses of classical philosophers, continued in the scholarship of major theologians, and evolved into a multivariate body of scholarship developed by researchers in social sciences and education (cf. Smith, 2013). Diverse social scientists currently discuss and/or explore a dynamic transactional developmental growth process of specified traits. Although some leading figures (e.g., Josephson, 2015) subsume all taxonomies of character traits under, e.g., *Six Pillars of Character*, consideration of what traits are meritorious, and their developmental trajectories, are now seen as relative to the cultures and subcultures in which they have been embedded (Berkowitz, 2012, and in press; Davidson, 2004; Davidson, Lickona, & Khmelkov, 2008; Ford & Lerner, 1992; Lerner & Callina, 2014; Lickona,& Davidson, 2005). These traits then have been explored with regard to a wide variety of process and outcome variables.

The seminal publication of *A nation at risk: The imperative for educational reform* (National Commission on Excellence in Education,1983) corresponded to or precipitated multivariate interest in character and moral development within specific educational subcultures, for example preschools (cf., Brophy-Herb, Kostelnik, & Stein, 2001), high

schools (cf., Hoedel, 2003, 2010; Liston, 2012;  Lowenstein, 1996), and undergraduate and graduate settings and programs (cf., Smith, 2013). Dependent variables — in fact, covariates (Corrigan, Grove,Vincent, Chapman, & Walls, 2007) — have included socialization to the school culture, positive and negative conduct, grade point averages, sexual promiscuity, and optimism (cf., Corrigan et al., 2007; Lee, 2014a).

**Contemporary Challenges in Educational Settings**

Contemporary research standards require that specific character traits be commonly accepted, defined, and their definitions measurable, that is, they should be clearly visible in here-and-now human behavior. This is required to enable the necessary replication of findings and valid attempts to extend expectations to additional settings. Nevertheless, these standards have not been met (cf. Berkowitz & Bier, 2004). Evaluation of studies and comparisons between them have suffered because of diverse (and sometimes unproven) conceptual and operational definitions of traits with the same names and the absence of suitable control groups. It is not yet clear that there is agreement about what character traits most meet the specific needs of consumers in specific settings, e.g., teachers and educational administrators concerned about the transition of students from middle school to high school, and from high school to college and adult life. Specifically, since the publication in1983 of *A nation at risk: The imperative for educational reform,* there have been numerous treatises offering opinions informed by historic literature,  professional experiences, and personality (e.g., Josephson, 2015; Levingston, 2009; Lickona, 1992, Liston, 2014; McKenzie & McKenzie, 2010). These unproven taxonomies have been used to structure interventions in educational settings (cf. Josephson, 2015; Liston, 2012).

If progress is to be made in theory and practice, it is necessary that all researchers concerned with character development situate their expectations and explorations within specific physical and social contexts in which individuals of a specified developmental stage are functioning. It is in the best interests of the field that those who wish to contribute to the body of scholarship exploring character development in high schools — including those who would promote facilitative interventions — arrive at a common taxonomy of relevant traits. These traits need to have commonly-accepted titles and be assessed in the same psychometrically reliable and valid way. That allows findings to be replicated and extended to new settings and populations.

That is why, beginning in the year 2000, Hoedel and his colleagues embarked on the program of applied educational research described in this article, to wit, *relevant character trait development through focussed education in high school classrooms.* Their first step was to scientifically arrive at consensus about what character traits would be most relevant to this specific group of educators and the students under their watch. If such a list of traits were acquired, it could form the core of a standard curriculum to be tested, first regionally, and then disseminated across the United States. On the basis of collaboration with the institutions that used it, both the curriculum, its pedagogical technique, and its outcome evaluations could continually evolve. This paper consolidates three relatively concurrent programs of study from 2000 through 2015: Scientifically-determined consensus about which character traits are relevant to the needs of educators and students in the high school setting; The evolution of of a focussed classroom program to teach inculcate and grow character and  leadership skills to diverse students in high schools; Evidence of the evolving program's efficacy.

**Process One:  A Scientifically-derived Consensus About What is to be Taught**

The first step toward program development with regard to character education and its empirical validation is to obtain consensus among relevant stakeholders, namely, those who have informed interest about character education in US high schools with regard to *what character traits should be commonly taught* given specific *contextual parameters*. Once educators have a roster of these desirable individual traits, they can take the next step of determining what specific, easily observed, and therefore *auditable* behaviors reflect the presence of these traits in school and community settings. Common active agreement about and use of these behavioral indicators are necessary when comparing the histories of participants and nonparticipants after interventions.

Be it concept or process, where matters are ambiguous (nuances within and between definitions or delineated parts of complex processes), the Delphi Method (cf. Turoff & Linstone, 2002) is considered to be the empirical "best practice" to arrive at consensus. "Character" is such a concept; "character education" is such a process. Comparable challenges in related fields of study support the use of Delphi methodology: Participatory action research in public health (Fletcher & Marchildon, 2011); Innovative interventions in education planning (Helmer-Hirschberg, 1966); Financial forecasting (Green, Armstrong, & Graefe, 2007).

**Procedures: Method**

The Delphi Process is a structured approach to group consensus through successive iterations of culling, comparing, and decision-making by the members of a panel. This panel is comprised of a representative group of content experts who have relevant - and often diverse - opinions and experiences. This panel is asked to answer

questions in an interactive process designed to clarify the participants' thinking and to arrive at a commonly-accepted conclusion. The process consists of several rounds of asking questions, summarizing the responses, and returning these summaries to the panel members for further consideration based on the findings to date. Convergence is promoted because common trends are recognized and outliers are conceptually integrated or set aside.Typically the questions are in writing, with a Likert-style format (e.g., "strongly agree… strongly disagree"; "very much alike"… "very much unalike") and opportunity for open-ended commentary. In each subsequent round of questioning, the panel members are given the distribution of Likert scores and transcripts of the commentary. Discussion of disagreements is expected to result in constructive insights (Dick, 2000). Face-to-face interactions often are used to uncover nuances, resolve confusion, and to keep panel members on-task.

**Participants.**

Recruitment for the current application began in 2001 with a panel of 22 national-level character education theoreticians and researchers, and those "in the trenches", namely, school administrators, teachers, and community mentors (e.g., youth pastors and athletic coaches). These individuals were recognized academics in this area of inquiry, and administrators and teachers at schools who had initially requested such a program. The academics were invited to collaborate and all but one accepted. The administrators and teachers recognized the importance of a "needs assessment" (Soriono, 2013) informed by their professional experiences in their school settings. The participants are described in Table 1.

Table 1

- An editor of a major academic family science journal

- The director of character education for a southeastern state, who also worked in the that state's department of public instruction

- A leader in the field of character education with a proven track record of transforming school climate and improving the character of students

- An academic whose entire career was comprised of educational leadership positions at the under-graduate and graduate levels

- A family and child scientist at a research-intensive land grant university

- The long-term superintendent of a major school district in a southeastern State

- A principal of a high school with 30 years of experience

- The director of an at-risk mentoring program for middle-adolescent youth

- The director of a state-wide fatherhood initiative with a background in family studies, adolescent development, and family therapy

- Two stay-at-home parents with a vested interest in their children's development

- Two youth ministers

-  Six community stakeholders of various educational and vocational levels

*Members of the Delphi panel (N = 18; 10  male, 8 female)*

Once recruited, these individuals were invited to indicate those character traits each considered "most important" to adolescent male and female 9th- through 12th-graders being successful in school and community. the panel's deliberations were informed by the "outside influence" of contemporary character education leaders. These included Josephson ("Six Pillars of Character", *2015;);* Davidson (cf. exposition of "moral character and performance character", 2004), and the pedagogical advice of Bennett (1996), Berkowitz and Bier (2005), Elkind and Sweet (1997), and Leming (2006). The panel's trait-generation task was in writing. Each panelist was required to provide both a definition and a rationale for the character trait she or he proposed. The resulting list was comprised of 102 traits, but there appeared to be considerable repetition and overlap. This redundancy was reduced by providing the panel members the total list of traits along with their definitions. They first were asked to describe what each trait would look like if it were manifest in clearly observable behavior ("*This is what this trait looks like in a middle adolescent socio-cultural context. This is how anyone would recognize it immediately and without doubt").* Next, informed with both the proposed traits definitions and presumed behavioral indicators, the panel rated each trait on a Likert scale ranging from "very much alike" to "very much unalike". The resultant ratings, plus two more in addition (facilitated by conference calls), shortened the list to 32 character traits.

*A major contextual limitation was that one trait was to be the focus of each of 17 weekly classroom lesson plans. Therefore, these 32 traits had to be reduced to the 17 traits the panel agreed were the most important to include in terms of the easily observable behaviors associated with them, for 9th- through 12-graders in their high school*

*settings.* The 32 items were returned to the panel members: each character trait, its

conceptual and operational definition, and a summary of why the panelists considered it

important to their respective school missions. The panels next decision-making process

was to rank order the list of 32 traits according to *each's importance to this population,*

*in this school setting, with regard to outcome goals, and ease of recognition.* The initial

processes had spanned 18 months. This last task required over a year: Four formal it-

erations facilitated by many personal consultations. The latter were needed to resolve

confusion, frustration, and stalemates so that the panel could work together efficiently.

**Results.**

The resulting character traits character traits are given in Table 2. They are not

rank-ordered according to their average rating. This listing is how they might fit into a

subsequent curriculum (cf. Hoedel, 2010).

The panel thought that the first six traits might be considered foundational, that

is, the floor upon which citizenship could be constructed. The next six traits were fo-

cussed on the  skills necessary for positive character growth in the students' *current* so-

cial environments. The last five traits addressed what good citizenship would look like

and be expressed in these students' futures. In addition to planting and cultivating

seeds of character, a premium was placed on leadership development.

Table 2

*Summary of Panel Consensus of the 17 Most Important Character and Leadership*

*Traits to be Taught to 9th through 12th Graders in a High School Class*

| Character Trait | Average Rating* | Definition in Mid-adolescence | Behaviors Indicating the Presence or Absence of trait |
|---|---|---|---|
| "**Foundational"** | | | |

| Character Trait | Average Rating* | Definition in Mid-adolescence | Behaviors Indicating the Presence or Absence of trait |
|---|---|---|---|
| Positive Attitude | 10.0 | Pro-social orientation, affirming belief systems, self-discipline | Optimism; internal causality; pro-social goals |
| Preparation | 10.0 | Priorities with realistic sub-goals | Articulating pathways to personal goals |
| Perseverance | 10.0 | Macro and micro steadfastness in school | Records of lateness, absences, completing assignments, preparation for tests; concern about grades |
| Respect | 10.0 | Good social judgment and deference to peers, educators and self | Civility of behavior and words: Positive and negative behavioral incidents |
| Honesty | 10.0 | Respecting the truth as well as demonstrating it | Caring about and obtaining high reliability ratings by teachers and peers; The relative absence of lying, cheating, and stealing. |
| Integrity | 10.0 | Developing personal values | Owning thoughts, actions, and consequences; internal causality |
| "**Skill acquisition**" | | | |
| Courage | 9.8 | Effective handling of peer group pressure; Defending beliefs and values | Names skills for resisting negative peer pressure; constructive arguing in class |
| Appreciation | 9.8 | Recognizing role models & understanding their significance in your life. | Admires specific role models from curriculum, school, community; Identifies with model |
| Composure | 10.0 | Effectively dealing with anger and aggression | Lack of citations, number of positive and negative instances |
| Empathy | 9.8 | Positive communication skills | Demonstrates active listening (listen, clarify, confirm, accept multiple realities) |
| Gratitude | 9.8 | Feeling grateful for external resources | Finds and uses external resources; Asks for help; Expressing thanks |
| Compassion | 9.8 | Concerned awareness of peer victimization | Addressing incidents of bullying; helping, not hurting, potential targets |
| "**Positive futures**" | | | |

| Character Trait | Average Rating* | Definition in Mid-adolescence | Behaviors Indicating the Presence or Absence of trait |
|---|---|---|---|
| Tolerance | 10.0 | Demonstrating tolerance for diverse populations | Accepting multiple realities; Negative reactions to out-groups v. inclusion |
| Service | 9.8 | Puts welfare of others ahead of self | Names as important value; Incidents of altruism and volunteering |
| Loyalty | 9.8 | Sustaining long-term relationships | Number of friends and length of friendship; Longest time held job; Longest time in romantic relationship; School pride |
| Responsibility | 9.8 | Cultivating employability in the workplace | Showing initiative, being present and on time, completing assignments, grade-point-average |
| Leadership | 9.5 | Becoming a leader | Expressed desire to lead, take charge; resist peer pressure |
|  |  |  | *Standard deviations < .5 |

**Discussion.**

There was much basic agreement among the panelists by the time that the proposed traits reached the final stage. Certain traits did not make the final list simply because the number of usable weeks in a semester was limited and the proposed character education curriculum presupposed immersion in only one trait each week. Moreover, in debriefing sessions, traits with high average ratings were eliminated because each was too difficult to define uniquely in discrete, observable behavior (e.g.,"humility," civility," and "good judgment"). Some popular traits struck the panel as more elementary-school-oriented than high school appropriate (e.g., "compassion" replaced "kindness").

In Table 1, some traits appear to be synonymous. One such pair is "integrity" and "honesty". However, the panel decided that each was unique. Integrity was defined as an internalized set of values that guides decision-making processes.  Honesty was considered concern for truthfulness in one's thoughts, responses, and behaviors, that is, the relative absence of lying, cheating, and stealing. Another apparently synonymous pair might be "appreciation" and "gratitude". In this pair the panelists wished to distinguish between recognizing, understanding, and accepting the value of role models in their socio-cultural worlds as opposed to being aware of, valuing, and inclined to use these positive resources in their lives.

The reader will appreciate that this consensus list of traits includes both "moral" and "performance" character traits (cf. Davidson, 2004). The importance of both categories has been argued compellingly and empirically demonstrated in high school students (Lickona & Davidson, 2005).

Subsequently, panelists and consumers have suggested other traits that were not considered in the first study, e.g., traits that are the opposite of "apathy" (considered by all to be "Public Enemy # 1" in grades 8 through 12). Such antitheses might be "grit", "desire", and "determination". Some panelists have regretted the absence of "fairness". They were not convinced that it was embedded in "honesty".

For the past decade the 17 traits have been at the core of an evolving character education curriculum (see Hoedel, 2010). There has been a feedback loop between consumers and the author and his panelists. This has been informed by student self-reports and open-ended commentary at the completion of their participation. Because the Character Development and Leadership Program has been a program-in-process, the

author and his panelists have been using this consumer feedback and community consultation to inform future evolutions of the program.

## Process Two: Curriculum Development

Having described the process of acquiring *what* should be taught to *whom* (namely, 9th through 12th grade students), how that might best be accomplished is the next consideration.  Key structural elements of the CD&L Program have evolved based on continuous feedback across the last decade from stakeholders and the outcome studies summarized below in Stage 3. These elements clearly differentiate the CD&L Program from other programs in the field. Moreover, the iterations of reviewing and renewing resulted in multi-faceted presentations designed to effectively interface with diverse student learning styles. In addition, feedback from stakeholders relative to program funding led to increasing alignment of CD&L content and processes with the ELA and ELD common core standards.

### Origins

The program of scholarship described in this paper began in 2000 in response to an informal request for proposals by a high school principal in a southern state. Specifically, students were making poor choices and getting into serious trouble in school and the community (considered to be *character* deficits) and upperclassmen were no longer constructively mentoring underclassmen academically or socially (aspects of *leadership.*) The request was to provide an innovative semester course that "instilled character and leadership" in a mix of academically and socially challenged high school students. It strove to target the cognitive, emotional, and behavioral development of its participants by engaging them in ways that were relevant and of high-interest to them.

As a graded for-credit course, it would also be academically challenging – requiring reading, writing, second-order thinking, and oral presentations. Seventy-five students voluntarily enrolled, with approximately 20 selected for each of the next four semesters. The curriculum subsequently became a living document: Its development has continuously been informed by educational research and the participant observations of current and former inhabitants.

Through a process of continual feedback, certain lessons were learned from the first students onward:

- Students responded much better when a consistent and predictable format was presented (i.e., students knew what to expect on a daily basis and could prepare for it).

- The content had to relate to the students' experiences.  It needed to challenge students to examine their own lives in a variety of ways.

- Since students have different learning styles, the lesson plans needed to engage those learning styles.

- Students wanted to be active learners. They wanted to participate in discussions, writings, and video analysis.

- Students lacked a fundamental understanding of who and what is a "role model".

Accordingly, such lessons informed the structure and content of the curriculum. The structural changes also were in accordance with contemporary educational research that has uncovered the classroom management practices of highly effective high school teachers (e.g., Anderman, Andrzejewski, & Allen, 2011; Berkowicz, 2009; Corso, Bundick, Quaglia, & Haywood (2013).

**Curriculum Structure**

To ensure the content was meaningful and relevant to the students' lives, each character trait was paired with a weekly topic that directly related to the students' immediate and future development. For example, perseverance was taught in the context of "The Importance of Education," and responsibility was taught in the context of "Employability and Workplace Skills". Stakeholders agreed that these topics were something students "are dealing with," "will be dealing with," or "should be dealing with."

Each week focussed on a specific character trait. Within that week each day had a heading. These headings provided consistency for the teacher and the students. Participants knew what to expect and when to prepare.

- *Ethical Monday*

- *Character Movie Tuesday*

- *Role Model Wednesday*

- *Leadership Thursday*

- *Assignment Friday*

Housed within each day of the week were a set of 10 consistent lesson plans. Each week had an identical — and therefore, predictable — pedagogical format template. For example, Figure 1 illustrates what this template looks like when applied in Week 3. The following paragraphs describe the 10 lesson plans and how they fit into the format.

***Ethical Monday, Lesson Plan 1: Quotation Exercise****.* This is an informal, low-stress way to introduce the trait and topic. Traits are defined and quotations from both historical and anonymous individuals are provided. Students provide short-answer re-

sponses about the context and meaning of the quotation, followed by classroom discussion.

      ***Ethical Monday, Lesson Plan  2: Ethical Dilemma.*** Real-life scenarios are used to challenge students to contemplate choices, options, consequences, different points of view, etc. to help them with critical thinking skills and judgment. Students provide written short-answers and then participate in debate/discussion.

      ***Ethical Monday, Lesson Plan 3: Lecture.*** Students receive weekly direct instruction and collaborative question prompts from research-based lectures supported with curriculum-provided Power Points, visuals and handouts.

      ***Character Movie Tuesday, Lesson Plan 4: Character Movies.*** Students view, discuss and debate selected scenes from appropriate popular movies that embody the featured character trait. Verbal and/or written responses to follow up questions challenge students to critically analyze these video segments from multiple points of reference.

      ***Role Model Wednesday, Lesson Plan 5: Role Model Readings.*** A textbook has been written which provides the biographies of 17 role models who exemplify each of the 17 traits covered in the curriculum. Each week students read a 10-page biographical narrative about a historical or contemporary person. Chapter quizzes and discussion questions spur in-depth analysis of each featured role model.

      ***Role Model Wednesday, Lesson Plan 6: Community Role Model.*** Understanding that "true" role models reside in the students' community (i.e., lived in the same neighborhoods, graduated from the same schools, and looked like the students), community leaders are brought into the classroom each week to reinforce the importance of

the character traits covered in the class. The speakers tell personal stories, provide life lessons, and encourage students to reach their full potential.

> ***Leadership Thursday, Lesson Plan 7: Basic Skills.*** Practical and essential skills are provided for each module to help students become successful in school and beyond. Almost all of these skills are behavioral in nature, so differences can be observed immediately.

> ***Leadership Thursday, Lesson Plan 8: Blog.*** An on-line blog provides a positive, negative, or controversial current event related to character and leadership. An overview and a link to a short news video is provided along with the blogger's (developer, Joe Hoedel) perspective. Follow up discussion questions seek to inspire students to contemplate the importance of character and leadership in today's society.

> ***Leadership Thursday, Lesson Plan 9: Leadership Principles.*** Virtual lectures on 17 leadership principles are provided on the website by various leaders. Students will learn the key components of timeless leadership, which will help them become successful in school, career and their personal lives. Discussion and social media questions accompany each principle.

> ***Assignment Friday, Lesson Plan 10: Expository Writing Assignment.*** Students write expository or persuasive essays about core beliefs and character related issues. This serves as a final academic written assignment that students will present in a formal oral presentation to classmates.

**Figure 1**

**Lesson Plans Template, Week 3 ("Perseverance")**

Word of the Week: Perseverance

Quote of the Week: "I have learned that success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome while trying to succeed." (Booker T. Washington)

Points of Emphasis:
• Help students understand why it's very important to do well in school and graduate.
• Compare and contrast the demands of education now vs. the early 1900's.
• Challenge students to implement study skills into their homework routine.
• Challenge students to commit to the 6-week academic challenge.

Ethical Monday:
• Present an overview of the week by showing the Week 3 Power Point presentation.
• Direct students to complete quote exercise and follow with a discussion.
• The ethical dilemma is geared around high school dropouts.
• Lecture on the importance of education. Many people tell students to stay in school, but they don't tell them why.

Character Movie Tuesday: *Rudy*

Role Model Wednesday: Quiz and discussion on Chapter 3 - Booker T. Washington. Be sure to emphasize the importance of perseverance during the discussion.

Leadership Thursday:
Skill: Study Skills
Speaker: _____
Leadership Principle: *The Misperceptions of Leadership*
This lecture is located at www.characterandleadership.com. Click on the Leadership Principles Button.

Assignment Friday: Today's work force requires more skills and education than ever before. Yet, three out ten students drop out of high school. 1) What profession would you like to work in when you grow up, and what kind of education do you need to obtain that job? Note: do not list professional athlete, singer, actor or other long-shot dreams. 2) If you were the principal of this school, what specific steps would you take to keep students from dropping out? 3) What was the most challenging experience you ever had in school? What did you do to persevere through that experience?

ATTENTION: Be sure to check www.characterandleadership.com and click on the blog button to view the weekly post. Dr. Hoedel puts links to current events, provides commentary and asks discussion questions. To receive notifications about blog posts, instruct students to "follow" us on Twitter@CDandLeadership and use #CDandL or "like" our page on Facebook at Character Development &Leadership. Students are encouraged to provide respectful comments in and outside of class.

**Learning Styles**

These 10 lesson plans align with the diverse learning styles of students (see up-dated review in Moussa, 2014). Through the use of didactic lecture (leadership princi-ples), reading (role model readings), writing (writing assignments), video (character movies), small (blog posts) and large group discussion (ethical dilemmas), oral presen-tation (writing assignments), and behavior modification (basic skills), students are able to grasp the concepts of character and leadership in a multi-dimensional fashion. In 2014, this course was modified and expanded to instruct students using a 100% online platform (e.g. schools using one-to-one laptops, virtual or distance-learning modalities).

**Alignment with ELA & ELD Common Core Standards**

The Common Core Standards have been adopted by most states (cf. Common Core Standards, 2015). Current and potential users of the CD&L Program have ob-served that, if its curriculum were structured to meet both ELA and ELD standards, it could serve a dual purpose, namely, teach pro-social values while improving English proficiency (cf. Character Development & Leadership Program, 2015a). This dual fea-ture was achieved by a panel of English teachers from a large western state.  At the conclusion of a 6-month process, the panel agreed that the CD&L Program supported:

- 80% of the ELA College & Career Readiness Anchor Standards

- 75% of the 8, 9 & 10 ELA Speaking, Listening, Reading & Writing Standards

- 60% of the 11& 12 ELA Speaking, Listening, Reading and Writing Standards

This alignment has allowed many secondary schools to use the CD&L Program to re-

ceive English credit while also getting financial support.

**Modes of Implementation**

The CD&L Program was initially taught as a stand-alone for-credit course on a

block (90 minute) schedule. While the "weekly format" hasn't changed, approximately

40% of the 1,800 schools nationwide do not use it in the original manner (Character De-

velopment and Leadership Program, 2015c). For example, hundreds of schools use this

in a homeroom format, extending the 180 lesson plans to cover 3 or 4 years of instruc-

tion without redundancy. Some choose to integrate this program in already existing

classes, such as JROTC, Heath, Physical education, Business, and Career Manage-

ment. Some schools prefer to focus on seniors, some on at-risk freshmen, and some as

a high school elective. Some schools require their students to take the course as a re-

quirement for graduation. In contrast, some school districts prefer using the CD&L Pro-

gram in a middle school setting. From its inception schools have had the freedom to

choose how to implement the CD&L Program in order to meet their unique goals and

objectives. Ironically, while facilitating its acceptance, this freedom of implementation

has presented challenges to its mission of empirical development and validation. These

program evaluation challenges will be discussed in the final section.

## PROCESS THREE: EMPIRICAL SUPPORT

Since 2001, over 1,800 schools from all 50 states have participated in the evolv-

ing Character Development and Leadership Program (2015b). Many of these have vol-

untarily participated in process and outcome evaluation, and the results have been used

to continuously modify the program.  In this section the findings to date are summarized.

This compilation is timely. There may be a sea change occurring in contemporary char-

acter education. These predicted changes involve diverse on-line materials and dis-

tance learning. Outcome results from the emerging on-line programs will need to be

compared to those based in traditional classrooms.

Beyond the continuous adjustments informed by program administrators, staff,

and students, outcomes assessment was in place from the beginning (see Hoedel,

2003, 2005). These are compiled in Table 3. In the first years (2001-2003) there was

only one class each semester for two full years. Eighty-three 9th- through12th-graders

comprised the first four classes. This was a school in which 73% of the student body re-

ceived free or discounted lunches. A typical breakdown of the classes were 70% African

American, 25% white and 5% Hispanic. At that time, two hundred-seventy dependent

variables were tracked by collaborators at the University of North Carolina at Greens-

boro. A pre- and post-program test design compared participating students to an equiva-

lent group of non-participating students. The program developers recorded outcomes of

the most urgent interest to the school system administrators: **Tardies, absences** from

school, **in-school suspensions**, incidents of **bullying** toward peer male and females,

and **drug-use.** All of these decreased at the same time that grade point averages (GPA)

increased. These changes were statistically significant and were much greater than any

changes in the comparison groups.  In fact, the comparison groups demonstrated an

*increase* in absences and in-school suspensions over that same period of time. There-

fore, the desirable outcomes were associated with participation in the CD&L Program.

Table 3. *Summary of CD&L Program Outcomes Research to Date*

| | | Participants: In all cases socioculturally diverse | Control group | Statistically significant changes attributable to CD&L participation |
|---|---|---|---|---|
| 2001-2003 | CD&L Developer; UNCG | 83 at-risk high school students | Yes | Compared to control group, decreases in tardies, absences, in-school suspensions, and peer aggression; Increased GPA. |
| 2004-2005 | CD&L Developer | 825 9th graders in 11 high schools | Yes | Compared to control group, better attendance, fewer in-school suspensions, increased GPA, and increased passage of 9th-grade EOC. |
| 2006-2008 | Weikert | 2,632 9th-12th graders from 72 schools | No | Significant positive self-reported changes in 3 of 4 anti-social and 3 of 5 pro-social clusters of attitudes and behaviors. |
| 2009-2010 | Weikert | 1344 9th-12th graders from 34 high schools | No | Significant positive self-reported changes in all 4 anti-social and 2 of 5 pro-social clusters of attitudes and behaviors. |
| 2012-2014 | Lee | 1574 9th-12th graders from 34 schools | No | Significant decrease in absences, tardies, fights, and suspensions. Overall positive changes in pro-social attitude and behaviors but not evenly across the expected clusters. |
| 2013 | Neiderhouse (hybrid) | 10 male and females in 11th and 12th grades | Yes | Substantial decrease in detentions and suspension; little or no change in control group. |
| 2014-2015 | Lee | 999 9th-12th graders from 32 schools | No | Significant decreases in all 6 antisocial school behaviors: absences, tardies, theft, fights, suspensions, and cheating; and plagiarism; Moderate increase in all prosocial behaviors, e.g., demonstrations of positive values, "Emotional IQ, and optimism in pursuit of mainstream goals. |

In the 2004-2005 school year, 28 of 74 participating high schools submitted outcomes data. Four additional high schools agreed to provide a comparison group. A total of 825 9th grade students from rural and inner-city high schools in a southeastern state completed the CD&L Program course as part of a freshmen academy. They completed surveys at the time of the CD&L Program's beginning and ending. Their schools collected official office data on attendance, suspensions, grade point averages and End of Course Tests (EOC, *No Child Left Behind; see* New America Foundation, 2014*)*. In fact, the CD&L students had an attendance rate of 96% compared to an 89% rate for students who did not take the course. Students who took the CD&L course also improved their group's average GPA from 2.1 in the 8th grade to 2.4 in the 9th grade. In contrast, the average GPA of the comparison group decreased from 2.4 in the 8th grade to 2.3 in the 9th grade. Moreover, the students who took the CD&L course were put in in-school suspension an average of 1.2 days during the semester they took the course, whereas freshmen who did not take the course were put in in-school suspension an average of 1.9 days in the same semester. CD&L participants also performed better on the two academic assessments (EOC, English and Math) administered under *No Child Left Behind*. The previous year only 45% students of the 9th-graders had passed their 8th grade English EOC test and only 25% passed their 8th grade math EOC test. The next year, after participating in the CD&L Program, 71% of the students passed their English EOC test and 47% passed their math EOC test. Finally, in their self-report surveys upon completing the CD&L Program, participants demonstrated increases in pro-social attitudes and more incidents of pro-social behavior in their schools and communities.

From 2006 to the present date, annual or biennial research outcome studies have been completed by CD&L personnel and given to the participating schools as technical reports (see Weikert, 2008 through 2010, and Lee, 2014a, 2015a). For these reports outcomes were assessed using a standardized self-report survey completed by participating students at the beginning and end of their CD&L Program. There were 87 items in this self-report. They were taken from those observable behaviors originally provided by the Delphi panel (see column three, Table 2). In this self report  students indicated the frequency of undesirable school behaviors (truancy, lateness, cheating, stealing, theft, and substance use). They also indicated the extent to which they were informed by pro-social attitudes and character traits, and engaged in prosocial acts (standing up for a beleaguered student, resisting peer pressure, demonstrations of altruism, and so on). Finally the students indicated the extent to which they predicted the learned character traits would be connected to success in their present and future lives, including their academic progress. *Review of these self-reports suggested that they were credible. Both the "before" and "after" surveys consistently contained many revelations of substance use, theft, cheating, and bullying. Many students also made very bold statements about their teachers, their classmates, the class, the textbook, and their participation. Moreover, although student feedback has predominantly been positive over the years, there has always been a smaller-but-outspoken chorus of negative voices (about 10-15% annually).*

CD&L Programs in each of these years uniformly obtained what appeared to be statistically-significant decreases in undesirable behaviors and the predicted increases in pro-social behavior and attitudes. However, there were no comparison groups. There-

fore the students' self-described changes in their attitudes and behaviors during that

academic term could not be firmly attributed to the specifics of CD&L Program participa-

tion.  After all, the students were 6 months older at the end of their CD&L participation

and some changes could be the result of developmental maturation. It also is possible

that the positive changes were not because of the program content, but because the

students were being observed (the so-called "Hawthorne Effect").

     A small study (Neiderhouse, 2013) integrated  the CD&L curriculum into a ser-

vice-learning course format. Ten male and female 11th and 12th graders were consid-

ered "behaviorally at-risk" because each had at least 10 detentions and/or one suspen-

sion the prior semester. These students enrolled in the semester-long class. Ten equiva-

lent students did not and thereby provided a comparison group. After the course, an au-

dit of school disciplinary records indicated that course participants had a substantial de-

crease in detentions (before, average 7.8 per student; after, 2.8) and suspensions (be-

fore, average 1.2 per student; after, 0.1). Prosocial attitudes and goals were discovered

to be pervasive when qualitative analysis was made of interview data, written self-de-

scriptions, and other products produced in the course. In contrast, the disciplinary

records of the comparison group did not show any positive changes.

     A final word about the student self report. A decade has passed and, at consumer

request, over the years some items have been deleted from the original survey, some

reworded, and some added. Prudence dictates a thorough psychometric review of the

survey. Lee (2015b) therefore compiled and statistically explored all of the students' self

reports from academic years 2012-2014. There were 4,331 surveys from 73 sociocul-

turally diverse schools across the nation. Fifty-one percent of the students were female

and 49% male. Confirmatory factor analysis indicated that the contemporary instrument remained structurally sound. Cronbach's alpha was .82 for the entire survey. Nine oblique factors were identified, matching the identities predicted by the developers. There were three additional factors with inconsequential loadings; Each accounted for less than 1% of the variance in the overall data. there also were 12 non-performing items included within the nine major factors. A revision was in order. The three under-performing factors and their items were eliminated. The 12 non-performing items also were deleted. Five new (experimental) items were added. This revision, titled the *Student Self Report Survey* (SSRS), is being used for Academic Year 2015-2016 and its internal and external validity will be explored when those data are available.

**Lessons Learned**

From the beginning the CD&L Program of scholarship has been consistently exploring what is needed to instill character development and leadership traits in U.S. middle and late adolescents. Therefore, formal and informal feedback from the stakeholders and participants has guided its evolution.  Although the quality of the research has varied over time (for example, sometimes using only self-reports and not having comparison groups), the data obtained thus far suggests that the CD&L Program proponents are on the right track.

However, those chosen to evaluate its outcomes must apply more rigor to the task. Assessments by the students themselves will always be crucial. These surveys indicate the extent to which they themselves are trying to internalize the desired traits. Nevertheless, evaluations need to consistently include academic and disciplinary records in order to determine what extent the participants' actual behavior matches their

professed beliefs as well as the short-term behavioral outcomes desired by teachers and administrators. Moreover, attributions of positive outcomes can only be attributable to the CD&L Program if non-participating students do not demonstrate these changes. This is accomplished with well-conceived comparison groups.

After careful review of the data from 2012 to 2014 CD&L Program stakeholders determined that several process factors must be addressed. First and foremost, the diverse schools are using the CD&L Program in diverse ways with diverse students (c.f., Hoedel, 2015b):

- It is being used in private and public high schools, middle schools, and alternative schools.

- It is being taught as a stand-alone class in character and leadership education. But it also is being taught as a:

  - Freshmen (9th grade) academy (very popular)

  - Vehicle for ELA and ELD English courses

  - Elective leadership course

  - Class for at-risk students

  - Senior-level capstone course

  - Home room/advisor approach

  - Setting for in-school suspension

The goals and processes of these different innovations overlap or differ. The students may differ widely in their perception of the class, motivation, academic assets, social norms, and learning styles. In short, efficacy assessment must differ depending on intentions for the class and its enrollment. For example, members of an elite capstone

leadership class presumably are more academically and socially mature than at-risk students in the same school. Since they already may take pride in their GPA, are future-oriented, and disinclined to disruptive academic misbehavior, there is little "room to grow". They start out with high scores and end with them. In addition, when the en-rollees of these elite classes are grouped with 9th graders and/or at-risk students, group averages reduce the opportunity to discover meaningful changes in sub-groups.

Clearly, it is time to shift from "all schools" aggregate reports to assessments that compare and contrast changes within and between program contexts, participant vari-ables, and curriculum and classroom structural factors. At issue is what can be predict-ed to most efficiently and firmly obtain specific outcomes for a specific group of stu-dents. For example, classroom structure - e.g., detailed use of the textbook, being held accountable for work - and how authority is exercised can be expected to influence out-comes in mandated correctional classes (e.g., Sprick, 2013). On-line materials and a more relaxed teaching style may suit "leadership academies" and senior capstone cour-ses.

A second assessment concern is a corollary of the first. If social scientists are to assess the effects of a program, that program must not differ from person to person, context to context. Future studies should compare schools that implement this program in similar ways (e.g., on-line format, in a homeroom) to similar students (e.g, 9th-graders considered to be at risk in their transition to high school). This requirement stands in opposition to those who market programs while assuring that its consumers can adapt it as it suits them to do so (e.g., Neiderhouse, 2013). In the trade, programs such as the CD&L Program are called "manualized programs" because an operations

manual designates how they are to be conducted. The extent to which consumers in fact faithfully follow the procedures (administering the program, assessing its value) is called "treatment fidelity" (cf., Lee, 2014b). In the 2012 -2014 surveys the students' written commentaries indicated substantial diversity in how the curriculum was taught: Some used the textbook; others did not. Some used multi-media material; others were free-flowing and open-ended. In some classes the students were held accountable for work; in others they were not. Clearly there needs to be more collaboration between the CD&L Program developers and its users with regard to quality control.

To sum up, historically the CD&L Program has enjoyed a positive and enthusiastic collaboration between its developers and its consumers. As the collaboration continues the developers of the CD&L Program and its consumers will benefit if they keep the above three assessment concerns on their CD&L dashboards: The clarity provided by comparison groups, keeping evaluations linked to specific formats (e.g., leadership vs disciplinary classes), and program fidelity. Because the CD&L Program is a living and evolving process embedded within and transacting with complex larger systems (education, community), these assessment goals are aspirational. That is what makes them a "dashboard" item, to wit, something on which to keep an alert eye.

## CONCLUSION

This paper narrates the logical first steps in evolving a program of scientifically-based pedagogy. It has employed best empirical practices to achieve consensus about what character traits should be cultivated in focussed classrooms for contemporary 9th- through 12th-graders for mainstream success. It has acquired a somewhat uneven but consistent program of outcome determination. It has created and sustained a continu-

ous feedback loop between program developers, evaluators, and consumers. The on-

going mission remains the evolution of a character education program for middle ado-

lescents in their schools that not only is student-friendly but also is informed both by

theory and empirical data. Moreover, as Lickona and Davidson (2005) observed: Some-

times "data leads to … grounded theory".


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**Alignment with Common Core Standards for English Language Arts (ELA)**
**English Language Development (ELD) or English Language Learners (ELL)**

To date, 46 states and the District of Columbia have adopted the Common Core Standards Initiative for English Language Arts, including updated secondary English Language Development standards for English as a Second Language learners. **In 2012, the Character Development & Leadership Curriculum and the Role Models textbook were aligned to serve these new national standards.**

In an effort to assist districts and schools wishing to utilize this course as a primary source (English course) or as a secondary English supplement (remedial or other elective courses) that develop core ELA and ELD academic language capabilities, the following citation list has been created to demonstrate how and why this program specifically aligns with the new Common Core ELA standards.

**Overall Alignment**
The Character Development & Leadership (CD&L) Curriculum and Role Models textbook:
- Supports 80% of the ELA College & Career Readiness Anchor Standards
- Supports 75% of the 8, 9 & 10 ELA Speaking, Listening, Reading & Writing Standards
- Supports 60% of the 11& 12 ELA Speaking, Listening, Reading and Writing Standards
  (CD&L Curriculum specically supports non-fiction & expository literary standards)

**Points of Emphasis**
- The course transitions seamlessly from a low-stress, casual student engagement environment to activities that supplement specific English & ELD Curriculum goals.
- The structured set of 10 lesson plans per module address all learning styles and is highly engaging, interactive and meaningful, even to the most reluctant learners.
- Each module starts with informal, social language inquiry survey questions & natually progresses to the more formal, academic speaking & writing assessment language students must master.
- Weekly writing assignments provide expository and persuasive writing practice that exceeds national formal writing rubrics.
- The Role Model textbook contains high-interest biographical units that address the common core standard directive demanding 70% expository text use.
- The reading, writing, higher-order thinking, public speaking, community involvement & debate aspects of this course develop better thinkers, readers, writers and students.
- The high interest and interactive nature of the program is the key to success in using this curriculum to support both Character Development & Leadership and ELA skill building goals.
- No matter how it is implemented, the CD&L Program supports reading and writing test scores and meets new common core standards for ELA and ELD.

**Purchasing & Funding:** Because the new ELA & ELD core standard focus on non-fiction text mastery and academic language use, the CD&L Program now falls well within the support material guidelines used by districts when purchasing materials to assist students in the Socially and Economically Challenged and Second Language Learner funding subcategories.

**Specific Alignment of 10 Lesson Plans:** The Character Development & Leadership program provides a consistent format using 10 diverse lesson plans to teach each of the 18 modules. Regardless of how this program is implemented, these lesson plans are repeatedly taught in the context of a new character trait that is paired with a topic (i.e. responsibility is taught in the context of the topic of employability and workplace skills). Below we clearly identify how the 10 lesson plans specifically align with the ELA & ELD national common core standards:

**1) Word/Quote of the Week Exercises**: The featured character traits is individually and collectively defined, discussed and debated via direct instruction. Students are then prompted to provide, in both informal and academic language, oral and written responses to explain the meaning and theme for a featured quote from a historically significant person. Students are required to explain the featured quote and determine how it ties in with the character trait. Teachers can socratically engage students in oral discussions to improve informal language development or focus on written responses to improve formalized ELA or ELD skill sets.

> **ELA College & Career Readiness Anchor Standard**
> **Speaking & Listening**: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3 , SL.4 , SL.6
> **Reading**: CCSS.ELA-Literacy.CCRA.R.1 ,R.2 ,R.3 ,R.4, R.8 , R.10
> **Writing**: CCSS.ELA-Literacy.CCRA.W.1 ,W.2
> **Language**: CCSS.ELA-Literacy. CCRA.L.1 ,L.2 ,L.3 ,L.4, L.6
>
> **ELA » Speaking & Listening »**
> **Grade 8**: CCSS.ELA-Literacy SL.8.1 , SL.8.2 , SL.8.3
> **Grade 9-10**: CCSS.ELA-Literacy SL.9-10.1 , SL.9-10.2
> **Grade 11-12**: CCSS.ELA-Literacy SL.11-12.1 , SL.11-12.2

**2) Ethical Dilemmas:** Ethical dilemmas are provided in relation to the featured trait that is paired with the featured topic. Students provide short-answer written responses and then engage in lively and persuasive discussion/debate. The teacher-lead activity supports the formal written assignment required at the end of each module. The end result is improved higher-order thinking and decision-making skills, delievered painlessly in a format that students and teachers enjoy.

> **ELA College & Career Readiness Anchor Standard**
> **Speaking & Listening**: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3 , SL.4 , SL.6
> **Reading**: CCSS.ELA-Literacy.CCRA.R.1 ,R.2 ,R.3 ,R.9 ,R.10
> **Writing**: CCSS.ELA-Literacy.CCRA.W.3 ,W.4
> **Language**: CCSS.ELA-Literacy. CCRA.L.1 ,L.2 ,L.3 ,L.5
>
> **ELA » Speaking & Listening »**
> **Grade 8**: CCSS.ELA-Literacy SL.8.4 ,SL.8.5 ,SL.8.6
> **Grade 9-10**: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
> **Grade 11-12**: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6
>
> **READING: ELA » Reading: Informational Text »**
> **Grade 8**: CCSS.ELA-Literacy.RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10
> **Grade 9-10**: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10
> **Grade 11-12**: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10
>
> **ELA» Writing »**
> **Grade 8**: CCSS.ELA-Literacy W.8.1, W.8.2, W.8.3  , W.8.4 ,W.8.5 ,W.8.6 ,W.8.7 ,W.8.8 ,W.8.9 ,W.8.10 **Grade 9-10**: CCSS.ELA-Literacy W.9-10.1, W.9-10.2, W.9-10.3 , W.9-10.4 ,W.9-10.5 ,W.9-10.6 ,W.9-10.7 ,W.9-10.8 ,W.9-10.9 ,W.9-10.10
> **Grade 11-12**: CCSS.ELA-Literacy W.11-12.1, W.11-12.2 , W.11-12.3 ,W.11-12.4 ,W.11-12.5 ,W.11-12.6 ,W.11-12.7 ,W.11-12.8 ,W.11-12.9 ,W.11-12.10

**3) Weekly Lectures/Points of Emphasis:** Students receive weekly direct instruction and collaborative question prompts from lectures supported with curriculum-provided Power Points, visuals and handouts. These teacher led sessions provide research studies, statistics and background information on each of the 18 weekly topics, i.e. The Importance of Education, Cultural Competence, Employability and Workplace skills, Setting Goals & Priorities… and are linked to the featured character trait of the week.

**ELA College & Career Readiness Anchor Standard**
**Speaking & Listening**: CCSS.ELA-Literacy.CCRA. SL.5 , SL.6
**Reading**: CCSS.ELA-Literacy.CCRA.R.1 ,R.2
**Writing**: CCSS.ELA-Literacy.CCRA.W.1 ,W.2 ,W.3 ,W.4 W.7 ,W.8
**Language**: CCSS.ELA-Literacy. CCRA.L.6

**ELA » Speaking & Listening »**
**Grade 8**: CCSS.ELA-Literacy SL.8.1 , SL.8.2 , SL.8.3 ,SL.8.4 ,SL.8.5 ,SL.8.6
**Grade 9-10**: CCSS.ELA-Literacy SL.9-10.1 , SL.9-10.2 ,SL.9-10.3 ,SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
**Grade 11-12**: CCSS.ELA-Literacy SL.11-12.4 ,SL.11-12.5 ,SL.11-12.6

**4) Role Model Textbook:** Each chapter is a short (10-12 pages), highly-engaging biographical sketch of an individual who exemplifies the featured trait. The textbook aligns with the new ELA standards that requires 70% of the literacy component to focus on expository reading. Students read the text and complete a discussion regarding the possible motivations and resulting positive actions by the profiled individual. This followed by a text factual recall quiz to determine and build reading retention comprehension of text facts and understanding of how thematic evidence supports unit goal claims. The end result is enhanced reading comprehension skills for expsoitory text, stronger vocabulary and a growing ability to decode text.

**ELA College & Career Readiness Anchor Standard**
**Speaking & Listening**: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3 ,
**Reading**: CCSS.ELA-Literacy.CCRA.R.1 ,R.2 ,R.3 ,R.5 ,R.8 ,R.10
**Writing**: CCSS.ELA-Literacy.CCRA W.1 W.4 W.7 W.8 ,W.410

**ELA » Speaking & Listening »**
**Grade 8**: CCSS.ELA-Literacy SL.8.4 ,SL.8.5 ,SL.8.6
**Grade 9-10**: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
**Grade 11-12**: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6

**READING: ELA » Reading: Informational Text »**
**Grade 8**: CCSS.ELA-Literacy.RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10
**Grade 9-10**: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10
**Grade 11-12**: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10

**ELA» Writing »**
**Grade 8**: CCSS.ELA-Literacy W.8.1, W.8.2, W.8.3 , W.8.4 ,W.8.5 ,W.8.6 ,W.8.7 ,W.8.8 ,W.8.9 ,W.8.10 **Grade 9-10**: CCSS.ELA-Literacy W.9-10.1, W.9-10.2, W.9-10.3 , W.9-10.4 ,W.9-10.5 ,W.9-10.6 ,W.9-10.7 ,W.9-10.8 ,W.9-10.9 ,W.9-10.10
**Grade 11-12**: CCSS.ELA-Literacy W.11-12.1, W.11-12.2 , W.11-12.3 ,W.11-12.4 ,W.11-12.5 ,W.11-12.6 ,W.11-12.7 ,W.11-12.8 ,W.11-12.9 ,W.11-12.10

**5) Character Movies**: Students view, discuss and debate selected scenes from appropriate popular movies that embody the featured character trait. Students will decode video component and process the themes in an educational way via the use of ethical follow up questions. Verbal and/or written responses to these questions challenge students to critically analyze these video segments from multiple points of reference.

ELA College & Career Readiness Anchor Standard

Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3

ELA » Speaking & Listening »
Grade 8: CCSS.ELA-Literacy SL.8.1 ,SL.8.2 ,SL.8.3
Grade 9-10: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
Grade 11-12: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6

**6) Basic Skills:** Practical and essential skills are provided for each module to help students become successful in school and beyond. Almost all of these skills are behavioral in nauture, so differences can be observed immediately. This is yet another source of informal learning that gets students up and moving around, actively involved in the learning process.

ELA College & Career Readiness Anchor Standard
Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3

ELA » Speaking & Listening »
 Grade 8: CCSS.ELA-Literacy SL.8.1 , SL.8.2 , SL.8.3 ,SL.8.4 ,SL.8.5 ,SL.8.6
Grade 9-10: CCSS.ELA-Literacy SL.9-10.1 , SL.9-10.2 ,SL.9-10.3 ,SL.9-10.4 ,SL.9-10.5
Grade 11-12: CCSS.ELA-Literacy SL.11-12.4 ,SL.11-12.5 ,SL.11-12.6

READING: ELA » Reading: Informational Text »
Grade 8: CCSS.ELA-Literacy.RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10
Grade 9-10: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10
Grade 11-12: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10

ELA» Writing »
Grade 8: CCSS.ELA-Literacy W.8.1, W.8.2, W.8.3  , W.8.4 ,W.8.5 ,W.8.6 ,W.8.7 ,W.8.8 ,W.8.9 ,W.8.10 Grade 9-10: CCSS.ELA-Literacy W.9-10.1, W.9-10.2, W.9-10.3 , W.9-10.4 ,W.9-10.5 ,W.9-10.6 ,W.9-10.7 ,W.9-10.8 ,W.9-10.9 ,W.9-10.10
Grade 11-12: CCSS.ELA-Literacy W.11-12.1, W.11-12.2 , W.11-12.3 ,W.11-12.4 ,W.11-12.5 ,W.11-12.6 ,W.11-12.7 ,W.11-12.8 ,W.11-12.9 ,W.11-12.10

**7) Current Events via on-line blog**: Via an on-line blog, a current event is provided related to character and leadership, either positively or negatively. An overview and a link to a short news video is provided along with the author's perspective (Dr. Hoedel). Follow up discussion questions in an effort to inspire students to contemplate the importance of character and leadership in today's society. Teachers can socratically engage students in oral discussions within the classroom or have students provide written comments on the website to participate in ongoing adult-moderated discussion and analysis.

ELA College & Career Readiness Anchor Standard
Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.4, SL.5 , SL.6

ELA » Speaking & Listening »
Grade 8: CCSS.ELA-Literacy SL.8.4 ,SL.8.5 ,SL.8.6
Grade 9-10: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
Grade 11-12: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6

READING: ELA » Reading: Informational Text »
Grade 8: CCSS.ELA-Literacy RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10
Grade 9-10: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10
Grade 11-12: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10

ELA» Writing »
Grade 8: CCSS.ELA-Literacy W.8.7 ,W.8.8 ,W.8.9 ,W.8.10
Grade 9-10: CCSS.ELA-Literacy W.9-10.8 ,W.9-10.9 ,W.9-10.10
Grade 11-12: W.11-12.8 ,W.11-12.9 ,W.11-12.10


**8) Virtual Leadership Principles:** Virtual lectures on 17 leadership principles are provided on the website by Dr. Hoedel and other leaders. Students will learn timeless leadership principles that will help them become successful in school, career and their personal lives. This real-world application will relate to all students, regardless of experience or ability. Discussion questions follow, and once again, this is another opportunity for the students to provide discussion or written responses.

ELA College & Career Readiness Anchor Standard
Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.4, SL.5 , SL.6

ELA » Speaking & Listening »
Grade 8: CCSS.ELA-Literacy SL.8.4 ,SL.8.5 ,SL.8.6
Grade 9-10: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6
Grade 11-12: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6

READING: ELA » Reading: Informational Text »
Grade 8: CCSS.ELA-Literacy RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10
Grade 9-10: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10
Grade 11-12: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10

ELA» Writing »
Grade 8: CCSS.ELA-Literacy W.8.7 ,W.8.8 ,W.8.9 ,W.8.10
Grade 9-10: CCSS.ELA-Literacy W.9-10.8 ,W.9-10.9 ,W.9-10.10
Grade 11-12: W.11-12.8 ,W.11-12.9 ,W.11-12.10

**9) The Use of Community Members as Local Role Models in the Classroom:** In a effort to reinforce the importance of the featured character traits and leadership principles, community members from diverse backgrounds, SES and occupational settings are invited to speak to the students. These guest speakers are charged with providing their "*Life Lessons to the Next Generation.*" Students are responsible for taking notes and engaging the guest speaker with follow-up questions & discussion. Proper etiquette, including shaking hands and providing hand-written thank you notes are part of this process.

ELA College & Career Readiness Anchor Standard
**Speaking & Listening: CCSS.ELA-Literacy.CCRA.SL.1, SL.2 , SL.3 , SL.4**
**Reading: CCSS.ELA-Literacy.CCRA.R.1 ,R.2 ,R.3 ,R.9**
**Language: CCSS.ELA-Literacy. CCRA.L.1 ,L.2 ,L.3 ,L.5**

**ELA » Speaking & Listening »**
**Grade 8: CCSS.ELA-Literacy SL.8.1 , SL.8.2 , SL.8.3 ,SL.8.4 ,SL.8.5**
**Grade 9-10: CCSS.ELA-Literacy SL.9-10.1 , SL.9-10.2 ,SL.9-10.3 ,SL.9-10.4 ,SL.9-10.5**
**Grade 11-12: CCSS.ELA-Literacy SL.11-12.4 ,SL.11-12.5**

**10) Expository Writing Assignments:** Each module culminates with an **expository writing assignment**, in response to essay-type questions about core beliefs and character related issues. This serves as a final academic written assignment that students will present in a formal oral presentation to classmates. If used as written, this provides students with the opportunity to write 18 expository writing assignments and present their work to the students on 9 separate occasions. This formal written and oral language output is required by (1) the national common core standards (2) tested on high school exit exams and (3) included on future college and work placement exams.

ELA College & Career Readiness Anchor Standard
**Writing: CCSS.ELA-Literacy.CCRA.W.1 ,W.2 ,W.3 ,W.4, W.5 ,W.6, W.7 ,W.8, W.9 ,W.10**
**Language: CCSS.ELA-Literacy. CCRA.L.1, L.2, L.3, L.4**

**ELA » Speaking & Listening »**
**Grade 8: CCSS.ELA-Literacy SL.8.4 ,SL.8.5 ,SL.8.6**
**Grade 9-10: CCSS.ELA-Literacy SL.9-10.4 ,SL.9-10.5 ,SL.9-10.6**
**Grade 11-12: CCSS.ELA-Literacy, SL.11-12.5 ,SL.11-12.6**

**READING: ELA » Reading: Informational Text »**
**Grade 8: CCSS.ELA-Literacy.RI.8.1 ,RI.8.2 ,RI.8.3 ,RI.8.4 ,RI.8.5 ,RI.8.6 ,RI.8.7 ,RI.8.8 ,RI.8.9 ,RI.8.10**
**Grade 9-10: CCSS.ELA-Literacy. RI.9-10.1 , RI.9-10.2 ,RI.9-10.3 ,RI.9-10.4 ,RI.9-10.5 ,RI.9-10.6 ,RI.9-10.7 ,RI.9-10.8 ,RI.9-10.9 ,RI.9-10.10**
**Grade 11-12: CCSS.ELA-Literacy. RI.11-12.1 , RI.11-12.2 ,RI.11-12.3 ,RI.11-12.4 ,RI.11-12.5 ,RI.11-12.6 ,RI.11-12.7 ,RI.11-12.8 ,RI.11-12.9 ,RI.11-12.10**

**ELA» Writing »**
**Grade 8: CCSS.ELA-Literacy W.8.7 ,W.8.8 ,W.8.9 ,W.8.10**
**Grade 9-10: CCSS.ELA-Literacy,W.9-10.7 ,W.9-10.8 ,W.9-10.9 ,W.9-10.10**
**Grade 11-12: CCSS.ELA-Literacy W.11-12.7 ,W.11-12.8 ,W.11-12.9 ,W.11-12.10**

## List of specific new ELA Common Core Standards in detail below:

## Secondary: Overall College & Career Readiness ELA ANCHOR Standards for *Speaking & Listening, Reading, Writing and Language*:

**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for *Speaking and Listening***

- **CCSS.ELA-Literacy.CCRA.SL.1**
- **CCSS.ELA-Literacy.CCRA.SL.2**
- **CCSS.ELA-Literacy.CCRA.SL.3**
- **CCSS.ELA-Literacy.CCRA.SL.4**
- **CCSS.ELA-Literacy.CCRA.SL.5**
- **CCSS.ELA-Literacy.CCRA.SL.6**

**Comprehension and Collaboration**

**CCSS.ELA-Literacy.CCRA.SL.1** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.CCRA.SL.2** Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

**CCSS.ELA-Literacy.CCRA.SL.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

**Presentation of Knowledge and Ideas**

**CCSS.ELA-Literacy.CCRA.SL.4** Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.CCRA.SL.5** Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

**CCSS.ELA-Literacy.CCRA.SL.6** Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate. Note on range and content of student speaking and listening: To build a foundation for college and career readiness, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner. Being productive members of these conversations requires that students contribute accurate, relevant information; respond to and develop what others have said; make comparisons and contrasts; and analyze and synthesize a multitude of ideas in various domains. New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. Digital texts confront students with the potential for continually updated content and dynamically changing combinations of words, graphics, images, hyperlinks, and embedded video and audio.

**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for *Reading***

- **CCSS.ELA-Literacy.CCRA.R.1**
- **CCSS.ELA-Literacy.CCRA.R.2**
- **CCSS.ELA-Literacy.CCRA.R.3**
- **CCSS.ELA-Literacy.CCRA.R.4**
- **CCSS.ELA-Literacy.CCRA.R.5**
- **CCSS.ELA-Literacy.CCRA.R.6**
- **CCSS.ELA-Literacy.CCRA.R.7**
- **CCSS.ELA-Literacy.CCRA.R.8**
- **CCSS.ELA-Literacy.CCRA.R.9**
- **CCSS.ELA-Literacy.CCRA.R.10**

## Key Ideas and Details

**CCSS.ELA-Literacy.CCRA.R.1** Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

**CCSS.ELA-Literacy.CCRA.R.2** Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**CCSS.ELA-Literacy.CCRA.R.3** Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

## Craft and Structure

**CCSS.ELA-Literacy.CCRA.R.4** Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

**CCSS.ELA-Literacy.CCRA.R.5** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

**CCSS.ELA-Literacy.CCRA.R.6** Assess how point of view or purpose shapes the content and style of a text.

## Integration of Knowledge and Ideas

**CCSS.ELA-Literacy.CCRA.R.7** Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

**CCSS.ELA-Literacy.CCRA.R.8** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

**CCSS.ELA-Literacy.CCRA.R.**9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

## Range of Reading and Level of Text Complexity

**CCSS.ELA-Literacy.CCRA.R.10** Read and comprehend complex literary and informational texts independently and proficiently. Note on range and content of student reading: To build a foundation for college and career readiness, students must read widely and deeply from among a broad range of high-quality, increasingly challenging literary and informational texts. Through extensive reading of stories, dramas, poems, and myths from diverse cultures and different time periods, students gain literary and cultural knowledge as well as familiarity with various text structures and elements. By reading texts in history/social studies, science, and other disciplines, students build a

foundation of knowledge in these fields that will also give them the background to be better readers in all content areas. Students can only gain this foundation when the curriculum is intentionally and coherently structured to develop rich content knowledge within and across grades. Students also acquire the habits of reading independently and closely, which are essential to their future success.

**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for *Writing***

- **CCSS.ELA-Literacy.CCRA.W.1**
- **CCSS.ELA-Literacy.CCRA.W.2**
- **CCSS.ELA-Literacy.CCRA.W.3**
- **CCSS.ELA-Literacy.CCRA.W.4**
- **CCSS.ELA-Literacy.CCRA.W.5**
- **CCSS.ELA-Literacy.CCRA.W.6**
- **CCSS.ELA-Literacy.CCRA.W.8**
- **CCSS.ELA-Literacy.CCRA.W.9**
- **CCSS.ELA-Literacy.CCRA.W.10**

**Text Types and Purposes**

**CCSS.ELA-Literacy.CCRA.W.1** Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-Literacy.CCRA.W.2** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.ELA-Literacy.CCRA.W.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

**Production and Distribution of Writing**

**CCSS.ELA-Literacy.CCRA.W.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

**CCSS.ELA-Literacy.CCRA.W.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**CCSS.ELA-Literacy.CCRA.W.6** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**Research to Build and Present Knowledge**

**CCSS.ELA-Literacy.CCRA.W.7** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.CCRA.W.8** Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

**CCSS.ELA-Literacy.CCRA.W.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**Range of Writing**

**CCSS.ELA-Literacy.CCRA.W.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Note on range and content in student writing: To build a foundation for college and career readiness, students need to learn to use writing as a way of offering and supporting opinions, demonstrating understanding of the subjects they are studying, and conveying real and imagined experiences and events. They learn to appreciate that a key purpose of writing is to communicate clearly to an external, sometimes unfamiliar audience, and they begin to adapt the form and content of their writing to accomplish a particular task and purpose. They develop the capacity to build knowledge on a subject through research projects and to respond analytically to literary and informational sources. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and extended time frames throughout the year.

**English Language Arts Standards » Anchor Standards » College and Career Readiness Anchor Standards for *Language***

- **CCSS.ELA-Literacy.CCRA.L.1**
- **CCSS.ELA-Literacy.CCRA.L.2**
- **CCSS.ELA-Literacy.CCRA.L.3**
- **CCSS.ELA-Literacy.CCRA.L.4**
- **CCSS.ELA-Literacy.CCRA.L.5**
- **CCSS.ELA-Literacy.CCRA.L.6**

**Conventions of Standard English**

**CCSS.ELA-Literacy.CCRA.L.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**CCSS.ELA-Literacy.CCRA.L.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**Knowledge of Language**

**CCSS.ELA-Literacy.CCRA.L.3** Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

**Vocabulary Acquisition and Use**

**CCSS.ELA-Literacy.CCRA.L.4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

**CCSS.ELA-Literacy.CCRA.L.5** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

**CCSS.ELA-Literacy.CCRA.L.6** Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Note on range and content of student language use: To build a foundation for college and career readiness in language, students must gain control over many conventions of standard English grammar, usage, and mechanics as well as learn other ways to use language to convey meaning effectively. They must also be able to determine or clarify the meaning of grade-appropriate words encountered through listening, reading, and media use; come to appreciate that words have nonliteral meanings, shadings of meaning, and relationships to other words; and expand their vocabulary in the course of studying content. The inclusion of Language standards in their own strand should not be taken as an indication that skills related to conventions, effective language use, and vocabulary are unimportant to reading, writing, speaking, and listening; indeed, they are inseparable from such contexts.

**Grade-specific standards for Speaking & Listening , Reading and Writing:**

# Speaking & Listening

**English Language Arts Standards » Speaking & Listening » Grade 8**

- **CCSS.ELA-Literacy.SL.8.1**
- **CCSS.ELA-Literacy.SL.8.2**
- **CCSS.ELA-Literacy.SL.8.3**
- **CCSS.ELA-Literacy.SL.8.4**
- **CCSS.ELA-Literacy.SL.8.5**
- **CCSS.ELA-Literacy.SL.8.6**

**Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.8.1** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

**CCSS.ELA-Literacy.SL.8.1a** Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**CCSS.ELA-Literacy.SL.8.1b** Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**CCSS.ELA-Literacy.SL.8.1c** Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**CCSS.ELA-Literacy.SL.8.1d** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**CCSS.ELA-Literacy.SL.8.2** Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

**CCSS.ELA-Literacy.SL.8.3** Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

**Presentation of Knowledge and Ideas**

**CCSS.ELA-Literacy.SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**CCSS.ELA-Literacy.SL.8.5** Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

**CCSS.ELA-Literacy.SL.8.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grade 8 Language standards 1 and 3 here for specific expectations.)

**English Language Arts Standards » Speaking & Listening » Grade 9-10**

- **CCSS.ELA-Literacy.SL.9-10.1**
- **CCSS.ELA-Literacy.SL.9-10.2**
- **CCSS.ELA-Literacy.SL.9-10.3**
- **CCSS.ELA-Literacy.SL.9-10.4**
- **CCSS.ELA-Literacy.SL.9-10.5**
- **CCSS.ELA-Literacy.SL.9-10.6**

**Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.9-10.**1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.9-10.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-Literacy.SL.9-10.1b** Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

**CCSS.ELA-Literacy.SL.9-10.1c** Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**CCSS.ELA-Literacy.SL.9-10.1d** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

**CCSS.ELA-Literacy.SL.9-10.2** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**CCSS.ELA-Literacy.SL.9-10.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

**Presentation of Knowledge and Ideas**

**CCSS.ELA-Literacy.SL.9-10.**4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

**CCSS.ELA-Literacy.SL.9-10.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-Literacy.SL.9-10.6** Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

**English Language Arts Standards » Speaking & Listening » Grade 11-12**

- **CCSS.ELA-Literacy.SL.11-12.1**
- **CCSS.ELA-Literacy.SL.11-12.2**
- **CCSS.ELA-Literacy.SL.11-12.3**
- **CCSS.ELA-Literacy.SL.11-12.4**
- **CCSS.ELA-Literacy.SL.11-12.5**
- **CCSS.ELA-Literacy.SL.11-12.6**

**Comprehension and Collaboration**

**CCSS.ELA-Literacy.SL.11-12.**1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

**CCSS.ELA-Literacy.SL.11-12.1a** Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

**CCSS.ELA-Literacy.SL.11-12.1b** Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

**CCSS.ELA-Literacy.SL.11-12.1c** Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

**CCSS.ELA-Literacy.SL.11-12.1d** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

**CCSS.ELA-Literacy.SL.11-12.2** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

**CCSS.ELA-Literacy.SL.11-12.3** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**Presentation of Knowledge and Ideas**

**CCSS.ELA-Literacy.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are

addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

**CCSS.ELA-Literacy.SL.11-12.5** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

**CCSS.ELA-Literacy.SL.11-12.6** Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.

# READING

**English Language Arts Standards » Reading: Informational Text » Grade 8**

- **CCSS.ELA-Literacy.RI.8.1**
- **CCSS.ELA-Literacy.RI.8.2**
- **CCSS.ELA-Literacy.RI.8.3**
- **CCSS.ELA-Literacy.RI.8.4**
- **CCSS.ELA-Literacy.RI.8.5**
- **CCSS.ELA-Literacy.RI.8.6**
- **CCSS.ELA-Literacy.RI.8.7**
- **CCSS.ELA-Literacy.RI.8.8**
- **CCSS.ELA-Literacy.RI.8.9**
- **CCSS.ELA-Literacy.RI.8.10**

**Key Ideas and Details**

**CCSS.ELA-Literacy.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RI.8.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

**CCSS.ELA-Literacy.RI.8.3** Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

**Craft and Structure**

**CCSS.ELA-Literacy.RI.8.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

**CCSS.ELA-Literacy.RI.8.5** Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.

**CCSS.ELA-Literacy.RI.8.6** Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.

**Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RI.8.7** Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.

**CCSS.ELA-Literacy.RI.8.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

**CCSS.ELA-Literacy.RI.8.9** Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.

**Range of Reading and Level of Text Complexity**

**CCSS.ELA-Literacy.RI.8.10** By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

[English Language Arts Standards » Reading: Informational Text » Grade 9-10](#)

- [CCSS.ELA-Literacy.RI.9-10.1](#)
- [CCSS.ELA-Literacy.RI.9-10.2](#)
- [CCSS.ELA-Literacy.RI.9-10.3](#)
- [CCSS.ELA-Literacy.RI.9-10.4](#)
- [CCSS.ELA-Literacy.RI.9-10.5](#)
- [CCSS.ELA-Literacy.RI.9-10.6](#)
- [CCSS.ELA-Literacy.RI.9-10.7](#)
- [CCSS.ELA-Literacy.RI.9-10.8](#)
- [CCSS.ELA-Literacy.RI.9-10.9](#)
- [CCSS.ELA-Literacy.RI.9-10.10](#)

**Key Ideas and Details**

**CCSS.ELA-Literacy.RI.9-10.**1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

**CCSS.ELA-Literacy.RI.9-10.2** Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

**CCSS.ELA-Literacy.RI.9-10.3** Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

**Craft and Structure**

**CCSS.ELA-Literacy.RI.9-10.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

**CCSS.ELA-Literacy.RI.9-10.5** Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

**CCSS.ELA-Literacy.RI.9-10.6** Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

**Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RI.9-10.7** Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

**CCSS.ELA-Literacy.RI.9-10.8** Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**CCSS.ELA-Literacy.RI.9-10.9** Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

**Range of Reading and Level of Text Complexity**

**CCSS.ELA-Literacy.RI.9-10.10** By the end of grade 9, read and comprehend literacy nonfiction in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.By the end of grade 10, read and comprehend literary nonfiction at the high end of the grades 9-10 text complexity band independently and proficiently.

[English Language Arts Standards » Reading: Informational Text » Grade 11-12](#)

- **CCSS.ELA-Literacy.RI.11-12.1**
- **CCSS.ELA-Literacy.RI.11-12.2**
- **CCSS.ELA-Literacy.RI.11-12.3**
- **CCSS.ELA-Literacy.RI.11-12.4**
- **CCSS.ELA-Literacy.RI.11-12.5**
- **CCSS.ELA-Literacy.RI.11-12.6**
- **CCSS.ELA-Literacy.RI.11-12.7**
- **CCSS.ELA-Literacy.RI.11-12.8**
- **CCSS.ELA-Literacy.RI.11-12.9**
- **CCSS.ELA-Literacy.RI.11-12.10**

**Key Ideas and Details**

**CCSS.ELA-Literacy.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

**CCSS.ELA-Literacy.RI.11-12.2** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

**CCSS.ELA-Literacy.RI.11-12.3** Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Craft and Structure**

**CCSS.ELA-Literacy.RI.11-12.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

**CCSS.ELA-Literacy.RI.11-12.5** Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

**CCSS.ELA-Literacy.RI.11-12.6** Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

**Integration of Knowledge and Ideas**

**CCSS.ELA-Literacy.RI.11-12.7** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**CCSS.ELA-Literacy.RI.11-12.8** Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

**CCSS.ELA-Literacy.RI.11-12.9** Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

**Range of Reading and Level of Text Complexity**

**CCSS.ELA-Literacy.RI.11-12.**10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11-CCR text complexity band independently and proficiently.

# Writing

**English Language Arts Standards » Writing » Grade 8**

- **CCSS.ELA-Literacy.W.8.1**
- **CCSS.ELA-Literacy.W.8.2**
- **CCSS.ELA-Literacy.W.8.3**
- **CCSS.ELA-Literacy.W.8.4**
- **CCSS.ELA-Literacy.W.8.5**
- **CCSS.ELA-Literacy.W.8.6**
- **CCSS.ELA-Literacy.W.8.7**
- **CCSS.ELA-Literacy.W.8.8**
- **CCSS.ELA-Literacy.W.8.9**
- **CCSS.ELA-Literacy.W.8.10**

**Text Types and Purposes**

**CCSS.ELA-Literacy.W.8.1** Write arguments to support claims with clear reasons and relevant evidence

**CCSS.ELA-Literacy.W.8.1a** Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.

**CCSS.ELA-Literacy.W.8.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

**CCSS.ELA-Literacy.W.8.1c** Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-Literacy.W.8.1d** Establish and maintain a formal style.

**CCSS.ELA-Literacy.W.8.1e** Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS.ELA-Literacy.W.8.2** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

**CCSS.ELA-Literacy.W.8.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**CCSS.ELA-Literacy.W.8.2b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**CCSS.ELA-Literacy.W.8.2c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**CCSS.ELA-Literacy.W.8.2d** Use precise language and domain-specific vocabulary to inform about or explain the topic.

**CCSS.ELA-Literacy.W.8.2e** Establish and maintain a formal style.

**CCSS.ELA-Literacy.W.8.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

**CCSS.ELA-Literacy.W.8.3** Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**CCSS.ELA-Literacy.W.8.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

**CCSS.ELA-Literacy.W.8.3b** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.

**CCSS.ELA-Literacy.W.8.3c** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

**CCSS.ELA-Literacy.W.8.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

**CCSS.ELA-Literacy.W.8.3e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

**Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCSS.ELA-Literacy.W.8.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8 here.)

 **CCSS.ELA-Literacy.W.8.6** Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

**Research to Build and Present Knowledge**

**CCSS.ELA-Literacy.W.8.7** Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

**CCSS.ELA-Literacy.W.8.8** Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.W.8.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.W.8.9a** Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

**CCSS.ELA-Literacy.W.8.9b** Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").

**Range of Writing**

**CCSS.ELA-Literacy.W.8.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**English Language Arts Standards » Writing » Grade 9-10**

- **CCSS.ELA-Literacy.W.9-10.1**
- **CCSS.ELA-Literacy.W.9-10.2**
- **CCSS.ELA-Literacy.W.9-10.3**
- **CCSS.ELA-Literacy.W.9-10.4**
- **CCSS.ELA-Literacy.W.9-10.5**
- **CCSS.ELA-Literacy.W.9-10.6**
- **CCSS.ELA-Literacy.W.9-10.7**
- **CCSS.ELA-Literacy.W.9-10.8**
- **CCSS.ELA-Literacy.W.9-10.9**

- **CCSS.ELA-Literacy.W.9-10.10**

**Text Types and Purposes**

**CCSS.ELA-Literacy.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-Literacy.W.9-10.1a** Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-Literacy.W.9-10.1b** Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

**CCSS.ELA-Literacy.W.9-10.1c** Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**CCSS.ELA-Literacy.W.9-10.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-Literacy.W.9-10.1e** Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS.ELA-Literacy.W.9-10.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.ELA-Literacy.W.9-10.**2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**CCSS.ELA-Literacy.W.9-10.2b** Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**CCSS.ELA-Literacy.W.9-10.2c** Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**CCSS.ELA-Literacy.W.9-10.2d** Use precise language and domain-specific vocabulary to manage the complexity of the topic.

**CCSS.ELA-Literacy.W.9-10.**2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-Literacy.W.9-10.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CCSS.ELA-Literacy.W.9-10.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-Literacy.W.9-10.3a** Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**CCSS.ELA-Literacy.W.9-10.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-Literacy.W.9-10.**3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

**CCSS.ELA-Literacy.W.9-10.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-Literacy.W.9-10.3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.9-10.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCSS.ELA-Literacy.W.9-10.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 here.)

**CCSS.ELA-Literacy.W.9-10.6** Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

**Research to Build and Present Knowledge**

**CCSS.ELA-Literacy.W.9-10.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.W.9-10.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

**CCSS.ELA-Literacy.W.9-10.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.W.9-10.9a** Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").

**CCSS.ELA-Literacy.W.9-10.**9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

**Range of Writing**

**CCSS.ELA-Literacy.W.9-10.**10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

[English Language Arts Standards » Writing » Grade 11-12](#)

- **CCSS.ELA-Literacy.W.11-12.1**
- **CCSS.ELA-Literacy.W.11-12.2**
- **CCSS.ELA-Literacy.W.11-12.3**
- **CCSS.ELA-Literacy.W.11-12.4**
- **CCSS.ELA-Literacy.W.11-12.5**
- **CCSS.ELA-Literacy.W.11-12.6**
- **CCSS.ELA-Literacy.W.11-12.7**
- **CCSS.ELA-Literacy.W.11-12.8**
- **CCSS.ELA-Literacy.W.11-12.9**
- **CCSS.ELA-Literacy.W.11-12.10**

**Text Types and Purposes**

**CCSS.ELA-Literacy.W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

**CCSS.ELA-Literacy.W.11-12.1a** Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

**CCSS.ELA-Literacy.W.11-12.1b** Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

**CCSS.ELA-Literacy.W.11-12.1c** Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

**CCSS.ELA-Literacy.W.11-12.1d** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-Literacy.W.11-12.1e** Provide a concluding statement or section that follows from and supports the argument presented.

**CCSS.ELA-Literacy.W.11-12.2** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

**CCSS.ELA-Literacy.W.11-12.2a** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**CCSS.ELA-Literacy.W.11-12.2b** Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**CCSS.ELA-Literacy.W.11-12.2c** Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**CCSS.ELA-Literacy.W.11-12.2d** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**CCSS.ELA-Literacy.W.11-12.2e** Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**CCSS.ELA-Literacy.W.11-12.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

**CCSS.ELA-Literacy.W.11-12.3** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**CCSS.ELA-Literacy.W.11-12.3a** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

**CCSS.ELA-Literacy.W.11-12.3b** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

**CCSS.ELA-Literacy.W.11-12.3c** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

**CCSS.ELA-Literacy.W.11-12.3d** Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

**CCSS.ELA-Literacy.W.11-12.3e** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

**Production and Distribution of Writing**

**CCSS.ELA-Literacy.W.11-12.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**CCSS.ELA-Literacy.W.11-12.5** Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 here.)

**CCSS.ELA-Literacy.W.11-12.6 Use** technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

**Research to Build and Present Knowledge**

**CCSS.ELA-Literacy.W.11-12.7** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

**CCSS.ELA-Literacy.W.11-12.8** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**CCSS.ELA-Literacy.W.11-12.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

**CCSS.ELA-Literacy.W.11-12.**9a Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
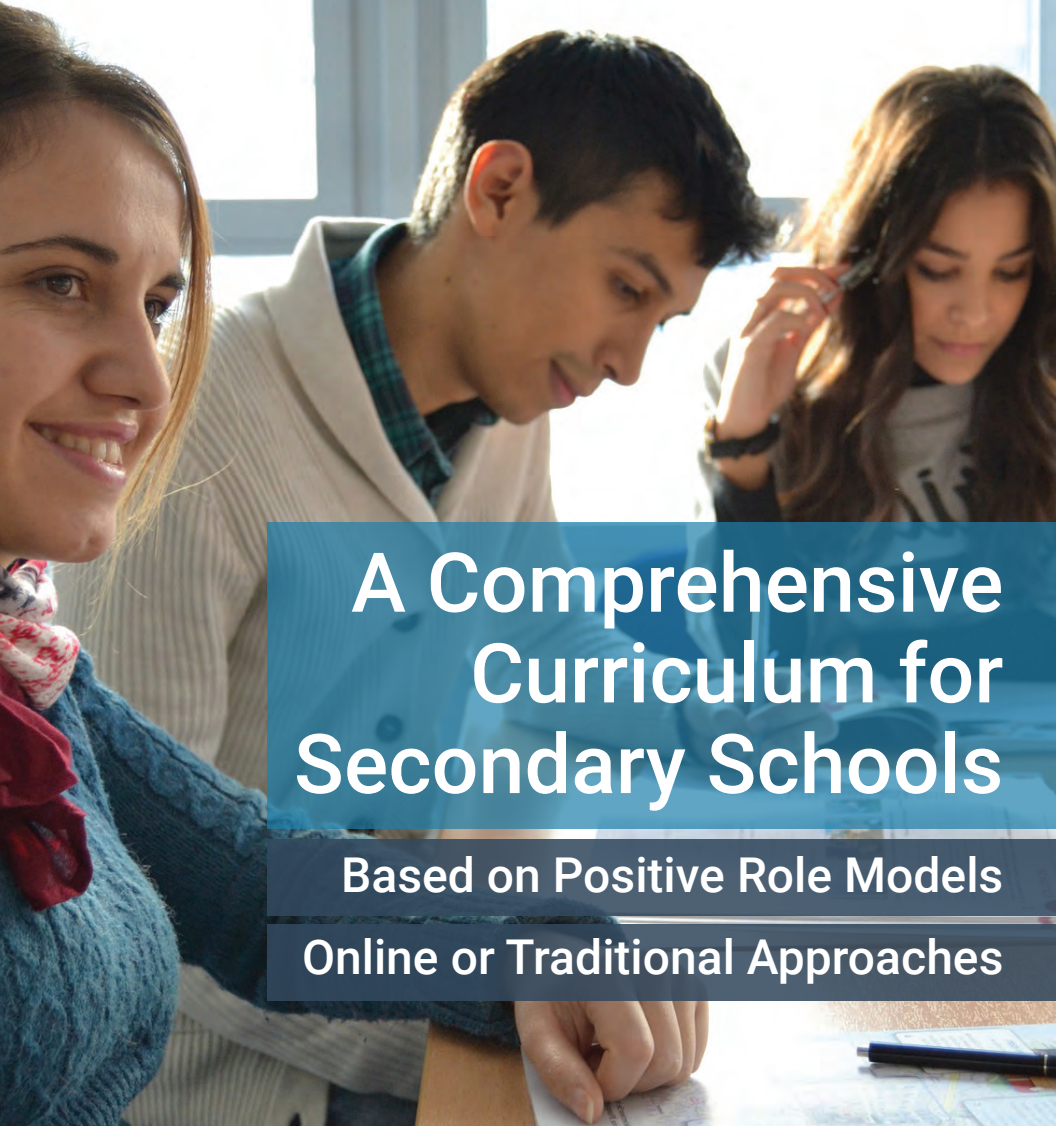
**CCSS.ELA-Literacy.W.11-12.9b** Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

**Range of Writing**

**CCSS.ELA-Literacy.W.11-12.10** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

## Writing and Reading standards – ELD Specific Support:

- In this course, English Language Learners have daily opportunities for classroom discourse and interaction that enable ELLs to understand ethical and text comprehension questions being posed. This is done in a supportive, low-stress environment which allows them to practice informal and formal English academic language orally, a rare opportunity in a secondary classroom rarely found outside a formal ELD class.

- The teacher-directed group interactivity allows for ELLs to gain ongoing formal and informal assessment and feedback regarding comprehension and understanding of content being presented, from both peers and instructor.

- The class, which is usually taught with the specific stated purpose of leadership, allows for a very diverse class mix. Speakers of English who know the language well enough provide ELLs with models and support in the group feedback and individual choice activity setting.

- The high-interest nature of the topics being studied, from the inspiring biographies to the engaging video clips to the lively debates regarding ethics, allow ELLs to fully participate in a true elective class setting that, while supporting their English language mastery, does NOT feel like a remedial English class.

# A Comprehensive Curriculum for Secondary Schools

## Based on Positive Role Models

## Online or Traditional Approaches

character
development &
leadership

*A nationwide program used in more than 2,000 schools*

Created By Joseph M. Hoedel, Ph.D.

# The Program

This Character Development & Leadership Curriculum is designed to improve the character and leadership of secondary students and improve school climate.

This program utilizes a consistent set of 10 distinct lesson plans to teach 18 character traits that are paired with relevant unit topics (10 lesson plans x 18 units = 180 lesson plans). The format is both the simplicity and the beauty of this program.

| 18 UNIT TOPICS | 18 TRAITS | 10 LESSON PLANS |
|---|---|---|
| Orientation & Expectations | **Attitude** | Quote Exercises |
| Developing Goals & Priorities | **Preparation** | Ethical Dilemmas |
| The Importance of Education | **Perseverance** | Unit Lectures |
| Showing Respect to Others | **Respect** | Character Movies |
| Building a Positive Reputation | **Honesty** | Role Model Readings |
| Developing Personal Values | **Integrity** | Local Role Model Talks |
| Handling Peer Pressure | **Courage** | Basic Skills |
| The Importance of Role Models | **Appreciation** | Leadership Principles |
| Managing Anger & Aggression | **Composure** | Current Events Blogs |
| Positive Communication Skills | **Empathy** | Writing Assignments |
| Expressing Gratitude to Parents | **Gratitude** | |
| Cultural Competence | **Tolerance** | |
| Citizenship in the Community | **Service** | |
| Long-term Relationships | **Loyalty** | |
| Employability & Workplace Skills | **Responsibility** | |
| Bullying in Your School | **Compassion** | |
| Becoming a Strong Leader | **Leadership** | |
| Being a Strong Role Model | **Character** | |

# How It's Implemented

With detailed lesson plans to teach every day for a semester (block schedule), a full year (traditional schedule) or spread out over 4 years (advisory approach), there are many ways to implement this program. The following is a list of ways some schools have decided to use this curriculum:

- Elective Leadership Course
- High School Freshmen Academy
- Advisory or Homeroom Approach
- English & Remedial Reading/Writing Course
- Supplement for ESL or ELD Courses
- Student Government (ASB) Course
- Supplement for Career Development, Business or Health Classes
- Teaching Modality for In-School Suspension
- Tier I & II PBIS Intervention & RTI Enrichment

*Teenage years are a time of intense change and students really don't yet know who they are as young adults. Exploring the curriculum topics allows our students to discover what is truly important to them as well as helps them to identify where they want to grow and challenge themselves.*

*~ Diana Penning, Spring Hill High School (SC)*

# Traditional Approach

This is a comprehensive program designed for use in a classroom setting. Schools will always be able to utilize the traditional approach that includes:

- The **curriculum** (lead teacher's manual) contains 180 lesson plans delivered by a classroom teacher. The character movie set and passwords for the online lesson plans are included.

- The *Role Models* **textbook** serves as the reading component for the students. This book highlights 17 individuals who exemplify the featured trait. Most schools get classroom set(s) for the students to read.

- About half of the schools order the **consumable student workbook**. It keeps the students organized and eliminates the need to make numerous copies from the curriculum.

- Onsite, online and DVD **training options** are offered to make sure your school is successful with this program.
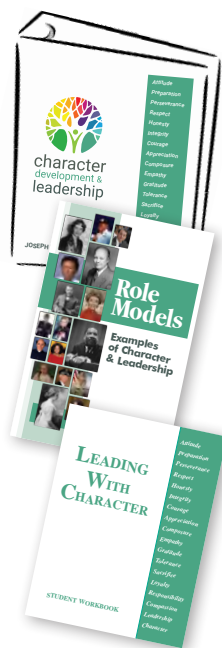
**Check out the complete program, class format and character traits at**
**www.characterandleadership.com/curriculum-overview/**

# Online Approach

For schools with 1:1 laptop/iPad programs, this approach is interactive, easy to use and includes all the benefits of the traditional approach, without the paper.

- The online approach is user-friendly, interactive and challenges students to embrace technology. For example, students can video themselves carrying out a basic skill in public and accompany their written work with video presentations.

- All lesson plans are included in the online version, including the chapters from the Role Models textbook.

- The online version is less expensive up front, but requires a small per-student fee annually.

- Students will access and complete all lesson plans on their own devices.

- This online program can be easily used in a traditional classroom or for online learners (homeschool, credit recovery or virtual schools).

**Welcome to THE BLOG...**
*See how character and leadership matter today!*
www.characterandleadership.com/blog

WELCOME

# Joseph M. Hoedel, Ph.D.

Joe Hoedel earned his masters and Ph.D. from Michigan State University. He created, taught and evaluated the Character Development & Leadership curriculum, which is used in 2,000+ schools nationwide. He is the author of a book entitled *Role Models: Examples of Character & Leadership* that provides the reader with 17 excellent role models to look up to and emulate.

Dr. Hoedel has spoken at hundreds of schools and countless conferences in the past decade. Being a positive role model and developing the character of each student is the hallmark message of his talks. His inspirational message reminds educators why they entered the teaching profession and inspires them to keep the long-term perspective of students in mind, especially in an era that focuses so much on test scores. Dr. Hoedel brings his unique perspective as a former high school teacher and college professor to his lively and humorous presentations.
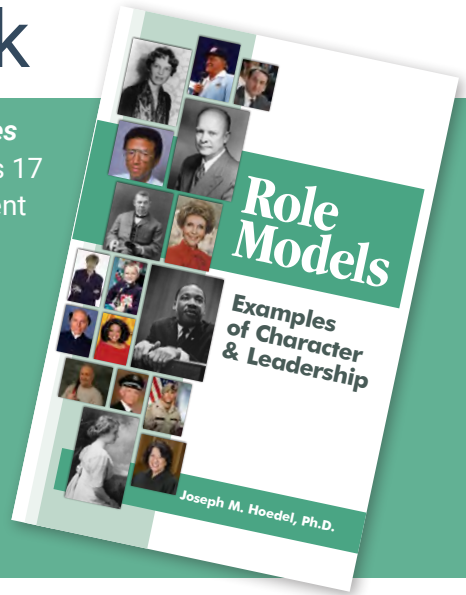
## COMMENTS FROM PREVIOUS SPEAKING ENGAGEMENTS

- Relevant and inspiring. I'm positive we had the best speaker in the country.
- Dr. Hoedel was very entertaining and inspiring; exactly what a key note speaker should be!
- Best opening speaker in my 37 years in the district!
- Dr. Hoedel held my attention from start to finish!
- Hoedel spoke so eloquently of teaching the whole child.
- Dr. Hoedel's message was so important for us to hear.

**To book Dr. Hoedel for your next staff development or conference, email jhoedel@characterandleadership.com or call (231) 938-4140.**

# The Textbook

This textbook, *Role Models: Examples of Character & Leadership*, highlights 17 individuals who exemplify the different traits covered in the curriculum. It is high interest expository writing that makes up 70% of the common core standards for English. This book is a mix of historical and contemporary individuals. To provide more diversity and relevance, we are writing about multiple role models to represent each trait.

| ROLE MODELS | CHARACTER TRAIT |
|---|---|
| Mattie Stepanek | Attitude |
| Chesley Sullenberger | Preparation |
| Dwight Eisenhower | Respect |
| Sherron Watkins | Honesty |
| Sonia Sotomayor | Integrity |
| Amelia Earhart | Courage |
| Christopher Reeve | Appreciation |
| Martin Luther King, Jr. | Composure |
| Booker T. Washington | Perseverance |
| Helen Keller | Empathy |
| Bob Hope | Gratitude |
| Arthur Ashe | Tolerance |
| Pat Tillman | Service |
| Nancy Reagan | Loyalty |
| Cal Ripken, Jr. | Responsibility |
| Oprah Winfrey | Compassion |
| Mike Krzyzewski | Leadership |

**To read excerpts from the textbook, go to**
**www.characterandleadership.com/textbook-3/**

# 15 Years of Supporting Research

From the onset, we've documented the effectiveness of this program with research. With more than 2,000 schools using this program, it has become one of the largest studies in the country on character education.

Each year, we collect pre- and post-test data and provide reports to the participating school on 84 measurable variables. Below is a summary of our findings:

| ACADEMIC YEARS | STATISTICALLY SIGNIFICANT CHANGES ATTRIBUTABLE TO CD&L PARTICIPATION |
|---|---|
| 2001-2003 | *Compared to control group, decreases in tardies, absences, in-school suspensions, and peer aggression; Increased GPA.* |
| 2004-2005 | *Compared to control group, better attendance, fewer in-school suspensions, increased GPA, and increased passage of 9th-grade standardized tests.* |
| 2006-2008 | *Significant positive self-reported changes in 3 of 4 anti-social and 3 of 5 pro-social clusters of attitudes and behaviors.* |
| 2009-2010 | *Significant positive self-reported changes in all 4 anti-social and 2 of 5 pro-social clusters of attitudes and behaviors.* |
| 2012-2014 | *Significant decrease in absences, tardies, fights, and suspensions. Overall positive changes in pro-social attitude and behaviors but not evenly across the expected clusters.* |
| 2013 | *Doctoral dissertation shows substantial decrease in detentions and suspension; little or no change in control group.* |
| 2014-2015 | *Substantial decrease in school disruptive behaviors and other antisocial actions, and an increase in prosocial expectations and behaviors.* |

To see full report and complete research findings, please visit
**www.characterandleadership.com/research/**

# Alignment with Common Core English Standards

In 2012, the Character Development & Leadership Curriculum and the Role Models textbook were aligned to exceed the new national standards:

- This program supports 80% of the ELA College & Career Readiness Anchor Standards.

- The structured set of 10 lesson plans perfectly aligns with the ELA & ELD Speaking, Listening, Reading and Writing Standards.

- Weekly writing assignments provide expository and persuasive writing practice that exceeds national formal writing rubrics.

- The *Role Model* textbook addresses the common core standard directive that mandates 70% expository text use.

- The reading, writing, higher-order thinking & debate aspects of this course develop better thinkers, readers, writers and students.

- The high interest and interactive nature of the program is the key to success in using this curriculum to support both Character Development & Leadership and ELA skill building goals.

- No matter how it is implemented, the CD&L Program supports reading and writing test scores and meets new common core standards for ELA and ELD.

- **PURCHASING & FUNDING:** Because the new ELA & ELD core standards focus on non-fiction text mastery and academic language use, the CD&L Program now falls well within the support material guidelines used by districts when purchasing materials to assist students in the Socially and Economically Challenged and Second Language Learner funding subcategories.

To find out more information regarding alignment with Common Core, go to **www.characterandleadership.com/alignment/**

# Character. Leadership.Sportsmanship.

## A New, Exciting Program to Teach Character and Leadership to High School Student Athletes

Created By Joseph M. Hoedel, Ph.D.

# Program Highlights

Available for the 2017-2018 school year, this is be the perfect complement to the "classroom" curriculum that is currently used in 2,000+ high schools across this country. The goal of the Student Athlete Program is to develop the character and leadership of high school student-athletes in an athletic environment.

- We will have enough material to cover 3 athletic seasons a year for 4 years without redundancy.

- Athletes will receive an online lesson plan via an interactive app on their devices (tablet, phone, computer) 7 days a week.

- Coaches will follow up with athletes as they see fit, fully understanding that some will talk about this daily, some weekly and some just during training camp.

- Coaches will also be provided with team-building leadership exercises to strengthen team unity, drive and cohesion.

To read more about the program, go to
www.characterandleadership.com/student-athlete-program

# Student Athlete Program Character Traits

This program covers 3 athletic seasons a year for 4 years without redundancy. Each season covers 12 traits that coaches know will help their athletes perform better on and off the field. The following seasons focus on 12 new traits with fresh daily lessons. While this works better with a coach's involvement, individual coaches are free to use this program as they see fit.

| SEASON 1 | SEASON 2 | SEASON 3 |
| --- | --- | --- |
| Commitment | Positive Attitude | Coachability |
| Desire | Enthusiasm | Passion |
| Determination | Initiative | Preparation |
| Perseverance | Effort | Grit |
| Appreciation | Teamwork | Sportsmanship |
| Discipline | Unselfishness | Competitiveness |
| Accountability | Trust | Caring |
| Humility | Good Judgment | Composure |
| Honesty | Integrity | Courage |
| Faith | Tolerance | Service |
| Leadership | Leadership | Leadership |
| Character | Character | Character |

# Program Content Delivered Each Week

This Student Athlete Program is designed to improve the character, leadership and sportsmanship of all athletes in a high school. Athletes will receive a daily lesson via an interactive app on their devices 7 days a week. These distinct lessons allow coaches to teach valuable lessons in a purposeful and consistent manner.

- **MONDAY LIFE LESSON –** Powerful pre-recorded video life lessons delivered by nationally recognized coaches and athletes.

- **TUESDAY SPORTS BLOG –** Dr. Hoedel will author a sports-based blog about current events related to character and leadership.

- **WEDNESDAY ROLE MODEL –** Students will read about a group of diversified sports-oriented role models that exemplify the traits covered in the program.

- **THURSDAY DILEMMA –** Students will respond to sports-oriented ethical dilemmas to teach decision-making skills and ethics.

- **FRIDAY PEP TALK –** Passionate speeches from coaches via YouTube will be viewable to get athletes ready for the big game.

- **SATURDAY MOVIE CLIP –** Segments from character-based popular sports movies will be viewed and discussed.

- **SUNDAY GOALS –** Student-athletes will complete short assignments to improve their individual and team performance.

*Character was always the cornerstone of our coaching. We discovered that as the character of our students increased, so did our wins.*
*~ Coach Al Kerns (IA)*

# Sample Role Models (144 used in program)

## Humility

**KEVIN DURANT** – Upon winning the Most Valuable Player award for the NBA, Kevin broke down in tears thanking his mother and each of his teammates for helping him win such a prestigious award.

## Teamwork

**KERRI WALSH-JENNINGS** – Kerri is known as the ultimate teammate, earning 3 Olympic gold medals and 1 Olympic bronze medal in beach volleyball, becoming the most decorated volleyball player of all time.

# Sample Ethical Dilemmas (144 used in program)

**ETHICAL DILEMMA #1 –** You have been elected team captain. During the season one of your teammates occasionally skips practice to go to her boyfriend's house after school. She doesn't get into trouble because she continually tells the coach that she's sick. You begin to see how missing practice is affecting her performance and the team's performance. Do you risk your friendship and tell the coach?

**ETHICAL DILEMMA #2 –** Your senior class is planning a trip to the Bahamas. This coincides with the state finals of the golf tournament. You are torn. Many of your best friends are going and want you to go. Your school has never made it to the state finals, but you are part of a strong team. The non-refundable deposit for the trip is due in February, before the season begins. What do you do?

**ETHICAL DILEMMA #2 –** About halfway through the season, you get injured and you cannot compete. You feel like you should spend your time getting healthy and catching up on your coursework. The coach tells you that he/she still wants you to attend all practices. How do you handle this?

**ETHICAL DILEMMA #4 –** Several three-sport athletes ask the coach for a two-week break from their respective spring sport before joining the team. Should the coach consider the rest time while maintaining rigid attendance for other team members?

# Sample Blog Posts (144 used in program)

Each week Dr. Hoedel writes a sports-related blog post related to character and leadership. Imagine your athletes viewing such thought-provoking issues and your coaches discussing these relevant stories with them each week.



### NEVER GIVE UP ON YOUR DREAMS

"I've been waiting on this dream for 36 years. Thank God it happened today." READ MORE...



### DIVING FOR GOLD: PURE DESIRE

In the 400 meter finals at the 2016 Olympic games, Shaunae Miller of the Bahamas found herself losing the lead to defending Olympic champion, Allyson Felix of the United States of America. READ MORE...



### U.S. WOMEN'S SOCCER TEAM SUES FOR EQUAL PAY

Members of the Women's and Men's National Soccer Team that plays in the World Cup and the Olympics get paid to play. The difference between the men's team and the women's team is alarming. READ MORE...



### TRANSGENDER ATHLETES IN HIGH SCHOOL

... So, I went to an athletic director's conference ... to learn about the ethical dilemmas they are confronting in sports. The first, last and only dilemma we discussed was the issue of questioning or transgender athletes. READ MORE...

We tell athletes to be leaders,
but they really don't know what that means.
This program spells it out for them.

**Coach Ryan Cole**
**Chapin High School, SC**
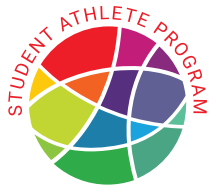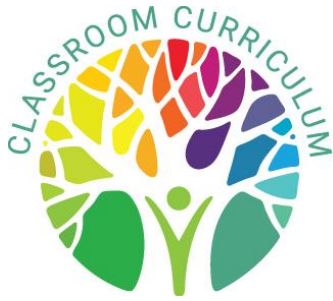
Character Development & Leadership
Joseph M. Hoedel, Ph.D.
7752 Clearwater Court
Williamsburg, MI 49690
231-938-4140
info@characterandleadership.com
characterandleadership.com/student-athlete-program

# "Traditional" Pricing for CD&L Classroom Curriculum

**Item #**

**01A** **Discounted Complete** **$2,220** **X** _____ = _____
**Starter Package** Price # ordered Total

- Most new schools order this package to get off on the right foot. **Prices are discounted 13%.**
- This package includes **Lead Curriculum with Character Movie Set, 25 textbooks, 25 workbooks, research package, DVD training & poster set**.
- Schools might still need additional teacher manuals for additional teachers and more textbooks and workbooks for students, but the starter's package fits the needs of the first classroom in a school.

01 Lead Curriculum with $1,300 X _____ = _____
Character Movie Set Price # ordered Total

02 Additional Teacher $250 X _____ = _____
Manuals Price # ordered Total
**\*cannot order without ordering curriculum**

03 Role Models Textbook $20 X _____ = _____
ISBN 1-892056-42-9 Price # ordered Total

04 Student Workbook $5 X _____ = _____
Price # ordered Total

05 Research Package $300 X _____ = _____
Price # ordered Total

06 Role Model Poster Set $102 X _____ = _____
Price # ordered Total

07 Onsite Training (we come to you) $1,500 + expenses _____
08 Online Training $150 per staff member _____
09 DVD Training (2 hours) $225 _____

**Subtotal** = _____

**S&H (7%)** _____

**Grand Total** = _____

## To order via credit card or purchase order, fill out the following information

School/Organization Name _____

Credit Card Type (circle)     Visa     Master Card     Am Express     PO# _____

Credit Card Number: _____     Expiration Date: _____

CVV2#(code on back): _____          Phone Number: _____
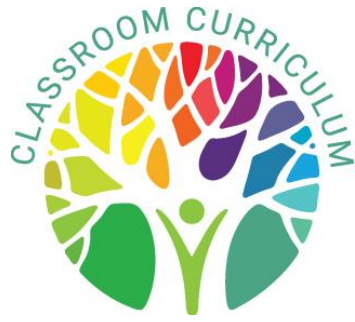
Shipping Address: _____

Billing Address: _____


If known, please provide name and contact information of lead teacher using this program so we can provide passwords and research information:

Teacher Name _____          Phone # _____

Email Address: _____

# Online Pricing for CD&L Classroom Curriculum

We are very excited to provide the online platform for the Character Development & Leadership Program. Included in the pricing is 1) all of the lesson plans in the traditional curriculum, 2) readings from the role model textbook, 3) training of staff members and 4) the research package.

The online version is intended for schools that have access to a 1:1 laptop/Ipad program. Students will access and complete all of their lesson plans online. Teachers will no longer need manuals and students will no longer need textbooks.

This is a different pricing model than the traditional version. Schools will pay less up front and continue to pay minimal amounts for a student usage fee

**Ordering the online curriculum is as easy as 1, 2, 3.**
1. **School License Fee:** Each school will pay the first-year licensing fee of $1,295. Schools that select the 1-year plan will pay an annual renewal fee of $200. Schools that select the 3-year plan will not have to pay the $200 renewal fee.
2. **Per Student Cost:** Tell us how many students you expect to receive instruction on the CD&L classroom curriculum (1-year or 3-year estimates). Based on how many students will access the curriculum, schools will pay between $4 & $7 per student.
3. **Training:** Schools will decide how they want their staff to be trained: onsite or online training.

# New School Online Platform Pricing

Federal ID # 20-0111539
7752 Clearwater Ct. – Williamsburg, MI 49690
Website: CharacterAndLeadership.com
Email: jhoedel@characterandleadership.com
P: 231-938-4140   F: 231-938-4141

## **Curriculum Components (schools must order 1, 2 & 3)

**01      School First-Year License**   1-year plan   or   3-year plan                          $1,295
***Please Circle Selected Plan Above***
(Includes access to all lesson plans, role model chapters & research package)


**02      Cost Per Student**               $_____   X          _____   =          _____
                                         *Cost Per Student       # of Students                Total
                                                    (1-year or 3-year estimates)

| *Key | 1 Year License Cost Per Student | 3 Year Contract Cost Per Student |
|---|---|---|
| **1-99 students** | **$7** | **$6      (15% discount)** |
| **100-250 students using CD&L Program** | **$6** | **$5      (17% discount)** |
| **251-999 students using CD&L Program** | **$5** | **$4      (20% discount)** |
| **1,000+ Students Using CD&L Program** | **$4** | **$3      (25% discount)** |

**03      Required Teacher Training (pick A or B option below)**

03A    Online Training                $150      X          _____   =          _____
                                                           # of Teachers                Total

### OR

03B    Onsite Training                $1,000 + Travel Expenses             =          _____
                                                                                        Total


                                                    **Grand Total  =**                _____

## To order via credit card or purchase order, fill out the following information

School/Organization Name _____

Credit Card Type (circle)     Visa     Master Card     Am Express     PO# _____

Credit Card Number: _____     Expiration Date: _____

CVV2# (code on back): _____     Phone Number: _____

Billing Address: _____

Lead Person at School to be trained _____ Contact Info: _____

# Returning School Online Platform Pricing

Federal ID # 20-0111539
7752 Clearwater Ct. – Williamsburg, MI 49690
Website: CharacterAndLeadership.com
Email: jhoedel@characterandleadership.com
P: 231-938-4140   F: 231-938-4141

***For Returning Schools Who Ordered the 1-Year Program**
**Curriculum Components (schools must order 1 & 2 while 3, 4 & 5 are optional)**

**Item #**

**01**   **School Annual License**                                                              $200
(Includes access to all lesson plans & role model chapters)

**02**   **Cost Per Student**          $_____   X          _____   =          _____
                                   *Cost Per Student        # of Students                      Total

| *Key | 1 Year License Cost Per Student | 3 Year Contract Cost Per Student | |
|---|---|---|---|
| **1-99 students** | **$7** | **$6** | **(15% discount)** |
| **100-250 students using CD&L Program** | **$6** | **$5** | **(17% discount)** |
| **251-999 students using CD&L Program** | **$5** | **$4** | **(20% discount)** |
| **1,000+ Students Using CD&L Program** | **$4** | **$3** | **(25% discount)** |

**03**   **Online Training**                $150   X   _____   =          _____
(for new teachers using CD&L Online Platform)  # of Teachers                     Total

**04**   **Research Package**                                                            $300
(Students take pre- and post-test and annual reports from CD&L)

**05**   **Role Model Poster Set**      $102          X   _____ =          _____
                                   Price                     # ordered                      Total

                                                    **Grand Total  =**          _____

## To order via credit card or purchase order, fill out the following information

School/Organization Name _____

Credit Card Type (circle)     Visa     Master Card     Am Express     PO# _____

Credit Card Number: _____     Expiration Date: _____

CVV2#(code on back): _____     Phone Number: _____

Billing Address: _____

Lead Person we communicate with: _____ Contact Info: _____