

Character Education: Bullying Prevention				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Bullying Prevention		Grade Levels: PK-8 (By the end of grade 8)		
CH&PE 2.2.4.C.2 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.	Character Acceptance Discrimination Bullying Abuse Sportsmanship Disrespect	Assemblies http://www.thebullyproject.com/tools_educators https://www.stopbullying.gov/prevention/at-school/index.html https://www.pacer.org/bullying/classroom/elementary/ele-lesson-plan.asp https://www.safeatschool.ca/resources/resources-on-bullying/working-with-students/lesson-plans-toolkits/k-6 https://online.usc.edu/teacher-toolkit-4-lesson-plans-for-bullying-prevention/	Observation Performance task Journal/Chart Observation	Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.
CH&PE 2.2.4.C.3 Character building is influenced by many factors both positive and negative, such as acceptance, discrimination, bullying, abuse, sportsmanship, support, disrespect, and violence.			Journal/Chart Performance Task Role-playing	Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.
CH&PE 2.1.4.E.1/2.1.4.E.2 Many factors at home, school, and in the community impact social and emotional health.	Social and emotional health		Observation Performance task Journal/Chart Observation Journal/Chart Performance Task	Compare and contrast how individuals and families attempt to address basic human needs. Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.

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		https://www.state.nj.us/education/students/safety/behavior/hib/hibresources.pdf	Role-playing	
<p>CH&PE 2.1.4.E.3/2.1.4.E.4 Stress management skills impact an individual's ability to cope with different types of emotional situations.</p>	Stress	http://www.acesforbullyingprevention.org/ https://www.njbullying.org/ https://www.state.nj.us/education/students/safety/behavior/hib/hibresources.shtml https://www.nj.gov/education/students/safety/behavior/hib/guidance.pdf	<p>Observation</p> <p>Performance task</p> <p>Journal/Chart Observation</p> <p>Journal/Chart</p> <p>Performance Task</p> <p>Role-playing</p>	<p>Determine ways to cope with rejection, loss, and separation.</p> <p>Summarize the causes of stress and explain ways to deal with stressful situations.</p>

Character Education

Character Education: Caring				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Caring		Grade Levels: PK-2 (By the end of grade 2)		
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Environmental impact Social impact Economic impact	Assemblies https://schools.cms.k12.nc.us/beverlywoodsES/PublishingImages/CarinDecember.pdf https://www.learningto give.org/units/character-education-caring-grade-8 https://www.goodcharacter.com/elementaryschool/caring/	Observation Performance task Journal/Chart Observation Journal/Chart Performance Task Role-playing	
CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.	Civic work			
HPE.2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.	Benefit			
CAEP.9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.	Traditional careers Nontraditional careers			
HPE.2.1.2.D.1 Identify ways to prevent injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	Injury prevention Fire safety			
HPE.2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	Healthy habits Hygiene			

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CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Study skills Job skills			
HPE.2.2.2.E.1 Determine where to access home, school, and community health professionals.	Access Health professionals			
CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	Work Personal goals Professional goals			
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Citizen Responsibility			
HPE.2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.	Decision making			
HPE.2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.	Disabilities			
HPE.2.1.2.A.1 Explain what being “well” means and identify self-care practices that support wellness.	Wellness Self-care			
HPE.2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	Character Feelings			

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CRP.K-12.CRP12 Work productively in teams while using cultural global competence.	Work productivity Culture Global competence			
CRP.K-12.CRP3 Attend to personal health and financial well-being.	Personal health Financial well-being			

Character Education

Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Caring		Grade Levels: 3-6 (By the end of grade 6)		
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Environmental impact Social impact Economic impact	Assemblies https://www.goodcharacter.com/middle_school/caring/	Observation Performance task	
CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.	Roles: life, civic, work	 https://www.pinterest.com/bambiegushard/caring-empathy/	Journal/Chart Observation Journal/Chart	
HPE.2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.	Interpersonal Communication Health and safety	 https://www.onecommunityglobal.org/caring-and-kindness-lesson-plan/	Performance Task Role-playing	
CAEP.9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.	Traditional careers Non-traditional careers	 https://operationrespect.org/theme-2-building-community/lesson-4-conscious-acts-caring/ https://www.randomactsofkindness.org/kinderg		

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HPE.2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.	Harassment Gang violence Discrimination bullying	arten-grade-5-lesson-plans https://operationrespect.org/theme-2-building-community/lesson-4-conscious-acts-caring/ https://www.edutopia.org/blog/kindness-lesson-plan-rebecca-alber		
HPE.2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.	Personal wellness			
HPE.2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	Interpersonal communication Conflict			
HPE.2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	Ethical values Respect Empathy Civic mindedness Citizenship			
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Academic knowledge Study skills Career knowledge/skills			
HPE.2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.	Human needs			
HPE.2.1.4.E.3 Determine ways to cope with rejection, loss, and separation.	Coping Rejections Loss Separation			

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<p>CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p>Personal goals Professional goals</p>			
<p>HPE.2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p>	<p>Disabilities Negative impact Positive impact</p>			
<p>CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.</p>	<p>Responsible citizen Responsible employee</p>			
<p>HPE.2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</p>	<p>Healthy choices Body systems</p>			
<p>CRP.K-12.CRP12 Work productively in teams while using cultural global competence.</p>	<p>Productive Culture Global competence</p>			
<p>HPE.2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.</p>	<p>Character Impacts of personal health</p>			

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HPE.2.1.4.C.3 Explain how mental health impacts one's wellness.	Mental health Wellness			
CRP.K-12.CRP3 Attend to personal health and financial well-being.	Personal health Financial well-being			
HPE.2.1.4.E.4 Summarize the causes of stress and explain ways to deal with stressful situations.	Stress			

Character Education

Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Caring		Grade Levels: 7-8 (By the end of grade 8)		
HPE.2.1.12.D.1 Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.	Intentional injury Unintentional injury Prevention strategies	Assemblies https://www.goodcharacter.com/middle_school/caring/	Observation Performance task Journal/Chart Observation	
CRP.K-12.CRP2 Apply appropriate academic and technical skills.	Academic skills Technical skills	https://www.goodcharacter.com/high_school/caring/	Journal/Chart	
HPE.2.2.6.B.2 Predict how the outcome(s) of a health-related decision may differ if an alternative decision is made by self or others.	Decision making outcomes	https://www.freespirit.com/files/original/Create-a-Culture-of-Kindness-in-Middle-School-preview-1.pdf	Performance Task Role-playing	

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HPE.2.1.12.C.CS1 Personal health is impacted by family, community, national, and international efforts to prevent and control diseases and health conditions.	Personal health International disease control International health conditions	https://www.aeseducation.com/blog/how-to-teach-6-pillars-of-character-middle-school		
HPE.2.2.12.C.CS1 Individual and/or group pressure to be successful in competitive activities can result in a positive or negative impact.	Peer pressure Competition			
HPE.2.2.6.B.1 Use effective decision-making strategies.	Decision making			
HPE.2.2.12.A.CS1 Effective interpersonal communication encompasses respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture.	Interpersonal communication Acceptance Sexual orientation			
HPE.2.1.12.A.CS1 Developing and maintaining wellness requires ongoing evaluation of factors impacting health and modifying lifestyle behaviors accordingly.	Wellness Impacting health factors Lifestyle behavior			
HPE.2.2.6.B.CS1 Every health-related decision has short- and long-term consequences and affects the ability to reach health goals.	Health consequences Health goals			

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HPE.2.1.12.E.CS1 Respect and acceptance for individuals regardless of gender, sexual orientation, disability, ethnicity, socioeconomic background, religion, and/or culture provide a foundation for the prevention and resolution of conflict.	Respect Acceptance Conflict resolution			
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Responsible citizen Responsible employee			
HPE.2.2.12.A.CS3 Technology increases the capacity of individuals to communicate in multiple and diverse ways.	Communication with technology			
CRP.K-12.CRP3 Attend to personal health and financial well-being.	Personal health Financial well-being			
HPE.2.2.6.B.3 Determine how conflicting interests may influence one's decisions.	Conflicting interest			

Character Education

Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Citizenship		Grade Levels: PK-2 (By the end of grade 2)		
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Environmental impact Social economic	Assemblies https://www.education.com/lesson-plan/what-is-a-good-citizen/	Observation Performance task	
HPE.2.2.PE.1 Identify community helpers who assist in maintaining a safe environment.	Community helpers Safe environment	 https://www.doe.k12.de.us/cms/lib09/DE01922744/Centricity/Domain/374/FINAL2SPDG.Kindergarten.ALPE.pdf	Journal/Chart Observation	
CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.	Civic roles Work roles	 http://www.highpoint.edu/education/files/2014/09/Citizenship_EE3_STEM_Infused.pdf	Journal/Chart Performance Task	
HPE.2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.	Service activities	 https://www.kidsacademy.mobi/storytime/teaching-citizenship-elementary-students/	Role-playing	
CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.	Integrity Ethical leadership Management	 https://www.internet4classrooms.com/grade_level_help/governance_civics_citizenship_first_1st_grade_social_studies.htm		
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Academic skills Career/work skills	 https://schools.cms.k12.nc.us/beverlywoodsES/		
HPE.2.2.2.E.1 Determine where to access home, school, and community health professionals.	Health professionals			

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<p>CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p>Work Personal goals Professional goals</p>	<p>Documents/Febcitizenship.pdf https://www.eupschools.org/page/1336</p>		
<p>CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.</p>	<p>Responsible citizen Responsible employee</p>	<p>https://www.mtholly.k12.nj.us/cms/lib/NJ02201267/Centricity/Shared/Form2/Grade%201%20-%20Unit%201%20-%20Citizenship.pdf</p>		
<p>HPE.2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p>	<p>Safe practices/safety</p>			
<p>HPE.2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p>	<p>Character</p>			
<p>CRP.K-12.CRP12 Work productively in teams while using cultural global competence.</p>	<p>Productivity</p>			

Character Education				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Citizenship		Grade Levels: 3-6 (By the end of grade 6)		
HPE.2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.	Service projects	Assemblies https://educators.brainpop.com/bp-topic/citizenship/	Observation Performance task Journal/Chart Observation	
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Environmental impact Social impact Economic impact	https://www.commonse.org/education/digital-citizenship/curriculum?grades=3%2C4%2C5	Journal/Chart Performance Task	
CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.	Life roles Civic roles Work roles	https://schools.cms.k12.nc.us/beverlywoodsES/Documents/Febcitizenship.pdf	Role-playing	
HPE.2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.	Health services Health resources Health needs	https://www.educationworld.com/a_curr/curr008.shtml#fourth		
HPE.2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.	Interpersonal communication	https://code.org/curriculum/course3/20/Teacher		
CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.	Integrity Ethical leadership Effective management			

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HPE.2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	Ethical values Respect Empathy Civic mindedness			
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Academic and career knowledge			
CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	Personal goals Professional goals			
HPE.2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	Disabilities			
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Responsible citizen Responsible employee			
HPE.2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	Safe vs. unsafe Injury risk			
CRP.K-12.CRP12 Work productively in teams while using cultural global competence.	Global competence			

Character Education

HPE.2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.	Character Personal health			
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Character Education				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Citizenship		Grade Levels: 7-8 (By the end of grade 8)		
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Impacts of decision making	Assemblies https://educators.brainpop.com/bp-topic/citizenship/	Observation Performance task	
CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.	Life roles Work roles	 https://www.icivics.org/curriculum/citizenship-participation	Journal/Chart Observation Journal/Chart	
HPE.2.2.4.E.1 Identify health services and resources provided in the school and community and determine how each assists in addressing health needs and emergencies.	Community health needs	 https://www.aeseducation.com/blog/top-4-digital-citizenship-activities-middle-school	Performance Task Role-playing	
HPE.2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.	Interpersonal communication Safety scenarios	 https://www.goodcharacter.com/high_school/citizenship/		
CAEP.9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.	Traditional careers Non-traditional careers	 https://educircles.org/21st-century-learning-6cs/exploring-the-six-cs-chapter-2-citizenship-lesson-plans/		

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CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.	Integrity Ethical leadership Effective management	https://www.educationworld.com/teachers/seven-activities-citizenship-day https://www.commonse.org/education/lesson-plans/digital-citizenship-introduction-middle-school-edition http://www.kellybear.com/TeacherArticles/TeacherTip27.html https://betterlesson.com/community/directory/middle_school/citizenship_and_ethics		
HPE.2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	Ethical values Respect Empathy Civic mindedness Good citizenship			
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Academic knowledge and skills Career knowledge and skills			
CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	Personal goals Professional goals			
HPE.2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	Disabilities			
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Responsible citizen Responsible employee			
HPE.2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).	Safe scenarios Unsafe scenarios			

Character Education

CRP.K-12.CRP12 Work productively in teams while using cultural global competence.	Teamwork Global competence			
HPE.2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.	Character Personal health			

Character Education: Conflict Resolution				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence

Character Education

Focus Topic: Fairness		Grade Levels: PK-2 (By the end of grade 2)		
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Environment Social Economic	Assemblies https://www.tolerance.org/classroom-resources/tolerance-lessons/whats-fair-0	Observation Performance task	
CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.	Integrity Ethical leadership	 https://www.goodcharacter.com/elementaryschool/fairness/	Journal/Chart Observation Journal/Chart	
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Academic knowledge and skills Career knowledge and skills	 http://teacherlink.ed.usu.edu/tresources/units/MonsonUnits/rebpreemipra/index.html	Performance Task Role-playing	
CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.	Critical thinking Persevere	 https://empoweringeducation.org/wp-content/uploads/2016/08/25-EE_Fairness-and-Equality_Pt1_3-5.pdf		
HPE.2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.	Conflict			
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Citizen Employee			
HPE.2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.	Think			

Character Education

HPE.2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	Character Feelings Actions			
CRP.K-12.CRP12 Work productively in teams while using cultural global competence.	Productivity			
HPE.2.1.2.E.1 Identify basic social and emotional needs of all people.	Social needs Emotional needs			

Character Education				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Fairness		Grade Levels: 3-6 (By the end of grade 6)		
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Environmental impact Social impact Economic impact	Assemblies https://www.tolerance.org/classroom-resources/tolerance-lessons/whats-fair-0	Observation Performance task Journal/Chart Observation	
HPE.2.2.4.B.2 Differentiate between situations when a health-related should be made independently or with the help of others.	Independent situations Health related situations	https://www.goodcharacter.com/middle_school/fairness/	Journal/Chart Performance Task	
CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.	Integrity Ethical leadership	http://www.santeesd.net/cms/lib/CA01000468/	Role-playing	

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<p>HPE.2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</p>	<p>Harassment Gang violence Discrimination Bullying</p>	<p>Centricity/Domain/22/FairActFinal.pdf</p>		
<p>HPE.2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	<p>Interpersonal communication Conflict</p>	<p>https://freespiritpublishingblog.com/2016/02/01/thats-not-fair-teaching-kids-the-difference-between-fair-and-equal/</p>		
<p>HPE.2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p>	<p>Ethical values Respect Empathy Civic mindedness Good citizenship</p>			
<p>CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Academic knowledge and skills Career knowledge and skills</p>			
<p>CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.</p>	<p>Critical thinking Perseverance</p>			
<p>HPE.2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.</p>	<p>Basic human needs</p>			
<p>HPE.2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p>	<p>Disabilities Attitude Assumption</p>			

Character Education

CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Responsible citizen Responsible employee			
CRP.K-12.CRP12 Work productively in teams while using cultural global competence.	Productivity			
HPE.2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.	Character Personal health			

Character Education

Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Fairness		Grade Levels: 7-8 (By the end of grade 8)		
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Environmental impact Social impact Economic impact	Assemblies https://www.learningto give.org/units/character-education-fairness-grade-7	Observation Performance task Journal/Chart Observation	
HPE.2.2.4.B.2 Differentiate between situations when a health-related should be made independently or with the help of others.	Independent situations Health related situations	https://www.goodcharacter.com/high_school/fairness-justice/	Journal/Chart Performance Task	
CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.	Integrity Ethical leadership	https://www.collaborativeclassroom.org/wp-content/uploads/2018/07/	Role-playing	

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HPE.2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.	Harassment Gang violence Discrimination Bullying	CSC2e_Teachers-Packa ge_Grade-7-sample.pdf		
HPE.2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	Interpersonal communication Conflict			
HPE.2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	Ethical values Respect Empathy Civic mindedness Good citizenship			
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Academic knowledge and skills Career knowledge and skills			
CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.	Critical thinking Perseverance			
HPE.2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.	Basic human needs			
HPE.2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	Disabilities Attitude Assumption			
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Responsible citizen Responsible employee			
CRP.K-12.CRP12 Work productively in teams while using cultural global competence.	Productivity			

Character Education

HPE.2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.	Character Personal health			
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Character Education: Fairness				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Fairness		Grade Levels: PK-2 (By the end of grade 2)		

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CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Environment Social Economic	Assemblies https://www.tolerance.org/classroom-resources/tolerance-lessons/whats-fair-0	Observation Performance task	
CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.	Integrity Ethical leadership	 https://www.goodcharacter.com/elementaryschool/fairness/	Journal/Chart Observation	
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Academic knowledge and skills Career knowledge and skills	 http://teacherlink.ed.usu.edu/tlresources/units/MonsonUnits/rebpreemipra/index.html	Journal/Chart Performance Task	
CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.	Critical thinking Persevere	 https://empoweringeducation.org/wp-content/uploads/2016/08/25-EE_Fairness-and-Equality_Pt1_3-5.pdf	Role-playing	
HPE.2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.	Conflict			
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Citizen Employee			
HPE.2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.	Think			
HPE.2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.	Character Feelings Actions			

Character Education

CRP.K-12.CRP12 Work productively in teams while using cultural global competence.	Productivity			
HPE.2.1.2.E.1 Identify basic social and emotional needs of all people.	Social needs Emotional needs			

Character Education				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Fairness		Grade Levels: 3-6 (By the end of grade 6)		
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Environmental impact Social impact Economic impact	Assemblies https://www.tolerance.org/classroom-resources/tolerance-lessons/whats-fair-0	Observation Performance task Journal/Chart Observation	
HPE.2.2.4.B.2 Differentiate between situations when a health-related should be made independently or with the help of others.	Independent situations Health related situations	 https://www.goodcharacter.com/middle_school/fairness/	Journal/Chart Performance Task	
CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.	Integrity Ethical leadership	 http://www.santeesd.net/cms/lib/CA01000468/Centricity/Domain/22/FairActFinal.pdf https://frespiritpublishingblog.com/2016/02/01/thats-not-fair-teaching-	Role-playing	

Character Education

HPE.2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.	Harassment Gang violence Discrimination Bullying	kids-the-difference-between-fair-and-equal/		
HPE.2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	Interpersonal communication Conflict			
HPE.2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	Ethical values Respect Empathy Civic mindedness Good citizenship			
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Academic knowledge and skills Career knowledge and skills			
CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.	Critical thinking Perseverance			
HPE.2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.	Basic human needs			
HPE.2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	Disabilities Attitude Assumption			

Character Education

CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Responsible citizen Responsible employee			
CRP.K-12.CRP12 Work productively in teams while using cultural global competence.	Productivity			
HPE.2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.	Character Personal health			

Character Education				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Fairness		Grade Levels: 7-8 (By the end of grade 8)		
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Environmental impact Social impact Economic impact	Assemblies https://www.learningto give.org/units/character -education-fairness-grade-7	Observation Performance task Journal/Chart Observation	
HPE.2.2.4.B.2 Differentiate between situations when a health-related should be made independently or with the help of others.	Independent situations Health related situations	https://www.goodcharacter.com/high_school/fairness-justice/	Journal/Chart Performance Task	
CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.	Integrity Ethical leadership	https://www.collaborativeclassroom.org/wp-content/uploads/2018/07/	Role-playing	

Character Education

HPE.2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.	Harassment Gang violence Discrimination Bullying	CSC2e_Teachers-Packa ge_Grade-7-sample.pdf		
HPE.2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.	Interpersonal communication Conflict			
HPE.2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.	Ethical values Respect Empathy Civic mindedness Good citizenship			
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Academic knowledge and skills Career knowledge and skills			
CRP.K-12.CRP8 Utilize critical thinking to make sense of problems and persevere in solving them.	Critical thinking Perseverance			
HPE.2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.	Basic human needs			
HPE.2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.	Disabilities Attitude Assumption			
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Responsible citizen Responsible employee			
CRP.K-12.CRP12 Work productively in teams while using cultural global competence.	Productivity			

Character Education

HPE.2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.	Character Personal health			
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Character Education: Respect				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Respect		Grade Levels: PK-2 (By the end of grade 2)		

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Character Education

<p>CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p>Careers Jobs Finances</p>	<p>Assemblies https://www.educationworld.com/a_lesson/lesson/lesson329.shtml</p>	<p>Observation Performance task Journal/Chart Observation</p>	
<p>CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.</p>	<p>Civic</p>	<p>https://schools.cms.k12.nc.us/beverlywoodsES/Documents/RespectSeptember2015.pdf</p>	<p>Journal/Chart Performance Task</p>	
<p>CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Success Academic Responsibilities</p>	<p>https://respectfulkindergarten.com/lesson-1-respect-and-feelings.html</p>	<p>Role-playing</p>	
<p>CRP.K-12.CRP12 Work productively in teams while using cultural global competence.</p>	<p>Culture Global</p>	<p>https://www.glsen.org/sites/default/files/GLSEN%20Ready%20Set%20Respect.pdf</p>		
<p>CRP.K-12.CRP3 Attend to personal health and financial well-being.</p>	<p>Personal Responsibilities</p>	<p>https://www.scholastic.com/teachers/lesson-plans/teaching-content/teaching-respect-clifford-big-red-dog/</p> <p>https://dilworthpta.org/wp-content/uploads/2016/07/Sept-RESPECT-Character-lesson.pdf</p> <p>https://www.edutopia.org/discussion/activities-understanding-respect-and-diversity</p>		

Character Education

<p>CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.</p>	<p>Decision-Making</p>	<p>https://proudtobeprimary.com/respect-activities/</p>		
<p>CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.</p>	<p>Leadership Management Leadership vs. Management Ethical</p>	<p>https://talkingtreebooks.com/best-character-education-resources/books-respect.html</p> <p>https://bookriot.com/2016/11/18/25-picture-books-that-promote-empathy-and-respect/</p>		
<p>HPE.2.1.2.E.1 Identify basic social and emotional needs of all people.</p>	<p>Needs</p>			
<p>HPE.2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>	<p>Conflict Conflict Resolution</p>			
<p>HPE.2.1.2.E.3 Explain healthy ways of coping with common stressful situations experienced by children.</p>	<p>Coping Stress</p>			

Character Education

<p>HPE.2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p>	<p>Effects of Decision-Making</p>			
<p>HPE.2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p>	<p>Character Characterization Feelings</p>			
<p>HPE.2.2.2.C.2 Identify types of disabilities and demonstrate appropriate behavior when interacting with people with disabilities.</p>	<p>Behavior Disabilities Differences</p>			
<p>HPE.2.2.2.D.1 Determine the benefits for oneself and others of participating in a class or school service activity.</p>	<p>Community Service</p>			
<p>HPE.2.1.P.A.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).</p>	<p>Hygiene Health</p>			

Character Education

HPE.2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).	Self-help Independence Self-awareness			
HPE.2.1.P.C.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	Self-help Self-awareness Hygiene Health			

Character Education

Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Respect		Grade Levels: 3-6 (By the end of grade 6)		
CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	Careers Jobs Finances	Assemblies https://www.educationworld.com/a_lesson/lesson/lesson329.shtml	Observation Performance task Journal/Chart Observation	
CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.	Civic	https://www.learningto give.org/units/character-education-respect-grade-6 https://study.com/academy/popular/respect-lesson-plan.html	Journal/Chart Performance Task Role-playing	

Character Education

<p>CAEP.9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>	<p>Career Likes vs. Dislikes</p>	<p>https://proudtobeprimary.com/teaching-respect-in-the-classroom/</p>		
<p>CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Success Academic Responsibilities</p>	<p>https://www.commonse.org/education/lesson-plans/respecting-others-and-ourselves</p> <p>https://proudtobeprimary.com/respect-activities/</p>		
<p>CRP.K-12.CRP12 Work productively in teams while using cultural global competence.</p>	<p>Value of Teams Global</p>	<p>https://talkingtreebooks.com/best-character-education-resources/books-respect.html</p>		
<p>CRP.K-12.CRP3 Attend to personal health and financial well-being.</p>	<p>Health Well-being</p>	<p>https://bookriot.com/2016/11/18/25-picture-books-that-promote-empathy-and-respect/</p>		
<p>CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.</p>	<p>Decisions Decision-making</p>			

Character Education

<p>CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.</p>	<p>Leader vs. Manager Leadership Management</p>			
<p>HPE.2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p>	<p>Social Emotional Needs Self-Wellness Self-Awareness</p>			
<p>HPE.2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</p>	<p>Health Behaviors</p>			
<p>HPE.2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.</p>	<p>Human Needs</p>			
<p>HPE.2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</p>	<p>Types of Conflicts</p>			

Character Education

<p>HPE.2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	<p>Communication Conflict</p>			
<p>HPE.2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p>	<p>Influences</p>			
<p>HPE.2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.</p>	<p>Personal Health Needs</p>			
<p>HPE.2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p>	<p>Values Civic Duties Citizenship Community</p>			
<p>HPE.2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p>	<p>Attitudes Disabilities Differences</p>			

Character Education

HPE.2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.	Service Community Service Wellness			
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Character Education

Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Respect		Grade Levels: 7-8 (By the end of grade 8)		
CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	Careers Jobs Finances	Assemblies https://www.educationworld.com/a_lesson/lesson/lesson329.shtml	Observation Performance task Journal/Chart Observation	
CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.	Civic	https://study.com/academy/popular/respect-lesson-plan.html https://www.learningto give.org/units/character-education-respect-grade-8	Journal/Chart Performance Task Role-playing	
CAEP.9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.	Career Likes vs. Dislikes	http://internet.savannah.chatham.k12.ga.us/district/AcademicAffairs/PBIS/Documents/Lessons/Middle%20school/School-Wide/Be%20Respect		

Character Education

<p>CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Success Academic Responsibilities</p>	<p>ful/Showing%20Respect%20to%20Other%20Students.pdf https://www.goodcharacter.com/middle_school/respecting-others/ http://headsip.scholastic.com/teachers/respect-others-respect-yourself</p>		
<p>CRP.K-12.CRP12 Work productively in teams while using cultural global competence.</p>	<p>Culture Global</p>			
<p>CRP.K-12.CRP3 Attend to personal health and financial well-being.</p>	<p>Personal Health Well-being Finances</p>			
<p>CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.</p>	<p>Decision</p>			
<p>CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.</p>	<p>Leadership Management</p>			

Character Education

<p>HPE.2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p>	<p>Self-Awareness Wellness Interactions</p>			
<p>HPE.2.1.4.A.2 Determine the relationship of personal health practices and behaviors on an individual's body systems.</p>	<p>Health Behaviors</p>			
<p>HPE.2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.</p>	<p>Human Needs</p>			
<p>HPE.2.1.4.E.2 Distinguish among violence, harassment, gang violence, discrimination, and bullying and demonstrate strategies to prevent and resolve these types of conflicts.</p>	<p>Types of Conflict</p>			
<p>HPE.2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	<p>Communication Conflict</p>			

Character Education

<p>HPE.2.2.4.B.3 Determine how family, peers, technology, culture, and the media influence thoughts, feelings, health decisions, and behaviors.</p>	<p>Behaviors Decision</p>			
<p>HPE.2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.</p>	<p>Character Development Health</p>			
<p>HPE.2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p>	<p>Ethics Values Communities</p>			
<p>HPE.2.2.4.C.3 Determine how attitudes and assumptions toward individuals with disabilities may negatively or positively impact them.</p>	<p>Feelings Impacts</p>			
<p>HPE.2.2.4.D.1 Explain the impact of participation in different kinds of service projects on community wellness.</p>	<p>Communities Community Service Wellness</p>			

Character Education: Responsibility				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Responsibility		Grade Levels: PK-2 (By the end of grade 2)		

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HPE.2.1.2.C.2 Summarize strategies to prevent the spread of common diseases and health conditions.	Diseases Health conditions	Assemblies https://schools.cms.k12.nc.us/beverlywoodsES/Documents/ResponsibilityOctober2015.pdf	Observation Performance task Journal/Chart Observation	
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Decisions	https://www.scholastic.com/teachers/lesson-plans/teaching-content/teaching-responsibility-clifford-big-red-dog/	Journal/Chart Performance Task	
HPE.2.1.2.B.1 Explain why some foods are healthier to eat than others.	Healthy foods	https://www.scholastic.com/teachers/lesson-plans/teaching-content/teacher-made-activities-teaching-responsibility/	Role-playing	
HPE.2.1.2.C.3 Determine how personal feelings can affect one's wellness.	Feelings Wellness	https://www.whatihavelearnedteaching.com/teach-responsibility-in-the-elementary-classroom/		
HPE.2.1.PC.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	Habits	https://www.goodcharacter.com/elementaryschool/being-responsible/		
CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.	Roles Civic work Community	https://openphysed.org/curriculum_resources/personal-social-responsibility1		
CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.	Integrity Leader Management			
HPE.2.1.PA.1 Develop an awareness of healthy habits (e.g., use clean tissues, wash hands, handle food hygienically, brush teeth, and dress appropriately for the weather).	Healthy habits Hygiene			

Character Education

CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Success			
HPE.2.1.2.B.2 Explain how foods on MyPlate differ in nutritional content and value.	Nutrition Nutritional Value			
CRP.K-12.CRP7 Employ valid and reliable research strategies.	Research Validity			
CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.	Goals			
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Responsible Citizen Employee			
HPE.2.1.2.C.1 Summarize symptoms of common diseases and health conditions.	Common Diseases Health Conditions			
CRP.K-12.CRP10 Plan education and career paths aligned to personal goals.	Personal paths Personal goals			
HPE.2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).	Safety			

Character Education

CRP.K-12.CRP3 Attend to personal health and financial well-being.	Well-being			
HPE.2.1.P.A.2 Demonstrate emerging self-help skills (e.g., develop independence when pouring, serving, and using utensils and when dressing and brushing teeth).	Self-help			
HPE.2.1.2.E.1 Identify basic social and emotional needs of all people.	Social and Emotional needs			

Character Education				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Responsibility		Grade Levels: 3-6 (By the end of grade 6)		
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Decisions	Assemblies https://www.commonse.org/education/lesson/rings-of-responsibility-3-5	Observation Performance task Journal/Chart Observation	
CAEP.9.2.4.A.2 Identify various life roles and civic and work - related activities in the school, home, and community.	Life roles Civic roles	https://schools.cms.k12.nc.us/beverlywoodsES/Documents/Octresponsibility.pdf	Journal/Chart Performance Task Role-playing	

Character Education

<p>HPE.2.2.4.A.1 Demonstrate effective interpersonal communication in health- and safety-related situations.</p>	<p>Interpersonal communication</p>	<p>https://www.polk-fl.net/staff/resources/documents/keystocharacter/January2011.pdf</p>		
<p>HPE.2.2.4.B.2 Differentiate between situations when a health-related should be made independently or with the help of others.</p>	<p>Independent situations Health related situations</p>	<p>https://proudtobeprimary.com/teaching-responsibility-in-the-classroom/</p>		
<p>CAEP.9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p>	<p>Traditional careers Non-traditional careers</p>	<p>https://www.scholastic.com/parents/family-life/parent-child/teach-kids-to-manage-time.html</p>		
<p>CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.</p>	<p>Integrity Ethical leadership</p>			
<p>HPE.2.1.4.A.1 Explain the physical, social, emotional, and mental dimensions of personal wellness and how they interact.</p>	<p>Personal wellness</p>			

Character Education

<p>HPE.2.2.4.A.2 Demonstrate effective interpersonal communication when responding to disagreements or conflicts with others.</p>	<p>Interpersonal communication conflict</p>			
<p>HPE.2.2.4.C.2 Explain why core ethical values (such as respect, empathy, civic mindedness, and good citizenship) are important in the local and world community.</p>	<p>Ethical values Respect Empathy Civic mindedness Good citizenship</p>			
<p>CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p>Academic knowledge and skills Career knowledge and skills</p>			
<p>CRP.K-12.CRP7 Employ valid and reliable research strategies.</p>	<p>Research strategies</p>			
<p>HPE.2.2.4.E.2 Explain when and how to seek help when experiencing a health problem.</p>	<p>Health problems</p>			

Character Education

<p>CAEP.9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</p>	<p>Personal goals Professional goals</p>			
<p>CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.</p>	<p>Responsible citizen responsible employeeR</p>			
<p>HPE.2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p>	<p>Safe situations Unsafe situations Injury</p>			
<p>CRP.K-12.CRP10 Plan education and career paths aligned to personal goals.</p>	<p>Career path</p>			
<p>HPE.2.2.4.C.1 Determine how an individual's character develops over time and impacts personal health.</p>	<p>Character Personal health</p>			

Character Education

CRP.K-12.CRP3 Attend to personal health and financial well-being.	Personal health Financial well being			
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Character Education				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Responsibility		Grade Levels: 7-8 (By the end of grade 8)		
CRP.K-12.CRP2 Apply appropriate academic and technical skills. .	Academic skills Technical skills	Assemblies https://www.learningto give.org/units/character-education-responsibility-grade-7 https://www.learningto give.org/units/character-education-responsibility-grade-8 https://www.goodcharacter.com/high_school/responsibility/	Observation	
HPE.2.2.2.B.2 Relate decision-making by self and others to one’s health	Decision-making		Performance task	
CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.	Environmental impact Social impact Economic impact		Journal/Chart Observation	
CRP.K-12.CRP4 Communicate clearly and effectively and with reason.	Communicate		Journal/Chart Performance Task	
HPE.2.2.12.B.2 Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.	Individual needs Family needs Personal wellness		Role-playing	

Character Education

HPE.2.1.6.B.4 Compare and contrast nutritional information on similar food products in order to make informed choices.	Nutrition	https://afineparent.com/building-character/teaching-kids-responsibility.html		
HPE.2.1.6.B.2 Summarize the benefits and risks associated with nutritional choices, based on eating patterns.	Nutritional choices	https://www2.cortland.edu/dotAsset/280346.pdf		
HPE.2.1.6.B.3 Create a daily balanced nutritional meal plan based on nutritional content, value, calories, and cost.	Balanced meals calories	https://www.care.com/c/stories/5219/9-tips-for-teaching-kids-responsibility/		
HPE.2.1.8.B.3 Design a weekly nutritional plan for families with different lifestyles, resources, special needs, and cultural backgrounds.	Nutritional plan			
HPE.2.1.8.B.2 Identify and defend healthy ways for adolescents to lose, gain, or maintain weight.	Weight management			
HPE.2.1.8.B.1 Analyze how culture, health status, age, and eating environment influence personal eating patterns and recommend ways to provide nutritional balance.	Eating patterns Nutritional balance			
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Responsible citizen Responsible employee			
HPE.2.2.2.B.4 Select a personal health goal and explain why setting is important.	Personal health goal			
HPE.2.2.2.B.1 Explain what a decision is and why it advantageous to think before acting.	Decisions			
HPE.2.2.12.B.1 Predict the short- and long-term consequences of good and	consequences			

Character Education

poor decision-making on oneself, friends, family, and others.				
HPE.2.1.4.B.4 Interpret food product labels based on nutritional content.	Food labels Nutritional content			
HPE.2.1.4.B.3 Create a healthy meal based on nutritional content, value, calories, and cost.	Healthy meal Calories			
CRP.K-12.CRP3 Attend to personal health and financial well-being.	Personal health Financial well being			
HPE.2.1.4.B.2 Differentiate between healthy and unhealthy eating practices.	Healthy eating practice Unhealthy eating practice			

Character Education: Trust

Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Trust		Grade Levels: PK-2 (By the end of grade 2)		
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Character Education Social Emotional Learning	Assemblies https://wvde.state.wv.us/counselors/netsmart/K-2%20Lessons/11TellATrustAdult.pdf	Observation Performance task Journal/Chart Observation	

K -8 Warren Hills Cluster Curriculum
September 2019

Character Education

<p>CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.</p>	<p>Citizen employee</p>	<p>https://hiphomeschoolmoms.com/trust-lesson-activities-free-printable/</p>	<p>Journal/Chart Performance Task Role-playing</p>	
<p>CRP.K-12.CRP4 Communicate clearly and effectively and with reason.</p>	<p>reason</p>	<p>https://study.com/academy/lesson/trust-building-lesson-plan.html</p>		
<p>CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.</p>	<p>decision-making</p>	<p>https://www.goodcharacter.com/elementaryschool/trustworthiness/</p>		
<p>CRP.K-12.CRP9 Model integrity, ethical leadership and effective management.</p>	<p>Leader characteristics and qualities</p>			
<p>HPE.2.1.2.E.1 Identify basic social and emotional needs of all people.</p>	<p>Needs vs. Wants</p>			

Character Education

<p>HPE.2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>	<p>Conflict Resolution</p>			
<p>HPE.2.2.2.A.1 Express needs, wants, and feelings in health- and safety-related situations.</p>	<p>Needs vs. Wants</p>			
<p>HPE.2.2.2.B.1 Explain what a decision is and why it is advantageous to think before acting.</p>	<p>Decision-making skills</p>			
<p>HPE.2.2.2.B.3 Determine ways parents, peers, technology, culture, and the media influence health decisions.</p>	<p>Social Media Media Influence</p>			
<p>HPE.2.2.2.C.1 Explain the meaning of Character and how it is reflected in the thoughts, feelings, and actions of oneself and others.</p>	<p>Characterization Feelings</p>			

Character Education

<p>HPE.2.2.2.E.1 Determine where to access home, school, and community health professionals.</p>	<p>Careers Professions</p>			
<p>HPE.2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</p>	<p>Symbols Symbolism</p>			
<p>HPE.2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.</p>	<p>Community Community Helpers</p>			

Character Education

Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Trust		Grade Levels: 3-6 (By the end of grade 6)		
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Character Education Social Emotional Learning	Assemblies https://www.learningto give.org/units/character-education-trustworthiness-grade-6/building-trust	Observation Performance task Journal/Chart Observation	
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Citizen employee	https://www.goodcharacter.com/elementaryschool/trustworthiness/	Journal/Chart Performance Task Role-playing	
CRP.K-12.CRP2 Apply appropriate academic and technical skills.	Skill Types of skills	https://www.teacher.org/lesson-plan/trust-me/ https://www.randomactsofkindness.org/archived-curriculum/additional-resources/RAK-Building-Trust-In-The-Classroom-2018.pdf		
CRP.K-12.CRP3 Attend to personal health and financial well-being.	Finances	https://www.teachhub.com/teaching-strategies-build-trust-classroom https://www.scholastic.com/teachers/articles/teaching-content/great-group-games-team-building-kids/		

Character Education

<p>HPE.2.1.4.E.1 Compare and contrast how individuals and families attempt to address basic human needs.</p>	<p>Needs vs. Wants</p>			
<p>HPE.2.1.2.E.1 Identify basic social and emotional needs of all people.</p>	<p>Social and Emotional Needs</p>			
<p>HPE.2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>	<p>Conflict Resolution Conflict Resolution Strategies iMessage</p>			
<p>HPE.2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p>	<p>Safety Drills</p>			
<p>HPE.2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</p>	<p>Symbols Symbolism</p>			

Character Education

HPE.2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.	Community Community Helpers			
HPE.2.1.P.D.4 Know how to dial 911 for help.	911 Procedures and Protocols			

Character Education				
Learning Standard	New Vocabulary/Terms	Resources	Benchmarks/ Assessments	Student Evidence
Focus Topic: Trust		Grade Levels: 7-8 (By the end of grade 8)		
CAEP.9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.	Character Education Social Emotional Learning	Assemblies https://www.goodcharacter.com/high_school/trustworthiness/	Observation Performance task Journal/Chart Observation	
CRP.K-12.CRP1 Act as a responsible and contributing citizen and employee.	Citizen employee	https://www.healthline.com/health/parenting/trust-exercises-for-kids https://www.scholastic.com/teachers/articles/teaching-content/great-gr	Journal/Chart Performance Task Role-playing	

Character Education

<p>CRP.K-12.CRP2 Apply appropriate academic and technical skills.</p>	<p>Skill Types of skills</p>	<p>oup-games-team-building-kids/</p>		
<p>CRP.K-12.CRP3 Attend to personal health and financial well-being.</p>	<p>Finances</p>			
<p>CRP.K-12.CRP4 Communicate clearly and effectively and with reason.</p>	<p>reason</p>			
<p>CRP.K-12.CRP5 Consider the environmental, social and economic impacts of decisions.</p>	<p>decision-making</p>			
<p>HPE.2.1.4.D.1 Determine the characteristics of safe and unsafe situations and develop strategies to reduce the risk of injuries at home, school, and in the community (e.g., fire safety, poison safety, accident prevention).</p>	<p>Safe vs. Unsafe</p>			

Character Education

<p>HPE.2.1.2.E.1 Identify basic social and emotional needs of all people.</p>	<p>Social and Emotional Needs</p>			
<p>HPE.2.1.2.E.2 Determine possible causes of conflict between people and appropriate ways to prevent and resolve them.</p>	<p>Conflict Resolution Conflict Resolution Strategies iMessage</p>			
<p>HPE.2.1.P.D.1 Use safe practices indoors and out (e.g., wear bike helmets, walk in the classroom, understand how to participate in emergency drills, and understand why car seats and seat belts are used).</p>	<p>Safety Drills</p>			
<p>HPE.2.1.P.D.2 Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol, etc.).</p>	<p>Symbols Symbolism</p>			
<p>HPE.2.1.P.D.3 Identify community helpers who assist in maintaining a safe environment.</p>	<p>Community Community Helpers</p>			

Character Education

HPE.2.1.P.D.4 Know how to dial 911 for help.	911 Procedures and Protocols			
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