

Board Authority Authorized

Learning and Living with Character 10

District Name: Abbotsford

District Number: 034

Developed by: Rob Comeau, Pat Mullaney, Vijay Manuel, Jacqui Hall, WJM Character Committee and Character Council.

School Name: W. J. Mouat Secondary

Principal's Name: Rob Comeau

Board/Authority Approval Date:

Board/Authority Signature:

Course Name:

Learning and Living with Character 10

Grade Level of Course: 9 & 10

Number of Course Credits: 4

Number of Hours of Instruction: 120

Prerequisite(s): Successful completion of Grade 8 (transitioning to Grade 9)

Special Training, Facilities or Equipment Required:

Students will meet with teacher/facilitators weekly for direct instruction and cooperative activities. The course has an on line component, and students will have access to necessary technology and equipment at school. It will be an asset, but not a requirement, for students to have a computer and online access at home.

Course Synopsis:

This course is intended to provide students with the foundation skills necessary to live by principles and actions that allow them to play, learn and work with character. Instruction will include an articulation of our core values of respect, responsibility, caring, teamwork, awareness and integrity (*see appendix i*) and will be delivered by WJ Mouat staff and on the school campus. One day each week we will schedule a “5 period day” which will provide 45 minutes of instructional time for the character course. Grade 9’s and 10’s will attend their character course during this time; other students will have extended time in their usual course in that block. Students will begin the course in September of their grade 9 year and complete at the end of the first semester in their grade 10 year. (*see appendix v*). Additional instructional time will be provided through transition events in March and June of students’ grade 8 year, assemblies linked to character values, grade wide special programs and events (e.g. *Safeteen*) and execution of service action plans. (*see appendix v*)

Rationale:

We are a highly successful school, and for many years we have intuitively valued and modeled good character and service to others. Our school motto is “Success for All” and this course will allow students to learn that a significant part of being successful at home, at school, at extra curricular activities and sports, and at work is to develop and demonstrate good character. The course offers an opportunity for students to discuss, demonstrate and reflect on character values, and offers a meta-cognitive framework that supports critical thinking skills. The understandings of and reflections on character that emerge from this course will provide a foundation for students as they move on to leadership roles in the school and will provide a frame of reference for such courses as Planning 10, Peer Tutoring, Student Leadership, PE Leadership and Social Justice 12. It will provide a guide for students as they represent their school and their community in all athletic, fine arts, technology, and service activities

Roles and Responsibilities:

This course is developed by the W. J. Mouat administrative team in consultation with the W.J. Mouat Character Council (students) and the W.J. Mouat Character Committee. (teachers).

Organizational structure

Units	Time
Unit 1 – Introduction to concepts and processes	13 hr
a) Introduction to Character: Overview of WJM Character Words	
b) Rationale for Learning and Living with Character	
c) Introduction to meta-cognitive thinking processes	
d) Introduction to service learning	
Unit 2 - Respect	15 hr
a) Understanding the terms	
b) Understanding the actions	
c) Application	
Unit 3 - Responsibility	15 hr
a) Understanding the terms	
b) Understanding the actions	
c) Application	
Unit 4 – Caring	15 hr
a) Understanding the terms	
b) Understanding the actions	
c) Application	
Unit 5 - Teamwork	15 hr
a) Understanding the terms	
b) Understanding the actions	
c) Application	
Unit 6 -Awareness	15 hr
a) Understanding the terms	
b) Understanding the actions	
c) Application	
Unit 7 -Integrity	15 hr
a) Understanding the terms	
b) Understanding the actions	
c) Application	
Unit 8 - Portfolio Development and Representation of Learning Presentations	15 hr

Intended Learning Outcomes:

Unit 1 Introduction to Concepts and Processes

It is expected that students will:

- Identify the six WJM character words (*see appendix i*)
- Explain the rationale for learning about character
- Develop an understanding of meta cognitive thinking (“thinking about thinking”) (*see appendices ii & iv*)
- Understand the relationship between knowing about character and acting with character
- Understand the processes for planning projects for service learning (*see appendix iii*)

Unit 2 Respect

It is expected that students will:

- Articulate their understanding of the terms “self-discipline”, “courtesy”, “dignity”, and “respectful”
- Articulate their understanding of the relationship between the following actions and the concept of respect
 - Being patient.
 - Caring for yourself.
 - Standing up for what you believe is right.
 - Saying please, thank you and excuse me; showing good manners.
 - Showing good sportsmanship.
 - Allowing others to go first.
 - Considering the safety and well being of others.
 - Showing appreciation for the opportunities and privileges you are offered.
- Create a simple action plan to demonstrate their understanding of the concept of respect and enact the plan (*see appendix iii*)
- Share their meta cognitive reflections on their plan in a format of their choice

Unit 3 - Responsibility

It is expected that students will:

- Articulate their understanding of “being accountable” and “obligations”
- Articulate their understanding of the relationship between the following actions and the concept of responsibility
 - Attending regularly and being on time.
 - Paying your debts.
 - Admitting mistakes and making amends.
 - Setting and pursuing goals; taking initiative for self-improvement
 - Working diligently.
 - Communicating clearly and honestly; listening carefully.

- Showing courage.
- Being persistent.
- Create a simple action plan to demonstrate their understanding of the concept of responsibility and enact the plan
- Share their meta cognitive reflections on their plan in a format of their choice

Unit 4 - Caring

It is expected that students will:

- Articulate their understanding of a “state of mind” ,”kindness” and “sensitivity”
Articulate their understanding of the relationship between the following actions and the concept of caring
 - Paying it forward.
 - Being sensitive to other people’s points of view
 - Sharing.
 - Listening.
 - Volunteering to help.
 - Being generous.
 - Encouraging others.
 - Protecting vulnerable members of the community
- Create a simple action plan to demonstrate their understanding of the concept of caring and enact the plan
- Demonstrate an understanding of service learning through the action plan
- Share their meta cognitive reflections on their plan in a format of their choice

Unit 5 – Teamwork

It is expected that students will:

- Articulate their understanding of “collaborative” ,”cooperative” and “shared goal”
- Articulate their understanding of the relationship between the following actions and the concept of teamwork
 - Participating in class and school activities.
 - Challenging yourself.
 - Supporting and encouraging others.
 - Considering how to accommodate the needs of others.
 - Providing leadership.
 - Being willing to follow
- Create a simple action plan to demonstrate their understanding of the concept of teamwork and enact the plan
- Demonstrate an understanding of service learning through the action plan
- Share their meta cognitive reflections on their plan in a format of their choice

Unit 6 – Awareness

It is expected that students will:

- Articulate their understanding of “local and global issues”, “identifying with the needs of others (empathy)” and “considering all points of view”
- Articulate their understanding of the relationship between the following actions and the concept of awareness
 - Learning about other cultures.
 - Including everyone.
 - Seeking fairness.
 - Having self-control.
 - Volunteering to help.
 - Sharing.
 - Showing gratitude.
 - Finding your passion.
 - Taking initiative
- Create a simple action plan to demonstrate their understanding of the concept of caring and enact the plan
- Demonstrate an understanding of service learning through the action plan
- Share their meta cognitive reflections on their plan in a format of their choice

Unit 7 – Integrity

It is expected that students will:

- Articulate their understanding of “honesty”, “actions being consistent with beliefs” and “trustworthy”
- Articulate their understanding of the relationship between the following actions and the concept of integrity
 - Doing the right thing even when no one is watching.
 - Telling the truth.
 - Producing work that is honest and sincere.
 - Keeping confidences.
 - Keeping promises and commitments.
 - Communicating honestly, openly and respectfully.
- Create a summary presentation, in a format of their choice, that reflects on the relationship between integrity and the concepts of respect, responsibility, caring, teamwork and awareness.
- Share their meta cognitive reflections on their presentation in a format of their choice.

Instructional Strategies* and Course Materials

- Independent instruction/exploration – use of basic online sites (e.g. Wikipedia), wjmouat.com (Character document, rubrics, exemplars, teacher web sites and moodle) and school library resources to seek out definitions and clarifications
- Direct instruction – teacher will provide handouts, lecture, lead discussion on current school, local, national and international events and concerns that relate to the character topic at hand. Teachers will reference and explain rubrics (see appendices) and exemplars to provide a framework for service learning action plans and projects and meta cognitive reflection.
- Video – *Mouat Minute* (student produced in TV & Film class) will provide basis for instruction and discussion
- Cooperative Learning - students will form cooperative groups to discuss, reflect, produce evidence of their learning, and complete action plans. Teachers will guide and mentor these groups in both action plan and reflection requirements. *(see appendices)*
- Both groups and individuals will work on project based learning
- Inquiry based learning will be important in addressing the “big” questions relating to character
- Grade meetings and assemblies – administration, guest speakers and character teachers will meet with students in grade groups *(see appendix v)*

* Teachers will integrate Marzano’s High Yield Instructional Strategies into the appropriate strategies above. *(see appendix vi)*

Assessment Component

Task	Weight	Type
Monitoring of understanding the basic terms and concepts through teacher observation, written submissions, class discussions and peer review (see appendices I, ii and iii) Teacher will monitor students' reflections and provide formative feedback		Formative
PORTFOLIO PRESENTATION		
Part I Action Plans <i>(see appendices ii, iii & iv)</i> Students will <ul style="list-style-type: none"> ➤ compile and organize their reflections on all the action plans in which they have participated ➤ articulate reflections on the feedback provided on their reflections on action plans ➤ articulate a “summary of growth reflection” based on action plan criteria and reflections 	30%	Summative
Part 2 Character Value Units Students will <ul style="list-style-type: none"> ➤ compile and organize reflections on learning for the character values units <i>(see appendices i, ii & iv)</i> ➤ articulate reflections on the feedback provided on their reflections on character values units ➤ articulate a “summary of growth reflection” based on character values reflections 	30%	Summative
Part 3 Summary Portfolio Presentation* <i>(see appendix iv)</i> Students will <ul style="list-style-type: none"> ➤ produce a short presentation that highlight(s) major learning &/or themes of the character course ➤ the presentation will pose question(s) or choose from questions provided, and address those question(s) in the presentation e.g <i>What changes have I made in the way I approach personal relationships as a result of learning about meta cognitive thinking and character values?</i> <i>How have I integrated meta cognitive thinking skills and character values into my course of studies?</i>	40%	Summative

*Portfolio presentation will be reviewed by teachers, peers, and character council / committee members both in the school and in the community.

Appendix i W. J. Mouat Character Charter

At W. J. Mouat we strive to live by principles and actions that allow us to play, learn and work with character.

Respect

Principle: Self-discipline, courtesy and upholding the dignity of others are qualities that define respectful people.

Actions: Being patient. Caring for yourself. Standing up for what you believe is right
Saying please, thank you and excuse me; showing good manners. Showing good sportsmanship.
Allowing others to go first. Following school code of conduct.
Considering the safety and well being of others. Showing appreciation for the opportunities and privileges you are offered.

Responsibility

Principle: Taking responsibility means being accountable for your actions, your words and your obligations.

Actions: Attending regularly and being on time. Paying your debts. Admitting mistakes and making amends. Setting and pursuing goals; taking initiative for self-improvement
Working diligently. Communicating clearly and honestly; listening carefully. Showing courage. Being persistent.

Caring

Principle: Caring is both an action and a state of mind that demonstrates kindness and sensitivity to others.

Actions: Paying it forward. Being sensitive to other people's points of view. Sharing. Listening.
Volunteering to help. Being generous. Encouraging others. Protecting vulnerable members of the community.

Teamwork:

Principle: Teamwork is working collaboratively and cooperatively to attain a shared goal.

Actions: Participating in class and school activities. Challenging yourself. Supporting and encouraging others. Considering how to accommodate the needs of others.
Providing leadership. Being willing to follow.

Awareness

Principle: Having awareness means being informed about school, community and global issues, identifying with the needs of others, and considering all points of view

Actions: Learning about other cultures. Including everyone. Seeking fairness. Having self-control.
Volunteering to help. Sharing. Showing gratitude. Finding your passion. Taking initiative

Integrity

Principle: Integrity is a commitment to honesty that is clear because actions are consistent with stated beliefs or promises. Honest, truthful, trustworthy people have integrity.

Actions: Doing the right thing even when no one is watching. Telling the truth. Producing work that is honest and sincere. Keeping confidences. Keeping promises and commitments. Communicating honestly, openly and respectfully.

Appendix ii Meta cognitive Thinking Rubric

Criteria	Guiding questions	Exceeds expectations	Fully meets expectations	Minimally meets expectations	Does not meet expectations
Meta cognitive Knowledge – “Thinking about Thinking”					
Reflection - (<u>awareness of connections</u>) - relates present ideas, concepts or experiences to past ones	<i>Do I have experience with this task /concept? How can that experience help?</i>	Evidence of deep reflection in articulating the relationship between present and prior learning	Clearly articulates connections between present ideas and prior learning	Is aware of reflective thinking, but not able to articulate clearly	No evidence of reflective thinking
<u>Awareness of knowledge</u> - Deliberates on, identifies and communicates what is known, what is not known and needs/wants to be known	<i>What do I already know, what do I need to find out? What is my purpose?</i>	Keenly aware of prior knowledge and curious about the unknown. Shows genuine interest in exploring new ideas and expresses interest and awareness clearly.	Clearly articulates prior knowledge and can identify what he does not know. Poses good questions about what he needs or wants to know.	Demonstrates some evidence of deliberation on what he knows, and what he does not know. Struggles with identifying what he needs or wants to know.	Little demonstration of awareness of thinking
Awareness of thinking - recognizes the nature of cognitive tasks and reflects on skills required	<i>What kind of task is this and what strategy can I draw on to complete it?</i>	Keenly aware of the different types of cognitive tasks; compares and contrasts the skills needed to complete tasks and chooses creative solutions	Recognizes the similarities and differences between cognitive tasks and chooses appropriate skills to complete tasks	Aware of the nature of various cognitive tasks, but struggles to choose appropriate skills to complete the tasks	Little demonstration of awareness of the nature of cognitive tasks
<u>Awareness of thinking strategies</u> - Deconstructs tasks and identifies the appropriate approaches to directing their own learning.	<i>What are the various parts of this task? What are my options in approaching this task?</i>	Deconstructs cognitive tasks efficiently and uses creative approaches to direct learning	Breaks down cognitive tasks; identifies and chooses appropriate approaches to direct learning	Demonstrates the ability to break down cognitive tasks, but struggles to identify the possible approaches to direct learning	Lacks skills to articulate or understand the step-by-step approach needed when thinking about cognitive tasks

Meta Cognitive Regulation – Self Directed Learning					
Planning – Identifies problems, suggests solutions and implements strategies.	<i>Where do I start? What problems do I anticipate?</i>	Articulates and formulates creative, sophisticated strategies to complete tasks Thinks through and identifies problems and suggests creative solutions to challenges	Articulates and formulates appropriate strategies to complete tasks. Able to identify problems and suggest solutions to challenges most of the time	Struggles to articulate &/or formulate appropriate strategies to complete tasks. Able to identify problems and suggest solutions to challenges with assistance	Unable to articulate or formulate strategies necessary to complete tasks. Unable to identify problems
Organizing thoughts- create frameworks, recognize personal bias, predict outcomes	<i>Is my purpose clear to me? What information do I need? What are the steps? What is the timeline? How will I demonstrate my learning?</i>	Able to frame thoughts logically and efficiently, examines personal bias and predicts possible outcomes accurately	Able to frame thoughts logically, but often ignores personal bias. Predictions may be unrealistic.	Able to frame thoughts in an organized fashion, but does not recognize personal bias. May not predict outcomes	Unable to logically frame thoughts, recognize bias or predict outcomes.

Monitoring activities – (during learning) tests, revises, evaluates chosen strategies	<i>Am I meeting deadlines? Do I need to change pace, direction or strategies? Do I need help or more information?</i>	Integrates self-monitoring strategies into cognitive tasks and activities. Seeks advice and considers revisions and suggestions carefully. Flexible; reflects deeply on processes.	Self-monitors cognitive tasks and activities most of the time. Able to work independently some of the time. Often needs prompting to re-think or revise. Sometimes inflexible.	Able to self-monitor cognitive tasks and activities with support. May be unable to work independently, but seeks assistance. Often does not receive feedback well.	Unable to self-monitor cognitive tasks and activities
Checking outcomes – uses criteria to evaluate efficiency and effectiveness	<i>Did I fulfill my purpose &/or meet my goals? Did I accomplish more or less than I expected? What could I have done differently? How will I apply this experience to other problems or situations? Do I need to reflect further to reach full understanding?</i>	Integrates self-evaluation using criteria into monitoring activities.	Uses criteria to guide self-evaluation, but often only once a project is complete	Able to use criteria to self-evaluate with assistance	Unable to use criteria to self-evaluate

Appendix iii Action Plan Evaluation Rubric

Criteria	Exceeds Expectations	Meets Expectations	Minimally meets expectations	Does not meet expectations
Goal is specific and clearly links to WJM character value	Link to character value is articulated /demonstrated with a high degree of competency. Goal is specific and is presented with creativity and passion	Link to character value is clearly articulated/ Demonstrated. A specific goal is set	Link to character value is unclear or Misinterpreted. Goal is set, but is too general	Does not clearly link to designated character value. No specific goal is set
Tasks are listed, prioritized. Timeline is clear. Tasks are “chunked” and delegated. Update meetings facilitate completion.	Tasks are clearly listed, prioritized delegated and timeline is reasonable. Tasks are chunked and delegated, most deadlines are met as anticipated. Notes are made at update meetings. Plan is executed smoothly and with enthusiasm.	Tasks are clearly listed, prioritized & delegated and timeline is reasonable. Division and “chunking” of tasks is unclear. Plan is executed with some adjustment of timelines/tasks. Evidence of work at update meetings is minimal.	Tasks are listed, but not prioritized or delegated. Timeline may be clear, but not reasonable. Many delays in execution of plan because timelines are not met. Large tasks are not “chunked” and division of tasks is unclear. No evidence of update meetings	List of tasks not submitted, timeline unclear or unreasonable. Plan is not executed because of deadlines are not met. No evidence of delegation or update meetings.
“SCHEMES” checklist is completed as needed Space, Cash, Helpers, Equipment, Materials, Expertise, Systems	“SCHEMES” items are considered carefully and in advance. Plan is executed without significant delays or problems and with enthusiasm.	Most “SCHEMES” items are considered in a timely fashion and plan is executed smoothly.	Lack of attention to several “SCHEMES” items causes delays, inefficiencies in execution of plan	Lack of attention to “SCHEMES” prevents execution of plan
Post-event reflection is complete	Reflection indicates a commitment to meta cognitive thinking including significant evaluation of the plan in terms of its strengths and weaknesses and of its’ link to personal character development	Reflection is thoughtful and will be useful if the project is repeated at another time. Some meta cognitive thinking demonstrates an understanding of the link to personal character development	Reflection is cursory; suggestions for improvement are not made	Students do not reflect on or evaluate the strengths and weaknesses of the plan

Appendix iv Portfolio Presentation Rubric

	Exceeds expectations	Meets expectations	Minimally meets expectations	Does not meet expectations
Reflections on Action Plans	Artifacts* are provided for all required action plans. Reflections are completed before, during and after the execution of the plan. Artifacts and reflections are logically organized and creatively presented. Meta cognitive thinking is insightful and creatively expressed.	Artifacts* are provided for at least 5 action plans. Most reflections* completed before during and after the plan was executed. Artifacts and reflections are logically organized. Meets requirement for meta cognitive thinking most of the time. (See appendix ii)	Artifacts* are provided for at least 3 action plans. Some reflections* not completed at the appropriate times. i.e. before, during and after the plan is executed. Artifacts and reflections not logically organized and presented. Reflection meets requirements for meta cognitive thinking some of the time (See appendix ii)	Few artifacts*; no record of reflection*
Reflection on Character Values Units	Actively participates in discussions and group work. Often assumes leadership role in class. Provides evidence of reflection on character values and draws on personal experiences, observations, reading, others' experiences to articulate an understanding of acting with character.	Actively participates in discussions and group work. Provides evidence of reflection on character values and can draw on personal experiences to articulate an understanding of acting with character.	Usually participates in discussion and group work. Provides some evidence of reflection on the relationship between character values and action	Does not participate well in discussions or cooperative groups. Does not provide evidence of reflection on character values and actions.
Summary Portfolio Presentation* A presentation that encapsulates important learning outcome(s) in the character course and demonstrates students' ability to reflect deeply on their learning.	Presentation demonstrates keen understanding of both meta cognitive thinking and the character values. Presentation is complete, engaging and delivered with enthusiasm.	Presentation meets the requirements for meta cognitive reflection. It reflects on most aspects of WJM character values and demonstrates a solid understanding of meta cognitive thinking	Presentation is attempted, but simply lists completed tasks or has reflections which or off topic, cursory or incomplete.	Presentation is not attempted or does not address appropriate topics (character values)

*Artifacts – e.g. photos, video, posters, letters, testimonials, newspaper clippings which profile/ identify the work done in the action plans

*Reflection – e.g. written or video journal, scrapbook, blog, T charts, oral presentation, power point presentation

*Presentation – e.g. visual-verbal essay, live performance, essay or action research project, poetry writing and reading, video, work of art, annotated scrapbook, diorama, poster, personal story delivered orally or in writing

Appendix v Course Timeline

Grade 8 Year	March/April (4 hr.)	June (5 hr.)	9 hr.
Course Planning and Transition	Grade 8 students visit WJM for course planning and transition event. Student leadership introduces Character initiative to small groups during tour of school	Separate girls and boys groups from feeder schools attend a 5 hour transition event at WJM that includes activities linked to character values. e.g. "Getting Involved" (Awareness, Teamwork) "Bullying and Harassment" (Respect Responsibility)	
Grade 9 Year	September – June weekly meetings (27 hr.)	September – June Action Plans 1-4 (24 hr.)	51 hr.
	All grade 9 students meet in class groups with a "Character" teacher to work through understanding and reflection on character values and planning/reflection on action plans	All grade 9's work independently in groups or individually to enact action plans linked to character values. e.g "Adopt-a-Family" initiative links to caring	
Grade 9 Year	Monthly Assemblies/ Grade Meetings (8 hr.)		8 hr.
	Grade meetings eg. Character values woven into the school expectations delivered by P and VP's. e.g. Assembly for <i>Remembrance Day</i> linked to respect and awareness		
Grade 10 Year	September – January weekly meetings (14 hr.)	September – January Action Plan 5 and "Integrity" presentation (12 hr.)	28 hr.
	All grade 10 students meet in class groups with a "Character" teacher to work through understanding and reflection on character values and planning/reflection on action plans and portfolio presentation	All grade 10's work independently in groups or individually to enact action plans linked to character values and "Integrity" presentation e.g <i>Christmas Shoe Box Campaign</i> initiative links to international awareness	
Grade 10 Year	Monthly Assemblies/Grade Meetings/ <i>Safeteen</i> (7 hr.)	Portfolio organization and presentation (15 hr.)	22 hr.
	e.g. Assembly <i>hosted by ICBC</i> on safe driving linked to responsibility	Grade 10's work independently to produce presentation copy of reflections on learning and action plans. All grade 10's craft and present a summary of learning project.	Total 118 hr.

Robert Marzano's High Yield Instructional Strategies* Appendix vi

High yield instructional strategies	Examples
Identifying similarities and differences	T-charts, Venn diagrams, classifying, analogies, cause and effect links, compare and contrast organizers, QAR, sketch to stretch, affinity, Frayer model , etc.
Summarizing and note taking	Teacher models summarization techniques, identify key concepts, bullets, outlines, clusters, narrative organizers, journal summaries, break down assignments, create simple reports, quick writes, graphic organizers, column notes, affinity , etc.
Reinforcing effort and providing recognition	Hold high expectations, display finished products, praise students' effort, encourage students to share ideas and express their thoughts, honor individual learning styles, conference individually with students, authentic portfolios, stress-free environment etc
Homework and practice	Retell, recite and review learning for the day at home, reflective journals, parents are informed of the goals and objectives, interdisciplinary teams plan together for homework distribution, etc.
Nonlinguistic representations	Visual tools and manipulatives, problem-solution organizers, spider webs, diagrams, concept maps, drawings, maps, sketch to stretch, K.I.M. , etc.
Cooperative learning	Integrate content and language through group engagement, reader's theatre, pass the pencil, circle of friends, cube it, radio reading, shared reading and writing plays, science projects, debates, jigsaw , group reports, choral reading, affinity etc.
Setting objectives and providing feedback	Articulating and displaying learning goals, KWL, contract learning goals, etc.
Questions cues and advance organizers	Graphic organizers , provide guiding questions before each lesson, " think alouds", drawing inferences, predicting, drawing conclusions, skim chapters to identify key vocabulary, concepts and skills, A.C.E. anticipation guide, annotating the text , etc.

**A Handbook for Classroom Instruction that Works: USA : McRel, 2001.*