

GRADE	Respect August/ September	Courage October/ November	Caring December/ January	Honesty February/ March	Perseverance April/May
Definition & AISD Standard	Respect is valuing yourself/being proud of who you are, valuing others, valuing the world around you. Always be courteous with others and be tolerant of personal differences	Courage is identifying the things that frighten or challenge us and facing them with confidence and bravery. Take a stand on what you think is right, even though it might be hard or unpopular.	Caring is showing concern for the feelings of others and doing what we can to make others feel better. Be helpful, selfless and giving.	Honesty is knowing and telling the truth. Always tell the truth, no matter what the consequences might be.	Perseverance is sticking to the task which needs to be done – even if we want to quit. Put forth maximum effort to always do the best you can.
Essential or Focus Question	What role does respect play in relationships and life success? How can developing respect equip people as world citizens who contribute to the common good?	What role does courage play in relationships and life success? How can developing courage equip people as world citizens who contribute to the common good?	What role does caring play in relationships and life success? How can developing caring equip people as world citizens who contribute to the common good?	What role does honesty play in relationships and life success? How can developing honesty equip people as world citizens who contribute to the common good?	What role does perseverance play in relationships and life success? How can developing perseverance equip people as world citizens who contribute to the common good?
6 Unit Purpose	Learners will define respect, and will explore the meaning of self-respect and respect for others. They will explore the relationship of "respect" to definitions and examples of prejudice, bias, racism, and stereotype. Students recognize prejudice and examine how they perceive others. Learners will discover how prejudices are learned and will reflect on how to be more respectful of others. The learners will be challenged to enhance respect in their personal relationships as well as to define actions they can take to enhance respect in their school and community. <i>The Sneetches and Other Stories by Dr. Seuss</i>	In this unit the learners will define courage and relate courage to the concept of a "hero." They will learn about a hero, Nelson Mandela, whose actions changed the course of history and using their knowledge of courage, the learners determine a person of courage who is a hero and share that by creating a commemorative "postage stamp."	Learners recognize that famous philanthropists started with small acts of kindness before they performed the influential acts that we remember them for. Learners define caring through discussion of examples and create an acrostic using the word CARING. Learners get inspiration from the work and words of Mother Teresa about performing small acts of kindness. The unit is culminated with the learners selecting a project and making a plan for carrying out a small act of kindness with a group or individually. After reflecting on their experience with performing an act of kindness, they will compare their experience to the message in a folktale, and write about the impact of a single small act of caring.	Students define honesty as fairness and straightforward conduct. They look for examples in a story and expand on the definition. They brainstorm examples of honesty and communicate its value and benefits to the community, family, friends, and self. Students use journaling or role-play to reflect on the benefits to the community of truthfulness and straightforward actions. They analyze traits and actions of someone who has built a "good reputation."	Students analyze and define the word perseverance as it applies to Martin Luther King, Jr. Through a discussion of impulse spending and opportunity cost, students learn about the value of perseverance as it relates to setting goals and sticking with them. They brainstorm a variety of short-term, medium-term, and long-term goals as an activity leading to each student developing plans for a single goal. Each student sets an individual goal using a goal-setting strategy. The class reflects on perseverance and how to persevere when the plan gets difficult to carry out.
7 Unit Purpose	In this unit the learners will define respect and relate it to the core values and beliefs of a constitutional democracy. Using the historical biography of Cynthia Ann Parker, they will site examples of respect/disrespect. The students will investigate their perceptions about bullying and its relationship to respect. They will brainstorm ways to promote respect of self and others as individuals and as a class/school. The learners discuss a quote from Congresswoman Barbara Jordan and reflect on the meaning of respect for themselves as individuals. They will commit their support to a plan for promoting respect in their school.	By identifying examples of courage from the actions of Jackie Robinson, learners discover that it takes courage to do the right thing in the face of peer pressure. They will be asked to brainstorm issues that require courage to address. They will define what a hero is and reflect on what causes they feel passionate enough about to face with courage.	Learners discover how celebrities demonstrate their caring by giving their time, talent and treasure and taking action for specific causes. It gives the learners an opportunity to begin to think of what they care about. Learners will discuss a quote about gratitude and consider the relationship between caring and gratitude. After discussing causes and social issues they care about, they will write one idea for an action they can take to "make a difference to that one."	Students explore the meaning of honesty, playing by the rules and making choices that support the common good. They will discuss and illustrate how people could respond honestly or dishonestly to the same situation. They learn vocabulary related to honesty. Using role-play, students use familiar scenarios in ways that follow the rules and support straightforward communication, and also ways that do not support the rules. They will discuss the value of rules for supporting the common good. In the last lesson students will reflect in writing on the role of common good and honesty when rules are not clearly stated.	Students look for examples of personal best in a movie about perseverance and discuss the value of working toward personal best even when it is difficult. They analyze the meaning of personal best and recognize the value of persistence in doing their best. Students choose two causes or issues that they feel most concerned about. With those in mind, they explore how perseverance and doing their personal best are the most effective ways to address needs.

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8 Unit Purpose	In this unit, learners will investigate the meaning of respect, especially as it relates to respecting members of diverse groups. Students will analyze the dynamics of group formation and describe how inclusion and exclusion from groups can result in conflict and disrespect. They will discover the basic right of all people to be respected and determine ways of showing respect for others by examining and reflecting on the Universal Declaration of Human Rights.	This unit asks learners to choose their favorite heroes from the "Star Wars" movies and identify acts of courage. Using charts created in lesson one, learners find hero traits related to courage and facing daunting challenges. After highlighting the key words explaining the classic hero myth, learners look for these traits in themselves, the Founding Fathers, and our current leaders. The learners will then reflect on the relationship between courage and fear, and identify the different character attributes that guide us when facing a challenge.	This unit allows learners to investigate and expand their understanding of caring and to determine those things or people that they care about. They will determine different ways that they can show caring, relate enlightened self-interest to caring by discussing a quote from Alexis de Tocqueville about the American tradition of democracy, and they will reflect on how philanthropy, enlightened self-interest and caring are related.	Discussing different types of lies and rating them in their severity and damage to others will help the students understand about communicating honestly. They will explore different ways communication can be changed through interpretation and intentionally misleading. The students will explore how people can be dishonest with themselves and they will reflect on how they can be honest with themselves about community and world issues and take personal responsibility.	Perseverance involves staying with a task even if it is difficult. Students identify obstacles and barriers they must overcome in order to reach a goal. They brainstorm universal obstacles to completing goals in difficult situations and then they write creative one liners to help them face obstacles with determination and humor. As a reflection, students illustrate a conversation about perseverance between Lyndon B. Johnson and an imaginary opponent.