### Essential or Focus Question

**What role does responsibility play in relationships and life success?** How can developing responsibility equip people as world citizens who contribute to the common good?

**What role does trustworthiness play in relationships and life success?** How can developing trustworthiness equip people as world citizens who contribute to the common good?

**What role does fairness play in relationships and life success?** How can developing fairness 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 self-discipline play in relationships and life success?** How can developing self-discipline 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?

### Sixth Grade Unit Purpose

Students create a definition of responsibility from their experiences and gain insight into ways that sixth graders are responsible. Through a scenario, students examine the steps of decision-making in taking responsibility. Through text, students examine Lorenzo de Zavala’s responsibility in early and later life. Students gain insights into people’s choices about responsibility through scenarios. Through a choice of prompts, students will reflect on and express their understanding of being responsible.

**Teachers**

- Learners define respect, and explore the meaning of self-respect and respect for others. They explore the relationships with others that make them trustworthy and determine whether you can be friends with someone you don’t trust. Students brainstorm ways to build a strong relationship and examine how they perceive others. Learners discover how prejudices are learned and reflect on how to be more respectful of others.

- Learners play a game that helps them identify qualities in others that make them trustworthy, and determine whether you can be friends with someone you don’t trust. Students brainstorm ways to build a strong relationship and examine how they perceive others. Learners discover how prejudices are learned and reflect on how to be more respectful of others.

- Students create a definition of responsibility from their experiences and gain insight into ways that sixth graders are responsible. Through a scenario, students examine the steps of decision-making in taking responsibility. Through text, students examine Lorenzo de Zavala’s responsibility in early and later life. Students gain insights into people’s choices about responsibility through scenarios. Through a choice of prompts, students will reflect on and express their understanding of being responsible.

### Character Education Scope and Sequence

<table>
<thead>
<tr>
<th>Grade</th>
<th>Responsibility August</th>
<th>Respect September</th>
<th>Trustworthiness October</th>
<th>Caring November</th>
<th>Perseverance December</th>
<th>Fairness January</th>
<th>Integrity February</th>
<th>Honesty March</th>
<th>Self-Discipline April</th>
<th>Courage May</th>
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<tbody>
<tr>
<td></td>
<td>Responsibility is following tasks to completion and having dependability for doing what you say you will do.</td>
<td>Respect is being proud of who you are; valuing others; valuing the world around you.</td>
<td>Trustworthiness is being dependable, keeping a promise, or doing what you say you will do.</td>
<td>Caring is showing concern for the feelings of others and doing what we can to make others feel better.</td>
<td>Perseverance is sticking to the task which needs to be done—even when we want to quit.</td>
<td>Fairness is just and equitable manner.</td>
<td>Integrity is knowing and doing what’s right.</td>
<td>Honesty is knowing and telling the truth.</td>
<td>Self-discipline is knowing what is right; keeping a promise, or doing what you say you will do.</td>
<td>Courage is identifying the things the frighten you and challenging yourself to face them with confidence and bravery.</td>
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<td>Follow through with your commitments. Always be courteous with others and be tolerant of personal differences.</td>
<td>Be someone that others can depend upon and know that you will do what is right.</td>
<td>Be helpful, selfless, and giving.</td>
<td>Put forth maximum effort to always do the best you can.</td>
<td>Always follow the rules and think about how your actions may affect others.</td>
<td>Be true to yourself and others.</td>
<td>Always tell the truth, no matter what the consequences might be.</td>
<td>Make good choices about what you like, even though it could be hard or unpopular.</td>
<td>Make good choices about what is right, even though it might be hard to do.</td>
<td>Take a stand on what you think is right, even though it might be hard or unpopular.</td>
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**Lesson One**

Students define fairness and contrast definitions with others. Students compare and contrast both sides of two fairness issues—one global and one personal. They reflect on when fairness is a matter of perspective and when fairness is a matter of justice. Students then brainstorm a variety of short stories 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 Frayer model graphic organizer to analyze the term partial. In the final reflection, students identify a personal bias and make a written plan for overcoming the bias now that they are aware of it.

**Lesson Two**

Students define fairness and contrast definitions with others. Students compare and contrast both sides of two fairness issues—one global and one personal. They reflect on when fairness is a matter of perspective and when fairness is a matter of justice. Students then brainstorm a variety of short stories 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 Frayer model graphic organizer to analyze the term partial. In the final reflection, students identify a personal bias and make a written plan for overcoming the bias now that they are aware of it.

**Lesson Three**

Students analyze and define the word perseverance as it applies to Martin Luther King, Jr. They relate perseverance to setting and reaching goals. Through a discussion of impulsive spending and opportunity cost, students learn about the value of perseverance as it relates to setting goals and sticking with them. Students then brainstorm a variety of short stories 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 Frayer model graphic organizer to analyze the term partial. In the final reflection, students identify a personal bias and make a written plan for overcoming the bias now that they are aware of it.

**Lesson Four**

Students define fairness and contrast definitions with others. Students compare and contrast both sides of two fairness issues—one global and one personal. They reflect on when fairness is a matter of perspective and when fairness is a matter of justice. Students then brainstorm a variety of short stories 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 Frayer model graphic organizer to analyze the term partial. In the final reflection, students identify a personal bias and make a written plan for overcoming the bias now that they are aware of it.

**Lesson Five**

Students define fairness and contrast definitions with others. Students compare and contrast both sides of two fairness issues—one global and one personal. They reflect on when fairness is a matter of perspective and when fairness is a matter of justice. Students then brainstorm a variety of short stories 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 Frayer model graphic organizer to analyze the term partial. In the final reflection, students identify a personal bias and make a written plan for overcoming the bias now that they are aware of it.

### Lesson Plan

**Lesson Six**

Students define fairness and contrast definitions with others. Students compare and contrast both sides of two fairness issues—one global and one personal. They reflect on when fairness is a matter of perspective and when fairness is a matter of justice. Students then brainstorm a variety of short stories 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 Frayer model graphic organizer to analyze the term partial. In the final reflection, students identify a personal bias and make a written plan for overcoming the bias now that they are aware of it.

**Lesson Seven**

Students define fairness and contrast definitions with others. Students compare and contrast both sides of two fairness issues—one global and one personal. They reflect on when fairness is a matter of perspective and when fairness is a matter of justice. Students then brainstorm a variety of short stories 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 Frayer model graphic organizer to analyze the term partial. In the final reflection, students identify a personal bias and make a written plan for overcoming the bias now that they are aware of it.

**Lesson Eight**

Students define fairness and contrast definitions with others. Students compare and contrast both sides of two fairness issues—one global and one personal. They reflect on when fairness is a matter of perspective and when fairness is a matter of justice. Students then brainstorm a variety of short stories 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 Frayer model graphic organizer to analyze the term partial. In the final reflection, students identify a personal bias and make a written plan for overcoming the bias now that they are aware of it.

**Lesson Nine**

Students define fairness and contrast definitions with others. Students compare and contrast both sides of two fairness issues—one global and one personal. They reflect on when fairness is a matter of perspective and when fairness is a matter of justice. Students then brainstorm a variety of short stories 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 Frayer model graphic organizer to analyze the term partial. In the final reflection, students identify a personal bias and make a written plan for overcoming the bias now that they are aware of it.
### Seventh Grade Unit Purpose

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<td>Students learn the meaning of responsibility through personal and shared ownership. Students investigate the benefits and consequences of taking responsibility and not taking responsibility. Students examine the consequences of Abraham Lincoln’s responsible and irresponsible actions. The introduction of the concept of common good adds a dimension to the benefits and consequences of taking or avoiding responsibility. Students gain insight into differing perspectives by examining scenarios and engaging in debate about the benefits and consequences of taking or avoiding responsibility. Through writing, students share their insights about taking responsibility with the resulting benefits and consequences.</td>
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### Key Themes

- Respect
- Fairness
- Integrity
- Trustworthiness
- Self-Discipline

### Lessons

- **Respect**: Students explore the meaning of respect, especially as it relates to respecting members of diverse groups. Students analyze the dynamics of group formation and describe how inclusion and exclusion from groups can result in respect and disrespect. They 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. Students learn to develop their understanding of respect and determine what it means to make respect a part of their daily lives. They will be able to identify situations where respect is needed and make decisions about appropriate actions to take. Through writing, students will share their thoughts about the importance of respect and its impact on their lives and the lives of others. Students will use various forms of expression, such as poetry, essays, and personal reflections, to explore the concepts of respect and fairness. They will discuss the rules and procedures that support respect in their community and determine how they can contribute to maintaining respect. Students will also examine the role of respect in the lives of famous people and ordinary citizens and discuss how respect is demonstrated in different contexts. Through role-playing and simulations, students will explore the benefits and consequences of respecting others and take responsibility for their actions. They will reflect on the importance of respect in building strong relationships and creating a positive learning environment. Students will create a class community that values respect andFairness: Students define the meaning of fairness and compare and contrast it with the meaning of justice and equitable treatment. Learners discuss the fair use of copyrighted music. They explore how downloading music and movies affects the artists and corporations, and celebrities. In this lesson, learners brainstorm the traits of a community of trust. Students analyze the importance of fairness and equality. Students reflect on their attitudes and responsibility for making fair choices about spending. They use the literary devices of metaphor and simile to express their thoughts. Students will also consider the role of fairness in the decision-making process and reflect on how fairness affects their daily lives. They will discuss the importance of fairness in the workplace and in society as a whole. Students will explore how fairness impacts their personal and professional relationships. They will use various forms of expression, such as poetry, essays, and personal reflections, to explore the concepts of fairness and integrity. They will discuss the rules and procedures that support fairness in their community and determine how they can contribute to maintaining fairness. Students will also examine the role of fairness in the lives of famous people and ordinary citizens and discuss how fairness is demonstrated in different contexts. Through role-playing and simulations, students will explore the benefits and consequences of fairness and determine ways to promote fairness in their community. They will reflect on the importance of fairness in building strong relationships and creating a positive learning environment. Students will create a class community that values fairness and integrity. **Integrity**: Students define the meaning of integrity and explore the concept of “being true to yourself and others.” Learners read about people who demonstrate integrity through actions and personal words toward the common good. Students will brainstorm ways to promote integrity within their community and determine how they can contribute to maintaining integrity. Students will also examine the role of integrity in the lives of famous people and ordinary citizens and discuss how integrity is demonstrated in different contexts. Through role-playing and simulations, students will explore the benefits and consequences of integrity and determine ways to promote integrity in their community. They will reflect on the importance of integrity in building strong relationships and creating a positive learning environment. Students will create a class community that values integrity. **Trustworthiness**: Students define the meaning of trustworthiness and explore the concept of “being true to yourself and others.” Learners read about people who demonstrate trustworthiness through actions and personal words toward the common good. Students will brainstorm ways to promote trustworthiness within their community and determine how they can contribute to maintaining trustworthiness. Students will also examine the role of trustworthiness in the lives of famous people and ordinary citizens and discuss how trustworthiness is demonstrated in different contexts. Through role-playing and simulations, students will explore the benefits and consequences of trustworthiness and determine ways to promote trustworthiness in their community. They will reflect on the importance of trustworthiness in building strong relationships and creating a positive learning environment. Students will create a class community that values trustworthiness. **Self-Discipline**: Students define the meaning of self-discipline and explore the concept of “being true to yourself and others.” Learners read about people who demonstrate self-discipline through actions and personal words toward the common good. Students will brainstorm ways to promote self-discipline within their community and determine how they can contribute to maintaining self-discipline. Students will also examine the role of self-discipline in the lives of famous people and ordinary citizens and discuss how self-discipline is demonstrated in different contexts. Through role-playing and simulations, students will explore the benefits and consequences of self-discipline and determine ways to promote self-discipline in their community. They will reflect on the importance of self-discipline in building strong relationships and creating a positive learning environment. Students will create a class community that values self-discipline. |