

Grade	Responsibility August	Respect September	Trustworthiness October	Caring November	Perseverance December	Fairness January	Integrity February	Honesty March	Self-Discipline April	Courage May
Definition and AISD Standard	Responsibility is following tasks to completion and being dependable for doing what you say you will do. Follow through with your commitments.	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.	Trustworthiness is dependability; keeping a promise, or doing what you say you'll do. Be someone that others can depend upon and know that you will do what is right.	Caring is showing concern for the feelings of others and doing what we can to make others feel better. Be helpful, selfless, and giving.	Perseverance is sticking to the task which needs to be done—even when we want to quit. Put forth maximum effort to always do the best you can.	Fairness is a just and equitable manner. Always follow the rules and think about how your actions may affect others.	Integrity is knowing and doing what's right. Be true to yourself and others.	Honesty is knowing and telling the truth. Always tell the truth, no matter what the consequences might be.	Self-discipline is knowing what you are supposed to do and being accountable and reliable for yourself. Make good choices about what is right, even though it could be hard or unpopular.	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.
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 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 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 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 perseverance play in relationships and life success? How can developing perseverance 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 integrity play in relationships and life success? How can developing integrity 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.	Learners define respect, and explore the meaning of self-respect and respect for others. They 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 discover how prejudices are learned and they reflect on how to be more respectful of others. The learners are challenged to enhance respect in their personal relationships. They define actions they can take to enhance respect in their school and community. Resource: <i>The Sneetches and Other Stories</i> by Dr. Seuss	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 capital in a trust bank account. They read and discuss a Celtic folktale and discuss the role of communication in building trust. Students examine their family trust relationships and connect their experiences with the trust bank account. They brainstorm things their family depends on them for and decide if they feel trustworthy at home. Learners write an acrostic poem using the letters of their name to communicate their trustworthy nature.	Famous philanthropists started with small acts of kindness before they performed the influential acts that we remember them for. Learners define caring and create an acrostic using the word CARING. Learners get inspiration from Mother Teresa about performing small acts of kindness. The learners select a project and make a plan for carrying out a small act of kindness with a group or individually. After reflecting on their experience, they compare their experience to the message in a folktale, and write about the impact of a single small act of caring.	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 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 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.	Students define fairness and compare 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 to fight for through citizen action. Students participate in a role-play of fair and unfair decision-making. They identify behaviors that promote and put up barriers to making decisions. Students use a Frayer model graphic organizer to analyze the term impartial. 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. Resource: <i>The Sneetches and Other Stories</i> by Dr. Seuss	Lesson One defines the character trait integrity through examining where students learn what is "right." Lesson Two examines the other part of the definition, "doing what's right." Lesson Three features Frederik de Klerk as an example of integrity. Lesson Four features integrity applied to scenarios where students will discuss and provide rationale for their thinking. In Lesson Five, students demonstrate their understanding of integrity through reflecting and writing on quotes or personal experience.	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 examine the role of discipline in their lives, in the lives of others, and in a civil society. They define self-discipline and compare and contrast discipline and self-discipline. The students read and discuss profiles of people who demonstrated self-discipline to reach goals and have also contributed to the common good. They determine the characteristics of people who exercise self-discipline to achieve success. The students create a plan that includes steps and strategies for practicing self-discipline, set a personal goal, and make a plan for using self-discipline to meet the goal. As a conclusion, they reflect on their level of self-discipline and their determination to increase that level as they mature.	In this unit the learners will define courage and relate courage to the 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."

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Seventh Grade Unit Purpose	Students explore the meaning of responsibility through examining choices and consequences. Learners explore the definition of responsibility as "following tasks to completion." They analyze a scenario for the problem, consequences, and possible solutions. Students examine the life of Mr. James Stephen Hogg through the lens of responsibility. Through role-playing a scenario, students with different perspectives make decisions about responsibility. Reflecting on a quote or a personal experience, students will share their thinking on responsibility.	In this unit the learners define respect and relate it to the core values and beliefs of a constitutional democracy. Using the historical biography of Cynthia Ann Parker, they cite examples of respect/disrespect. The students investigate their perceptions about bullying and its relationship to respect. They will brainstorm ways to promote respect of self and others and the world around them. 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.	Students analyze and argue for their feelings about the importance of promises and building trust. They define trustworthiness by comparing a trustworthy person to an object using the writers' devise of metaphor or simile. Students read about two very different Texas pioneers and identify how they earned the trust of others. Learners reflect on their own experience with trustworthy behavior or respond to a quote about trust.	Learners read about celebrities who demonstrate caring by giving their time, talent and treasure and taking action for specific causes. It gives the learners an opportunity to think of what they care about. Learners discuss a quote about gratitude and consider the relationship between caring and gratitude. Learners read about the work of Oprah Winfrey and define enlightened self-interest and pro-social behavior. After discussing causes and social issues they care about, they write one idea for an action they can take to "make a difference to that one."	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.	The teacher poses several questions to spark conversation and critical thinking about the meaning of fairness. In the story of Rosa Parks and the Montgomery Bus Boycott, students identify the barriers and challenges to fixing an unfair situation. Given a list of ways to respond to unfair situations, students match ways to respond to possible unfair situations. Students play a simulation game that teaches them of their power to take action for the good of others. In the final reflection, students connect the concepts of fairness and philanthropy through written response.	Lesson one examines the meaning of "Be true to yourself" and questions what changes when the words "and others" are added to the definition of integrity. Lesson two compares two definitions of integrity. Lesson three provides an example of integrity, Patrick Henry. Lesson four features scenarios that bring integrity to life. Lesson five provides the opportunity to make meaning of integrity through writing and or drawing.	Students explore the meaning of honesty, playing by the rules, and making choices that support the common good. They discuss and illustrate how people could respond honestly or dishonestly to the same situation. They learn vocabulary related to honesty. Students role-play using 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 and reflect in writing on the role of common good and honesty when rules are not clearly stated.	Learners experience an opportunity to practice self-discipline, and they compare and contrast discipline and self-discipline. They become familiar with vocabulary and concepts associated with self-discipline and examine the correlation between self-discipline and maturity. They learn about Benjamin Franklin's personal accomplishments and his contributions to the common good, and examine his wisdom about self-discipline. The learners investigate the importance of self-control and self-motivation through analyzing examples of self-discipline. They set a personal goal and describe self-discipline steps to meeting the goal. They select quotations and reflect on their relevance to achieving their goal.	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.
Eighth Grade Unit Purpose	Students define the concept of responsibility through personal and shared discussion. Students investigate the benefits/consequences of taking responsibility and not taking responsibility. Students examine the consequences of Abraham Lincoln's responsible decisions. The introduction of the concept of common good adds a dimension to the benefit/consequences of taking responsibility. Students gain insight into differing perspectives by examining a scenarios and engaging in a debate about the benefits/consequences of taking or avoiding responsibility. Through writing, students share their insights into taking responsibility with the resulting benefits or consequences.	In this unit, learners investigate 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 conflict 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.	Learners play a game that helps them identify qualities in others that make them trustworthy. They explore what it means to develop reciprocal trust within different communities. Students learn about public trust and how students themselves can use their own time, talent, and treasure to support trustworthy politicians, sports figures, corporations, and celebrities. In this lesson, learners brainstorm the traits of a community of trusted learners, describing what it would look like if students and teachers in a classroom felt a high level of trust with each other. And finally, they compare two communities to which they belong using a Venn diagram and descriptive words related to trustworthiness.	Learners investigate and expand their understanding of caring and 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.	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.	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 producers who created the pieces. Students meet in a "round" to discuss issues of fairness related to the common good. Learners read about and discuss Fair Trade and how it relates to justice, fairness, and equity. Students reflect on their attitude about and responsibility for making fair choices about spending. They use the literary device of metaphor for expressing their thoughts.	In this unit, students construct the meaning of integrity and explore the concept of "being true to yourself and others." They read about Elizabeth Cady Stanton as a model of integrity through actions and personal words toward the common good. Learners examine scenarios and ask the question, "Is this person acting with integrity?" And as a reflection, students write responses to quotes about integrity as they relate to the student's life experiences.	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.	In this unit the learners discuss why some people are able to meet goals and some are not able to do so. They also use a survey to determine a personal self-discipline score. The students define self-discipline by determining what it does and does not look like, sound like, and feel like. Learners associate a list of vocabulary words with self-discipline. They use quotations from author Sandra Cisneros to infer concepts of self-discipline. The learners imagine life changes one, four, and five years from the present time and determine skills and behaviors of self-discipline that will help them be successful in meeting goals for the future.	Learners to choose their favorite heroes from 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.