



## **Professional Development Institute**

### **Flex Course Syllabus**

## **Character Education for the 21<sup>st</sup> Century (K-12)**

**PDI Course Number: 3T02**

**ACE Course Number: LE5649**

**UCSD Course Number: EDUC40129**

If you would like information about receiving credit for completing this course, [please click here](#).

### **Course Timeline**

Participants have one year to complete the course. Participants must spend a minimum of three weeks in this course.

### **Course Description**

Does it often seem that students are lacking in how to show good character? Incorporating character education into your daily lessons can help your classroom run more effectively. Teachers work hard to help students become educated world citizens and whether they realize it or not, teachers are constantly modeling and teaching character education throughout the school day. This online course is designed to guide K-12 teachers through the six universal themes of character education — trustworthiness, respect, responsibility, fairness, caring, and citizenship. Teachers will explore how to incorporate each of the six themes into their daily lessons so that students are better able to make the right choices when confronted with problem situations. Throughout the course, teachers will learn specific strategies for incorporating the six universal themes of character into their daily lessons through the use of scenarios, classroom activities, service learning projects, and literature. Teachers will learn about the relationship between character education and bullying, and how behaviors can be managed by tapping into good character and strong, positive, inclusive best classroom practices. Finally, teachers will learn how to use restorative justice to put the onus of good character back on their students using conflict resolution and peer mediation. By the end of this course, teachers will feel more confident when embedding character education into their daily teaching.

## Educational Outcomes

1. Teachers will understand the importance of teaching character and be introduced to the eleven commonly recognized principles of character education.
2. Teachers will become familiar with the six universal themes of character.
3. Teachers will understand the logical decision-making process for making good decisions based on good character.
4. Teachers will understand the importance of the home-school connection, and they will be given specific strategies for incorporating parents into their support system.
5. Teachers will explore the character trait of trustworthiness in detail and will learn specific strategies for incorporating the same into their classrooms.
6. Teachers will be given specific literature recommendations for teaching the character trait of trustworthiness.
7. Teachers will explore the character trait of respect in detail and will learn specific strategies for incorporating the same into their classrooms.
8. Teachers will be given specific literature recommendations for teaching the character trait of respect.
9. Teachers will explore the character trait of responsibility in detail and will learn specific strategies for incorporating the same into their classrooms.
10. Teachers will be given specific literature recommendations for teaching the character trait of responsibility.
11. Teachers will explore the character trait of fairness in detail and will learn specific strategies for incorporating the same into their classrooms.
12. Teachers will be given specific literature recommendations for teaching the character trait of fairness.
13. Teachers will explore the character trait of caring in detail and will learn specific strategies for incorporating the same into their classrooms.
14. Teachers will be given specific literature recommendations for teaching the character trait of caring.
15. Teachers will explore the character trait of citizenship in detail and will learn specific strategies for incorporating the same into their classrooms.
16. Teachers will be given specific literature recommendations for teaching the character trait of citizenship.
17. Teachers will understand other common character traits such as self-control, honoring and respecting individuality, and assertion, including an overview of their basic components, how they connect to character education, and specific literature recommendations for incorporating the teaching of same.
18. Teachers will learn the steps to integrating character education into other content areas such as science, math, art, music, physical education, and others.
19. Teachers will learn specific strategies for incorporating character education into their classrooms via various service learning projects.
20. Teachers will learn tips and strategies for building a strong positive classroom climate.
21. Teachers will learn how to build an inclusive community by fostering collaboration and social and emotional skills.
22. Teachers will understand how to create and maintain a strong, positive classroom management system through the use of character traits.

23. Teachers will understand the role character education plays in the four types of bullying, and they will learn strategies for combatting bullying with character education.
24. Teachers will learn the basics of restorative justice, and how conflict resolution and peer mediation skills play an important part in character education.

## Instructional Media

- Online Discussions
- Online Engagement
- Online Collaboration
- Instructor Feedback
- Instructor Interaction
- Online Resources and Websites
- Supplemental Instructional Materials
- Printable Classroom Resources

## Evaluation

- Test #1 (5% of final grade)
- Test #2 (5% of final grade)
- Test #3 (5% of final grade)
- Test #4 (5% of final grade)
- Test #5 (5% of final grade)
- Autobiography and Goals for the Course (10% of final grade)
- Article/Video Reflection (15% of final grade)
- Course Collaboration/Share Ideas with the Class (10% of final grade)
- Cumulative Assignment/Project: Integrate Character Education into Specific Content Areas (20% of final grade)
- Culminating Practicum (20% of final grade)

## Topical Outline

### Unit One

- Why Teach Character Education?
- Overview of the Six Universal Themes of Character Education
- Universal Theme #1: Trustworthiness
- **Assignment #1**  
*Write an autobiography including information about yourself, your grade level and what you specifically hope to learn about character education in a more effective way. Your autobiography should be a minimum of three paragraphs.*
- **Test #1**

## Unit Two

- Universal Theme #2: Respect
- Universal Theme #3: Responsibility
- Universal Theme #4: Fairness

- **Assignment #2**

*As an educator, it is important to be aware of the research, studies, and professional work done in the field. In the course, you will find an article and video that are relevant to the specific course content. Read the article and then write an essay with your thoughts.*

- **Test #2**

## Unit Three

- Universal Theme #5: Caring
- Universal Theme #6: Citizenship
- Other Common Character Education Traits

- **Assignment #3**

*Online Discussion Board Participation/Engagement: Please post a tip, strategy, or idea that specifically relates to character education and will make a difference to other teachers in their own classrooms. Your assignment should be a minimum of three paragraphs and detailed enough for another teacher to easily follow. This is a great opportunity to share and collaborate with other teachers at your grade level around the country. Take time to review and respond to other postings that are relevant to your classroom population in order to gain effective ideas to use immediately in your classroom.*

- **Test #3**

## Unit Four

- Using Literature to Teach Character
- Integrating Character Education into All Subjects
- Service Learning
- **Test #4**

## Unit Five

- The Impact of School/Classroom Climate on Achievement
- Strategies for Strong Positive Classroom Climates
- The Importance of an Inclusive Community
- **Test #5**

## Unit Six

- The Character Education and Behavior Management Connection

- The Relationship Between Character Education and Bullying
- Restorative Justice
- **Assignment #4**  
*For each of the six universal themes of character, create an activity that can be integrated into a content area of your choice and in which students can actively participate. For each activity, write a minimum of two paragraphs to provide specific details about what students will do.*
- **Assignment #5**  
*The culminating practicum is a three-step process. (1) In the first assignment, you were asked what goals you had and what you hoped to learn from the course. Think back to your original goals for this course. Write a minimum two-paragraph reflection specifically describing how what you learned can be used to help you reach those goal(s). (2) Next, write a minimum three-paragraph plan that specifically describes the ways in which you intend to implement a particular strategy you learned in this course into your own teaching situation. (3) Last, write a minimum two-paragraph reflection describing a student you have or have had in the past. Then, discuss how the strategies you learned in this course will specifically benefit that student as you put your plan into action.*

## Bibliography

Adams, C. (2016). "Character Education Seen as Student-Achievement Tool." Retrieved from <http://www.edweek.org/ew/articles/2013/02/27/22character.h32.html>

Alberta Education. (2007). "Primary Programs Framework — Curriculum Integration: Making Connections." Retrieved from [https://education.alberta.ca/media/563581/guidingprinc\\_curr2007.pdf](https://education.alberta.ca/media/563581/guidingprinc_curr2007.pdf)

Allred, C. (2008). "Seven Strategies for Building Positive Classrooms." Retrieved from <http://www.ascd.org/publications/educational-leadership/sept08/vol66/num01/Seven-Strategies-for-Building-Positive-Classrooms.aspx>

Ambrose, S. A., M.W. Bridges, M. DiPietro, & M.C. Lovett (2010). *How learning works: Seven research-based principles for smart teaching*. San Francisco, CA: Jossey Bass.

Bandy, J. (2017). "What is Service Learning or Community Engagement?" Retrieved from <https://cft.vanderbilt.edu/guides-sub-pages/teaching-through-community-engagement/>

Barrett, P., Zhang, Y., Moffat, J., & Kobbacy, K. (2013). "A holistic, multi-level analysis identifying the impact of classroom design on pupils learning." *Building and Environment*, 59, 678-689. doi:10.1016/j.buildenv.2012.09.016

Bauer, M.D. (1986). *On My Honor*. New York, NY: Clarion Books.

- Berreth, G., & Ernst, D. (2001). "A Common Goal." Retrieved from <http://www.ascd.org/publications/newsletters/policy-priorities/jun01/num25/toc.aspx>
- Bittman, E. (2016). "Service Learning Is Essential for All Kids-Here's Why." Retrieved from <https://www.weareteachers.com/service-learning-is-essential-for-all-kids-heres-why/>
- Bradberry, T. (2016). "3 Powerful Ways To Stay Positive." Retrieved from <https://www.forbes.com/sites/travisbradberry/2016/08/23/3-powerful-ways-to-stay-positive/#7f22786119c9>
- Brooks, R. (2015). "Positive Emotions and Purpose in the Classroom." Retrieved from <http://www.drrobertbrooks.com/positive-emotions-and-purpose-in-the-classroom/>
- Bursuck, M. (2010). "Teaching Students How To Make Friends." Retrieved from <https://www.education.com/reference/article/teaching-students-how-make-friends/>
- Character.org (2010). "A Framework for School Success: 11 Principles of Effective Character Education." Retrieved 17 May 2017 from [http://www.character.org/uploads/PDFs/ElevenPrinciples\\_new2010.pdf](http://www.character.org/uploads/PDFs/ElevenPrinciples_new2010.pdf)
- Character.org. (2016). "What is Character Education?" Retrieved from <http://character.org/key-topics/what-is-character-education/>
- Charney, R. (2017). "Seven Ways to Cure the Blurts." Retrieved from <http://teacher.scholastic.com/professional/classmgmt/cureblurts.htm>
- The Civil Rights Project (n.d.). "School Discipline." Retrieved 31 May 2017 from <https://www.civilrightsproject.ucla.edu/research/k-12-education/school-discipline>
- Clifford, C., & Feezell, R. M. (2009). *Sport and Character: Reclaiming the Principles of Sportsmanship*. Champaign, IL: Human Kinetics.
- Cohen, J., Pickeral, T., & McCloskey, M. (2009). "The Challenge of Assessing School Climate." Retrieved from <http://www.ascd.org/publications/educational-leadership/dec08/vol66/num04/The-Challenge-of-Assessing-School-Climate.aspx>
- Collaborative for Academic, Social, and Emotional Learning (n.d.). "What is SEL?" Retrieved 31 May 2017 from <http://www.casel.org/what-is-sel/>
- Common Core State Standards  
<http://www.corestandards.org/>
- Common Core State Standards Initiative. (2010). Standards for Mathematical Practice. Retrieved from <http://www.corestandards.org/Math/Practice/>
- Connolly, M. (2012). "Common Core and Service Learning." Retrieved from <http://www.ascd.org/common-core/core-connection/090512-common-core-and-service-learning.aspx>

Corrigan, K., & Davies, B. (2004). "Into-Through-Beyond: A lesson-planning framework for using YES! in the classroom." Retrieved from <http://www.yesmagazine.org/for-teachers/curriculum/into-through-beyond-a-lesson-planning-framework-for-using-yes-in-the-classroom>

Creative Affirmations. (2008). "Which positive character traits do you want to develop?" Retrieved from <http://www.creativeaffirmations.com/positive-character-traits.html>

Crowe, C. (2016). Coaching Children in Handling Everyday Conflicts. Retrieved from <https://www.responsiveclassroom.org/coaching-children-in-handling-everyday-conflicts/>

Crumpler, B. (2014). "MultiBrief: ELL reading development: Modified guided reading, interventions, support." Retrieved from <http://exclusive.multibriefs.com/content/ell-reading-development-modified-guided-reading-interventions-and-support/education>

DeVictor, B., N. Drew, P. Eisen, B. Nagle, & H. Olson (2001). *Conflict Resolution and Peer Mediation*. Little Rock, AR: State Dept. of Education.

Dixon, G. (2017). "Random Acts of Kindness." Retrieved from <https://www.randomactsofkindness.org/become-a-aktivist>

Durlak, J.A., R.P. Weissberg, & M. Pachan (2010). "A Meta-Analysis of After School Programs That Seek to Promote Personal and Social Skills in Children and Adolescents." Retrieved 31 May 2017 from [http://www.flume.com.br/pdf/Durlak\\_A\\_meta-analysisof\\_after\\_school.pdf](http://www.flume.com.br/pdf/Durlak_A_meta-analysisof_after_school.pdf)

Edberg, H. (2012). "How to Be Kinder: 11 Fine Tips." Retrieved from <http://www.positivityblog.com/index.php/2010/05/07/how-to-be-kinder/>

Furhmann, D. (2012). "Being Kind Makes Kids Happy." Retrieved from [http://greatergood.berkeley.edu/article/item/being\\_kind\\_makes\\_kids\\_happy](http://greatergood.berkeley.edu/article/item/being_kind_makes_kids_happy)

GenerationOn (2012). "Why Service-Learning?" Retrieved from <http://www.generationon.org/educators/lessons-resources/why-service-learning>

Hadad, C. (2015). "What the 'marshmallow test' can teach you about your kids." Retrieved from <http://www.cnn.com/2014/12/22/us/marshmallow-test/>

Hershman, L. (2007). "Using a Transformative Approach in an Elementary School Peer Mediation Program." Retrieved from <http://www.mediate.com/articles/hershmanL1.cfm>

Kagan, S., & High, J. (2002). "Kagan Structures for English Language Learners." Retrieved from [http://www.kaganonline.com/free\\_articles/dr\\_spencer\\_kagan/279/Kagan-Structures-for-English-Language-Learners](http://www.kaganonline.com/free_articles/dr_spencer_kagan/279/Kagan-Structures-for-English-Language-Learners)

Lapp, D. & Flood, J. (1994). "Integrating the Curriculum: First steps." *The Reading Teacher*, 47(5), 416-419.

Layne, S. L. (2015). *In defense of read-aloud: Sustaining best practice*. Portland, ME: Stenhouse.

Learn and Serve America National Service Learning Clearinghouse (n.d.). "Definition of Service Learning." Retrieved 25 May 2017 from <http://www.uncfsu.edu/civic-engagement/service-learning/definition-of-service-learning>

MacLennan, J. (2017). "Classroom Climate: How Empowered Teachers Create the Relationships Children Need to Learn and Flourish." Retrieved from <http://sel.cse.edu/classroom-climate-how-empowered-teachers-create-the-relationships-children-need-to-learn-and-flourish/>

Main, D. (2015). "5 Scientifically Proven Benefits of Gratitude." Retrieved from <http://www.newsweek.com/5-scientifically-proven-benefits-gratitude-398582>

Meyer, D. (2010). "Math class needs a makeover." Retrieved from [https://www.ted.com/talks/dan\\_meyer\\_math\\_curriculum\\_makeover#t-108910](https://www.ted.com/talks/dan_meyer_math_curriculum_makeover#t-108910)

M., S. (2016). "Building a Positive Class with Character Trait Word Clouds." Retrieved from <http://www.teachinginroom6.com/2016/11/building-positive-class-with-character.html#>

Missouri 4-H. (2016). "Show Me Character: Caring Character Connection." Retrieved from <http://4h.missouri.edu/showmecharacter/caringcc>

Missouri 4-H. (2016). "Show Me Character: Citizenship Character Connection." Retrieved from <http://4h.missouri.edu/showmecharacter/citizenshipcc>

Missouri 4-H. (2016). "Show Me Character: Fairness Character Connection." Retrieved from <http://4h.missouri.edu/showmecharacter/fairnesscc>

Missouri 4-H. (2016). "Show Me Character: Respect Character Connection." Retrieved from <http://4h.missouri.edu/showmecharacter/respectcc>

Missouri 4-H. (2016). "Show Me Character: Responsibility Character Connection." Retrieved from <http://4h.missouri.edu/showmecharacter/responsibilityc>

Missouri 4-H. (2016). "Show Me Character: Trustworthiness Character Connection." Retrieved from <http://4h.missouri.edu/showmecharacter/trustcc>

Nast, P. (n.d.). "Teaching Students to Prevent Bullying." Retrieved 08 May 2017 from <http://www.nea.org/tools/lessons/teaching-students-to-prevent-bullying.html>

National Education Association (n.d.). "10 Steps to Stop and Prevent Bullying." Retrieved 17 May 2017 from <http://www.nea.org/home/51629.htm>

Narvaez, D., & Lapsley, D. K. (2008). "Teaching Moral Character: Two Alternatives For Teacher Education." *The Teacher Educator*, 43(2), 156-172. doi:10.1080/08878730701838983

Olweus, D. (1993). *Bullying at School: What we know and what we can do*. Malden, MA: Blackwell Publishing.

Otten, E. H. (2002). *Developing character through literature: A teacher's resource book*. Bloomington, IN: ERIC Clearinghouse on Reading, English, and Communication.  
Pacer.org. (n.d.). "Bullying Facts." Retrieved 08 May 2017 from <http://www.pacer.org/bullying/resources/facts.asp>

Peck, S. (2014). "The 4 Common Types of Bullying." Retrieved 08 May 2017 from <http://www.parents.com/kids/problems/bullying/common-types-of-bullying/>

Pennell, S. (2010). "Holding a class election." Retrieved from <http://www.learnnc.org/lp/editions/mini-election-elem/7617>

Pica, R. (2015). *What if Everybody Understood Child Development?* Thousand Oaks, CA: Corwin.

Pirkle, J. (2013). "Why We Need Character Education." Retrieved from <http://www.veanea.org/home/2227.htm>

Platt, R. (2012). "5 Things I Finally Understand About Teaching and Learning." Retrieved from <http://www.weteachwelearn.org/2012/01/5-things-i-finally-understand-about-teaching-and-learning/>

Platt, R. (2015). "Positive Phone Calls to Parents Is Like Money in the Bank!" Retrieved from <http://www.weteachwelearn.org/2015/07/positive-phone-calls-to-parents-is-like-money-in-the-bank/>

Ryan, P.M. (2002). *When Marian Sang: The True Recital of Marian Anderson*. New York, NY: Scholastic, Inc.

Starr, L. (2005). "Harry K. Wong and the Real Meaning Of Classroom Management." Retrieved from [http://www.educationworld.com/a\\_issues/chat/chat008.shtml](http://www.educationworld.com/a_issues/chat/chat008.shtml)

Stack, L. (2014). *Execution IS the strategy: How leaders achieve maximum results in minimum time*. San Francisco, CA: Berrett-Koehler.

Sternberg, R. J., Jarvin, L., & Grigorenko, E. L. (2009). *Teaching for Wisdom, Intelligence, Creativity, and Success*. New York, NY: Skyhorse Publishing.

U.S. Department of Education. (2005). "Character Education...Our Shared Responsibility." Retrieved from <https://www2.ed.gov/admins/lead/character/brochure.html>

U.S. Department of Education Office for Civil Rights (n.d.). "Civil Rights Data Collection: Data Snapshot: School Discipline." Retrieved 31 May 2017 from <http://ocrdata.ed.gov/Downloads/CRDC-School-Discipline-Snapshot.pdf>

Waterworth, L. (2017). "The Golden Rule, Gummy Style." Retrieved from <http://www.leannewaterworth.com/blog/the-golden-rule-gummy-style>

We Teach We Learn

<http://www.weteachwelearn.org/>

Wells, R. (2008). *Otto Runs for President*. New York, NY: Scholastic Press.

Wolfe, S. (2015). "Classroom Jobs for All Your Student Helpers." Retrieved from <https://www.scholastic.com/teachers/articles/teaching-content/classroom-jobs-all-your-student-helpers/>

Young, J. (2014). *Encouragement in the classroom: How do I help students stay positive and focused?* Alexandria, VA: ASCD.