

O.R.D.E.R.
Our Rules Determine Every Reason
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OVERVIEW

The first code of rules was from the Emperor Justinian. He established the first written code of law. This paper will deal with substantive law, which defines the rights and duties of a person, the later more than the other. Also it will support an Irish born statesman Edmund Burke's statement, "***Good order is the foundation of all good things.***"

This unit will address three variables; family, school and community in relation to building a student's character. Through this we will see the socialization process. This process or behavior will show acceptable and unacceptable behavior. This unit will attempt to prevent behaviors that are unacceptable. Prevention will be the key to order. How will this prevention be achieved? It will be achieved through practice and skills learned through specific behaviors. The students who will be benefiting from this are students in the early childhood grade levels, Kindergarten through third grade. I will be gearing this unit to kindergarten, in an urban community setting. These students will be given the opportunity to practice all three variables, family, school, community, as they will build on each other and interrelate through lessons.

This class Law and Order will basically look at behaviors and punitive rules surrounding it, as well as the politics of law and how it can affect certain situations.

This unit will have a lesson that looks at rules that build character and skills. Some problem solving techniques will be used to help with thinking patterns and how to deal with situations. These thinking patterns can be used throughout the unit. A word bank will be used for each variable. The word bank will consist of character features and the words that will relate to them. These features will be traits that will be introduced with each lesson. The character features will form a foundation for the unit. A portfolio drawing with accompanied writing will be a cumulative project of making a book as an ongoing project. The project will emphasize different ways to face situations through decision-making and different scenarios to role-play. These scenarios can be role-played. This discussion and role-playing can be used as a routine, which is part of developing a routine. This will assist with structure and order throughout the lesson. This is another way of practicing skills. Character education will be embedded in the unit.

RATIONALE

It has been often stated by sociologists that in approaching a subject dealing with children you should take into account the whole child. When I say the whole child I will be looking at the child's environment related to culture. The culture related to the three variables of family, school, and community. The family is where the student gets affection and emotional support. This is where the foundation of order and structure begins. The student brings basic rules to school with them. The basic social group, families united through bonds of kinship, provide the structure a person needs to be productive in other social groups. The structure of the family may vary from home to home. This accounts for the differences among the rules that children will bring to the classroom. But it does make each person unique and they may look at and handle rules differently. These family differences will make the unit evolve into meeting all of the students' needs. The next important point is that all families have customs.

These customs mold the person into basic inherited rules such as in Thailand a person is discouraged from getting married until all education is complete. These customs mold and teach them before entering into formal school what is acceptable and what is not. They come to school with certain formed behaviors. But with the family structure changing, are students prepared? Can they do basic rules? Has what they have learned will be acceptable to the greater part of society? These are some of the questions that have been taken into account in writing this unit which will look at some of the family customs and how they influence the basic rules of a student.

The second part to this unit is school. How does school contribute to the order and success when dealing with rules? Elaborating on what the family has taught, the unit will assist the student learn how to act in school. In school, starting with pre-Kindergarten, the peer group relations develop and become important. This group will influence the student throughout the school years. In the kindergarten, students are still more involved in the self-stage at the beginning of the year but toward the middle and the end they become very interested in their peers. This unit will have lessons that reflect that relationship through doing simple ensemble activities such as, group themes, pairing students to do group activities with their peers in the classroom. Schools have groups of established rules when students come in. The rules provide a guideline for behaviors that should be and will be used in the greater part of society. Rules provide an orderly format for doing things. They can be observed in some of the basic routines such as lining up in ABC order. In daily lessons such as the morning messages, it can be seen. These routines provide practice in following a certain procedure. These routines are part of the indoctrination of learning rules and order. This is where rules become more formal and focused. Although the family has established rules, school will

continue to modify and adjust the behaviors. These behaviors will be refined year after year of being in the school environment.

Community is the third of the variables, to be discussed in this unit. This is a large part of the student's socialization process. As stated in the overview my students are from an urban environment. The culture they live in will have a great impact on them for the rest of their lives. While most anthropologists have studied the relationship of culture to a person it is believed that this interrelationship has a profound effect on a person. In choosing community this unit will look at how safety relates to students, others and citizenship.

All three of these variables will build on each other thus relating some of the content from the seminar to the student through family, school and community.

OBJECTIVES

- The objectives will overlap in the area of communication. Students will be able to establish a purpose for reading material for discussion. This is when the students may have a story read to them and a discussion will occur surrounding the events in the story.
- The students will use knowledge of phonics through syllabication, picture, and context clues to decode and understand words. This will be seen in the portfolio writing and when the students give an explanation of their illustrations.
- The students will listen to others. This can be observed through the lesson discussion groups and proper respect is given to each speaker.
- The students will participate in small and large group discussion prior to the introduction of a new rule to the group. Each time a new character feature is introduced a discussion on prior knowledge and examples will be given.
- The students will be able to show ideas in a variety of ways, including words, numbers, symbols, pictures, graphs or charts. An example of this will be through a simple bar graph.
- The students will be able to identify people who are important in their lives through making a book about their families. This will be a related arts activity about certain members of each of the students' families.
- The students will demonstrate their skills of communicating, negotiating and cooperating with others. This will be when the students do ensemble activities that may include choral readings and dramatizations of situations.
- The students will compare and contrast different pictures and situations. Using this objective the student will be able to use reasoning and judgment about certain situations.

- The students will participate in an ensemble through the writing of a class story. This ensemble is an interactive writing process that the whole class will participate in.
- The students will be able to identify how people are alike and different. While discussing the family this will be the opportunity to discuss how other cultures and families live.
- The students will be able to identify between responsibilities in a school setting. The rules inside a school setting (classroom) will be discussed and have the students suggested different ones.
- The students will be able to use the problem solving process. I will have a scenario of cause and effect. That is if you do this what will happen.
- The students will explore ways to work with their peers. This is where the whole concept of respect and appreciation for their peer's work and opinion come into play.
- The students will be able to sequence an event. I would hope to use my greatest skill and teach a certain behavior with this objective order. They will put things into order by doing sequencing activities.
- The students will explore the need for school rules and recognize that rules are important in keeping a place safe. We will explore all types of rules and how they keep us safe. We will touch upon community safety how police officers and other community helpers can assist in a student's safety.

STRATEGIES

The strategies for teaching this unit will be important in assisting with delivering specific goals and the mastery of them. They will be based on four monitoring tools the rubric, portfolio, discussion observation record and self check. The first is to develop a discussion observation record. For example below:

No Response- May know what the discussion is about, but doesn't participate or focus on the topic, no connection to what's on hand.	Emergent Response- Fairly good understanding about what the discussion is about. Attempting to dialogue with the group.	Participation response- Very good understanding of the discussion and is dialoguing without prompts.
Students' names		

The discussion will evolve around a situation related to one of the character feature words that will be introduced at the beginning of each lesson. A set of problem solving techniques will also be applied while this discussion is going on. These techniques will be in a form of questions posed throughout the discussion. What are some of the problems if the character feature is not used? What are some of the ways the character feature can be used? Which solution works best? How can the character feature be implemented to the home, school and community? These questions will assist the teacher and the student by setting a format. The next strategy will be the rubric. The rubric will be for the portfolio writing. For example below:

4- Proficient

The written response is complete. It indicates a very good understanding of the topic and it relates strongly to the illustration.

3- Apprentice

The illustration is present. The response is partial and shows a fairly good understanding of the subject.

2- Novice

The response may be unrelated and the illustration may have few details.

1- Below Novice

There is little or no response in writing. There are irrelevant details in the illustration.

The time set aside for the students to write should be 15-25 minutes. Keep the topic related to the character feature interesting. Promote fluency by suggesting the use of prevented spelling and sounding out of desired words to write. In other teachable moments such as the Morning News model conventions of writing such as spacing, tracking and punctuation. As in any writing curriculum it is suggested to have a rich environment of print and a teacher that models good writing techniques that the students can follow. Some of those techniques should be left to right reading capital letters and a period. Do peer grouping so they can have interaction concerning their work on a personal level. After students have gone through the discussion and writing, take a couple of minutes to provide support. The next strategy would be the self-assessment as in the example below:

1. Is my picture about the character feature?

Yes

No

2. Did I write a word about my character feature?

Yes No

3. Is my work as neat as it can be?

Yes No

4. Am I proud of my portfolio work?

Yes No

This last strategy is followed before conferencing with the student about his or her work. Before each step in the lesson state the objective that you want the students to meet, answer all important questions and date all portfolio work so the student can see the progress over time. In the conferencing which should be to check the students' understanding of the objective, talk about the detail in their illustrations and the development of the written part of the portfolio.

Always involve the students in the assessment. Take time to go over the rubric each time you use it so they will begin to tell you, the teacher, what the expectations are. Model all skills expected.

The character features and what the lessons will be related to are:

1. *Kindness- manners*
2. *Respect- self and others*
3. *Honesty- trustworthiness*
4. *Rules- able to make them and follow them*
5. *Sportsmanship- team player (work with classmates)*
6. *Orderly- related to class work neatness*
7. *Responsible- completing a task*
8. *Self- Control- hitting violating another's space*
9. *Proud- Feeling good about you*
10. *Citizenship- country*

When you introduce the features start with rules. This will introduce the whole concept of right and wrong. Remember you can incorporate any positive idea to promote the student's learning. The Pennsylvania standards will be addressed through the lesson and the strategies just outlined will *ensure* that each of the standards in the appendices will be addressed.

CLASSROOM ACTIVITIES

First let's discuss the format that you should use when introducing the character features. Numbers 1-3 will be the initial part of the lesson. This part literally will get the students ready.

1. Gain the interest of the students to prepare them for the lesson.
 2. Tell the students what you want them to learn and how you plan to get them to that point.
 3. Why is the trait important to the student in the three environments of home, school, and community?
 4. This is where the input takes place. You should describe and explain your lesson.
 5. You should model the character feature. Show a positive way to use it and a negative (wrong) way to use it.
 6. Check to see if the students thoroughly understand the feature.
 7. Close the lesson. Give each student positive feedback. Review the character feature.
- Now the classroom activities can be taught. Make one field trip letter for the supermarket for day four and schedule Saltworks play for day ten.

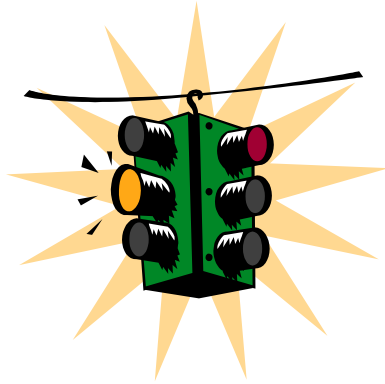
Day I

RULES

Introduce the picture the word rule. Develop a discussion about what the word picture might be saying through the illustration. State that you might see rules everywhere you go. There is also a need for rules. Can anyone tell me why? Also discuss community safety with police and traffic. Relate it to the rules at home and the ones established in the classroom. After they answer the question give a stand up on the bus while they are riding to school. Would you say these students are breaking a rule? Why? How are you supposed to ride a school bus? Have students role play the situation.

The discussion checklist discussed in the strategy portion of this unit should be utilized. Try to use cue words to get students to develop a deeper conversation and use of their thinking skills. Here is a set of examples of questions:

- What are some of the ways the character feature can be used?
- Which solution works best?
- How can the character feature be implemented at home, school, and community?



Day II

SELFCONTROL

This character feature means that you can handle yourself and communicate your needs and wants. State one day in the lunchroom two students were getting into line. One student got in front of the other. The one who has been in front pushed the other student. Use the questions used in the rules lessons to generate a discussion, the bulleted ones above. This lesson will stop at this point. Teach self-control skills. When you become angry there are ways of dealing with it instead of hollering or screaming. Do these simple steps. First stop and take a deep breath and state that you are upset because this happened, talk to the person who made you upset. Once the conflict has been resolved give each other a high five or a handshake. Role-play how to use the appropriate self-control skills. While students are role-playing reinforce and praise them. Let the students draw an illustration showing the character feature being used correctly. Write a sentence frame to go with the picture. I will stay----- (Calm happy)

DAY III

RESPECT

This character feature is when you show or communicate courtesy and manners to others and places. When you show respect you are treating everyone the way you would treat your close family member or self. Today we are going to role-play different situations in which we will demonstrate the use of respect to each other. Who can tell me what respect is? Can anyone give me an example of how they should respect someone? Is the character feature a hard or easy one to do to someone? Why or why not?

When you show respect to others you have to think before you say anything. Use words that are positive such as Thank you. Have two students come up and demonstrate using positive words. This can be giving and receiving paper, pencil or crayons. Make a collage, give students pre-cut pictures where they can glue together different types of people, because respect can be toward anyone. Also tell the students some important behaviors should be present when you are out in public

FIELD TRIP EXPECTATIONS

1. Enter in an orderly manner.
2. Do not touch unless invited to touch.
3. Talk only when a question is asked.
4. Say positive words such as excuse me.

A field trip will give the students the opportunity to practice the behavior. The rubric should be adjusted to the four expected behaviors of each student then it can be used going to related arts classes in the building as well. Field trip forms should be collected at this time.

DAY IV

This will be a continuation of the character feature Respect by going to the neighborhood supermarket and exhibiting respect to others through using appropriate behavior while in the community.

DAY V

SPORTSMANSHIP

This character feature sportsmanship is when you can play a game fairly and accept defeat. Some of the qualities of this feature are truthfulness and playfulness. When you are showing sportsmanship you are playing fairly and getting along with your teammates. Develop a discussion by asking the following questions:

1. A team is when there are 2 or more people doing one thing to get something done such as in the game, Tug-of-War. Can anyone name any more games where there are teams?
2. What do those teams do together?
3. If the teams playing their games would not use this feature what would happen?

Give students an example of doing something with other people. (Ensemble) Do the song Free-Jacque. Sing it in a round. Have four groups and have them start at different times. This should give them a good example of working toward a common goal. Do this three to four times and continue to do it periodically especially before a group activity. Now have the students have a game of Tug-of-War. Flip a coin to find out who will be the first to pick captains. When choosing teammates let them choose boy, girl to create equity.

Let students discuss how they felt about the teamwork of each side and what they would do differently. To do community involvements have students illustrate your favorite team or game and label it with our new word Sportsmanship. Review the vocabulary words rule, respect, sportsmanship and self control and have the students use them in a sentence.

DAY VI

CITIZENSHIP

This character feature is about how you act in the community and toward your country. This also is when a person is a member of a place and can do what others do in this place (country). Write the words vote, election, chose and ballot onto chart paper. Then develop a discussion about the meaning of the words. Has anyone ever heard of the word vote? If so someone has an answer, elaborate on the students' prior knowledge. Do this also with the words election, chose and ballot. Explain the definition. The word choose means to make a decision has anyone had to make a decision? If so, why? Then tell the students what they are going to do. We are to vote for our two favorite movies. Pick two movies that you as a teacher know is popular with the students. Make sure that they have seen the two movies. I would suggest going back several years.

1. Let students make posters of one of the movies to hang them up later.
2. Give each student the opportunity to come in front of the class and tell why they think the movie they chose should win. They should speak in complete sentences and some detail of the movie should be given. The poster should have some of the illustrations from the movie in it.
3. Have a mock election for the two movies.

Make sure you have a replica of all the material for voting.

Voting Booth- Staple a piece of material remnant to a refrigerator box. Use it as a curtain.

It will provide privacy when the students vote. Put two shoeboxes in the booth with a picture of the movies on each of them. This will help them identify the candidate they want. Explain that a piece of paper will be given to them to put in the slot that is on top of the shoe box of the movie they want. This piece of paper is called a ballot. We talked about what a ballot is. This is how adults vote for the president and other candidates. Tell them when you go behind the curtain and into the booth put your ballot in the slot of your favorite movie. After they are done, tally up the votes. This is a good opportunity to review some math concepts tallying, bundles of fives. Then have a Movie Victory Party. Decorate the room with the movie posters the students had drawn earlier. Cut up some construction paper and make red, white and blue flags. Let students put stars on them and color them. Put the movie that won on and have popcorn and juice. The next day review the vocabulary words to this character feature with them explaining country and others by possibly using the clip art.



DAY VII

Review the vocabulary with the students, the words ballot, vote, chose and election. Let the students give examples of the word. You will have to coach them through the words with examples.

DAY VIII

RESPONSIBILITY

This character feature is when you do what is expected of you. Begin the discussion with I know I am expected to come to work and teach my students a certain way and use a particular book. It is my responsibility to teach when I come to work. Can you think of a person you know who is responsible? It could be a mother or father. What do they do to make them a responsible person to you? Do you think a person is responsible when they get their class work done? Why? Does not completing their work make them responsible? Let the student answer

questions concerning being responsible for picking up their toys or cleaning their bedrooms at home. State that we will make a Responsibility Chart. As a classroom develop a list of goals for the classroom.

RESPONSIBILITY CHART

1. Complete all homework
2. Complete class work.
3. Clean up workspace.
4. Do not disturb others work.

Use the behavior chart in the room throughout the remainder of the unit. The students will become organized and learn to be responsible. This chart can be used along with the other s or alone to assess this character feature.

DAY IX

PROUD

This character feature is when you like yourself for who you are and what you may have done. I know some people may wake up feeling very good about themselves. They are proud of their work and maybe the way they look. Develop a discussion. Have you ever been proud of something? How did it make you feel? Did you enjoy feeling like this? After the discussion let the students talk about something they may have worn that made them proud of themselves. This lesson may take two days. State that today we are going to make a silhouette. I will take a piece of butcher paper and trace it around your body and you can put on your face and other details. Show the students an example of a complete silhouette. Then we will cut it out and put a caption on it. The caption should state why the student is proud. Relate the caption to maybe their eyes, hair, or smile. This will personalize the silhouette. This illustration should be colorful and have detail. Encourage them through discussing details such as; you have how many eyes, mouth, ears or hair? You should take your time because you are proud. After this is completed have the students write sentences using overhead or Elmo. The words are happy, fine, and good, impress and please. Review proper punctuation. The rubric in the strategies portion of this unit can be used. This feature will include a family involvement

PROUD FAMILY LIST

1. Give praise to your child. Notice the positive things they do.
2. Listen to what they say and take them seriously.
3. Give your child some responsibility. They will feel helpful and useful.
4. Show your child how to be a proud role model how to feel good about yourself.
5. Help them plan things to accomplish and make them attainable for them.
6. Let your children talk about their day. This will let them see that you are interested in their lives and what happens with them.
7. Support your children even when it may be hard to do.
8. Always show that you care.
9. Teach your child all people have something to be proud about and that they should treat people like they want to be treated.
10. Give your children affirmation, saying positive things to them daily.

DAY X

HONESTY

This character feature is about being trustworthy. This means that you are an honest person. You don't steal, lie or cheat. I think it is important to tell the truth to others because having people trust you is important. Honesty is telling what really happened. Honesty is keeping your promises. Begin a discussion by asking the following questions; Can you name a time when you were honest? What happened? How did you feel telling the truth?

This character feature will be elaborated on through an in school fieldtrip. I will have the professional theatre company Saltworks visit the school. Character Counts! is the name of the production. It has a magazine which has a coloring page, fan mail, word search, crossword puzzles, match it, a monthly calendar of suggestions, what would you do? Character hall of fame, books and websites. They will also provide you with a teacher's guide. This production will be about values and how they can be used. They use seven character words: courage, respect, honesty, justice, loyalty, hope, and love. The production should be scheduled at the beginning of the unit so that the students can see it during the honesty feature. As a reward for being honest have students make honest badges. This can be done by using construction paper and stickers to decorate them. They can also be purchased. Add a ribbon with the word honest on them and they can wear o the production. Have the

students draw an honesty picture and send it to Wisdom and Folly fan mail with a note as a group on how the play helped the class use the character feature honesty.

DAY XI

KIND

This character feature kind is how you treat someone or the way someone treats you. I can remember a time when my friend brought me a soda on a really hot summer day and I didn't ask her to bring me one. She just did I was very happy she did. This was a very kind thing for my friend to do. Sometimes people will do things if you don't ask them. This is showing kindness. Develop a discussion by asking the questions; can you remember a time when someone was kind to you? Where did it happen? When did it happen? We are going to be kind today because we are going to make gift bags. This will consist of brown bags, pompoms, markers, tissue paper, construction paper and glue. We will decorate the bags and attach a thank you note to it. The person receiving it can give it to someone else or can use this bag.

THANK YOU NOTE

Dear -----,

I was so happy when you helped me do----- I made this gift bag for you to use or keep. Please use it and cherish it as I have cherished your act of kindness.

Thank you,

Ms. Johnson

When the students are writing the note take them through the proper *writing process*

1. **Present the topic** again through-Create a web- put the word kind in the middle and ask questions about who has been kind to you put those names on the outside of the web.

2. **Draft**- review what was listed in the web then writes sentences using the people who were kind. Compile a list of sentences. Use some of the sentences in the thank you note above

3. **Respond and Revise**- To revise ask questions such as is the sentence correct? Should anything else be added? Is there anything we do not want to include? Use correction tape or a marker so the students can see the change. Add the suggestions to the note.

4. **Proofread**- Check spelling and punctuation. Ask should this sentence end with a period or a question mark. Read the note and correct the punctuation Elaborate on why a particular punctuation should be used.

5. **Publish**- Display all of the chart papers that had the web, sentences, revised and correction on it. Write the Thank you notes using an overhead or Elmo.

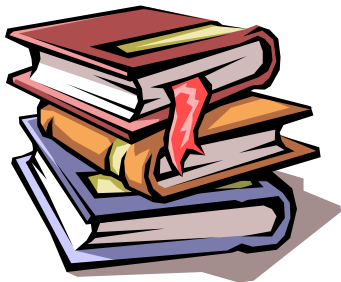
Have the students roll note up like a scroll and tie a ribbon around it and put it in the bag. This activity should be fun for the students.

DAY XII&XIII

You will probably need these two days for the feature **Kind**. Continue to work on writing process and neatness.

DAY XIV

ORDER To have order is to be organized, neat and peaceful. This feature order can be seen in a marching band or an organized stack of papers. Hang up order poster at this time.



Develop a discussion by stating; I get my house organized every Saturday through cleaning each room and washing the clothes. Can you tell me when you have been organized, neat or peaceful? Where did you feel like that? Was there someone that helped you get the order? After, the discussion has been developed and talked about, tell the students they are going to learn how to say the words, order and neat using different languages. Let the students know that other people from different countries say words differently. You may want to show them a picture of the country by using a globe.

- ❑ Ordinaire = French
- ❑ Ordinar = German
- ❑ Ordinal = Spanish
- ❑ Ordigno = Italian
- ❑ Order = English

- ❑ Neblina = Spanish
- ❑ Nebuleux = French
- ❑ Nebel = German
- ❑ Nebia = Italian
- ❑ Neat = English

This is the way other people use this word. Can you illustrate how you as a student use order at home, school and in the community? You can fold the paper into three columns and let the draw in each one for each of the environments. You may review the vocabulary for this feature neat, order and peaceful. Let students practice saying the words.

DAY XV

This is the final day and the students can make a character wheel. Put the students in teams of three. Then start making the wheel, by putting all of the character features on a circle and attaching it to a straw. Have the students spin it around and discuss the feature it stops on with the group their with.

CLASSROOM MATERIALS

2 packs	Chart paper
10 packs	Color Markers
3 pack	Construction paper- multi colored
5 tablets	Primary writing paper
2 packs	Oak tag paper
1- 50 feet	Jump rope
2 packs	Xerox paper
1	Globe
1	Clip Board
1	Empty Refrigerator box
2 yards	Remnants (material)
2 rolls	Ribbon
1 roll	Masking tape
1 bag	Pompoms
1 pack	Tissue paper
1	Permission slip (supermarket)
1	Brown paper bag
1 roll	Butcher paper
30 magazines	Character Counts!
10	Red, White and Blue balloons
1	Charts (posters)
7	Magazines (collages)
2	Stickers (stars)

APPENDICES A

STANDARDS

COMMUNICATION

1. All students write for a variety of purposes, including narrating informing and persuading, in all subject areas.
2. All students compose and make oral presentations for each academic area of studies that are designed to persuade, inform or describe.
3. All students exchange information orally, including understanding and giving spoken instructions, asking and answering questions appropriately, and promoting effective group communication.

ARTS AND HUMANITIES

1. All students produce, perform or exhibit their work in the visual arts, music, dance or theatre, and describe the meanings their has for them.

CITIZENSHIP

1. All students demonstrate their skills of communicating, negotiating and cooperating with others.
- 2 .All students demonstrate that they work effectively with others.
- 3.All students demonstrate the ability to resolve conflicts in peaceful ways, including but not limited to peer mediation, anger management, interpersonal skills, and problem-solving.

WELLNESS AND FITNESS

- 1.All students demonstrate leadership skills and the ability to work cooperatively in team sports or other developmentally appropriate game.

APPENDICES B

WEBSITES

1. www.saltworkstheatre.org

This site is where the production in the lesson on honesty will come from.

2. www.lifeeducation.org

This site has information on how to make family rules, family trees, and traditions.

3. www.misterogers.org

This site is part of the Family Communications Inc. provides training in making children feel and are safe. Go to training and under the name Safe haven.

4. www.heartwoodethics.org

This site has a curriculum based on literature and character development.

5. www.familyguidance.net

This site provides counseling to students in the home and school setting, also the Learning and Mentoring Program.

6. www.pps.k12.pa.us

This site is the Pittsburgh Publics School site. Go to Gang Free Schools, Also The School Student Assistance Program.

7. www.goodcharacter.com

This site discusses different types of character education approaches.

8. www.cyi-stars.org

This site is part of the National Center for Youth Issues and looks at character.

9. www.character-education.us

This site discusses violence in schools and values.

APPENDICES C

PARENT'S CHARACTER FEATURE LETTER

Hello Parents

Our class will be learning about different ways to act at school, home and community. They will be learning character education through 10 different behaviors; honest, kind, order, sportsmanship, respect, self-control, responsible, citizenship, proud and rules. The unit will take approximately 4 weeks. Your child will be doing some creative activities. They will be seeing a play and visiting a supermarket. To assist me in this unit please help with any questions they may have and model the values that are important to you. Thank you in advance for helping me build character in your child.

Ms. Johnson

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1. Comer, P. J., M.D., Poussaint, F. A., (1992), Raising Black Children. New York. Penguin Books.
This book looks at the black child through education, social and emotions.
2. Erickson, T. Kai, Wayward Puritans: A Study in the Sociology of Deviance
This book discusses the original ethics that this society was formed on.
3. Legal Information Institute- www.cornell.edu
Can tell you how to get information concerning written law and how it applies to a person.
4. Murphy, M. (1998), Character Education in America's Blue Ribbon Schools: Best Practices for meeting the Challenge. 2nd edition, Scarecrow Press.
This book has a description of schools around America that won the award for character education programs.
5. Law 101 Everything You Need To Know About the American Legal System.
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This web site has a search for specific topics related to the legal system.
6. Parker, C. W., (2000), Social Studies in the Elementary Education. 11th edition, Prentice Hall.
This is a classroom textbook that can give you some ideas about citizenship.