

## Next Generation Sunshine State Standards for Social Studies and Health Related to Character Education

The writers of the Next Generation Sunshine State Standards for Social Studies and Health Education have worked to incorporate required instruction related to Character Education into the standards. The intent was to include character education as a learning progression that increases with rigor and depth of understanding over time. These standards will be part of the required instruction for grades K - 8. For high school courses, these character education standards will be included as part of required Social Studies courses in the Florida Course Descriptions. Here is a listing of where the required Character Education has been included in the Social Studies and Health Education standards. (see below)

Character Education is part of required instruction (FS 1003.42) which states “Members of the instructional staff of the public schools, subject to the rules of the State Board of Education and the district school board, shall teach efficiently and faithfully, using the books and materials required that meet the highest standards for professionalism and historic accuracy, following the prescribed courses of study, and employing approved methods of instruction, the following: ... (s) A character-development program in the elementary schools, similar to Character First or Character Counts, which is secular in nature. Beginning in school year 2004-2005, the character-development program shall be required in kindergarten through grade 12. Each district school board shall develop or adopt a curriculum for the character-development program that shall be submitted to the department for approval. The character-development curriculum shall stress the qualities of patriotism; responsibility; citizenship; kindness; respect for authority, life, liberty, and personal property; honesty; charity; self-control; racial, ethnic, and religious tolerance; and cooperation.”

In 2004, the Florida Department of Education required all Florida school districts to submit their plans for adopting Character Education curriculum to the Department. In addition, school districts regularly update their Character Education plans as part of their Pupil Progression Plans. These plans are available online at this Web site:

<http://www.flbsi.org/schoolimprove/studentprogression/studprogplans0708.htm>

Several courses of instruction in the Florida Course Code Directory (CCD) also include an emphasis on character education, including the “Advancement Via Individual Determination (AVID)” courses offered for grades 6 - 8 (more information about the AVID program is online at this Web site: <http://www.pac.dodea.edu/edservices/EducationPrograms/AVID.htm>), Peer Counseling (offered for grades 6 - 12) and the Junior Research Officer Training Corps (JROTC, offered for grades 9 - 12).

**The state approved character education traits have been identified as having been taught through the following course specific curriculum standards.**

### Patriotism:

Identify ways students can participate in the betterment of their school and community (e.g., responsible decision making, classroom jobs, and school service projects). -- **SS.1.C.2.3**

Define and apply the characteristics of responsible citizenship (e.g., respect, responsibility, participation, self-reliance, patriotism, honesty). -- [SS.2.C.2.2](#)

Explain why United States citizens have guaranteed rights and identify rights (e.g., right to vote, freedom of speech, freedom of religion). -- [SS.2.C.2.3](#)

Explain the importance of public service, voting, and volunteerism. -- [SS.4.C.2.3](#)

Evaluate the importance of civic responsibilities in American democracy (e.g., respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting). [SS.5.C.2.4](#)

Evaluate the obligations of citizens (i.e., including obeying the laws, paying taxes, defending the nation, serving on juries). -- [SS.7.C.2.2](#)

Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government. -- [SS.912.C.1.1](#)

Identify the expansion of civil rights and liberties by examining primary documents (e.g., Preamble, Declaration of Independence, Constitution, Emancipation Proclamation, 13th, 14th, 15th, 19th, 24th, and 26th Amendments, Voting Rights Act of 1965). -- [SS.912.C.2.9](#)

### **Responsibility:**

Listen to and retell stories about people in the past who have shown honesty, courage, and responsibility (e.g., Pocahontas, George Washington, Abraham Lincoln, Martin Luther King Jr., Harriet Tubman, astronauts). -- [SS.K.A.2.4](#)

Explain the rights and responsibilities students have in the school community (e.g., do not litter, come to school on time, have a safe learning environment). -- [SS.1.C.2.1](#)

Define and apply the characteristics of responsible citizenship (e.g., respect, responsibility, participation, self-reliance, patriotism, honesty). -- [SS.2.C.2.2](#)

Identify ways citizens work together to influence government and help solve community and state problems (e.g., voting, petitioning, conservation, recycling). -- [SS.4.C.2.2](#)

Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society (e.g., running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues). -- [SS.5.C.2.5](#)

Evaluate the obligations of citizens (i.e., including obeying the laws, paying taxes, defending the nation, serving on juries). -- [SS.7.C.2.2](#)

### **Citizenship:**

Demonstrate the characteristics of being a good citizen (e.g., taking turns, sharing, taking responsibility, following rules, understanding the consequences of breaking rules, practicing honesty, self-control, participating in classroom decision making). -- **SS.K.C.2.1**

Describe the characteristics of responsible citizenship in the school community (e.g., follow rules, care about the environment, respect others). -- **SS.1.C.2.2**

Define and apply the characteristics of responsible citizenship (e.g., respect, responsibility, participation, self-reliance, patriotism, honesty). -- **SS.2.C.2.2**

Explain why United States citizens have guaranteed rights and identify rights (e.g., right to vote, freedom of speech, freedom of religion). -- **SS.2.C.2.3**

Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues (e.g., food drives, book drives, community, clean-up, voting). -- **SS.3.C.2.1**

Identify ways citizens work together to influence government and help solve community and state problems (e.g., voting, petitioning, conservation, recycling). -- **SS.4.C.2.2**

Explain the importance of public service, voting, and volunteerism. -- **SS.4.C.2.3**

Identify ways good citizens go beyond basic civic and political responsibilities to improve government and society (e.g., running for office, initiating changes in laws or public policy, working on political campaigns, working with others on civic issues). -- **SS.5.C.2.5**

Evaluate the importance of civic responsibilities in American democracy (e.g., respecting the law, voting, serving on a jury, paying taxes, keeping informed on public issues, protesting). -- **SS.5.C.2.4**

Identify ideals from ancient Greek and Roman civilizations which are reflected in the American political process today (i.e., civic participation, role of government). -- **SS.6.C.2.1**

Define the term "citizen" and identify legal means of becoming a United States citizen. -- **SS.7.C.2.1**

Evaluate the obligations of citizens (i.e., including obeying the laws, paying taxes, defending the nation, serving on juries). -- **SS.7.C.2.2**

Experience the responsibilities of citizens at the local, state, or federal levels (e.g., registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election). -- **SS.7.C.2.3**

Apply the rights contained in the Constitution and Bill of Rights to the lives of citizens today. -- **SS.8.C.1.5**

Evaluate the importance of political participation and civic participation. -- **SS.912.C.2.2**

Experience the responsibilities of citizens at the local, state, or federal levels (e.g., registering or pre-registering to vote, volunteering, communicating with government officials, informing others about current issues, participating in a political campaign/mock election). -- **SS.912.C.2.3**

Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights. -- **SS.912.C.2.6**

### Kindness:

Describe the characteristics of responsible citizenship in the school community (e.g., follow rules, care about the environment, respect others). -- **SS.1.C.2.2**

Conduct a service project to further the public good (e.g., school, community, state, national, international levels). -- **SS.7.C.2.14**

### **Respect for Authority, Life, Liberty, and Personal Property:**

Recognize school and community health helpers. (e.g., fire rescue/EMT; police; nurse; doctor; coach; teacher; counselor; school nurse) -- **HE.K.B.1.1**

Give examples of people who have the power and authority to make and enforce rules and laws in the school and community (e.g., principals, teachers, parents, government leaders, police). -- **SS.1.C.1.2**

### Honesty:

Listen to and retell stories about people in the past who have shown honesty, courage, and responsibility (e.g., Pocahontas, George Washington, Abraham Lincoln, Martin Luther King Jr., Harriet Tubman, astronauts). -- **SS.K.A.2.4**

Identify people from the past who have shown honesty, courage, and responsibility (e.g., President, war veterans, community members, leaders). -- **SS.1.A.2.4**

### Charity:

Identify ways citizens can make a positive contribution in their community (e.g., volunteering, recycling). -- **SS.2.C.2.4**

Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues (e.g., food drives, book drives, community, clean-up, voting). -- **SS.3.C.2.1**

Conduct a service project to further the public good (e.g., school, community, state, national, international). -- **SS.912.C.2.5**

### Self-Control:

Demonstrate that conflicts among friends can be resolved in ways that are consistent with being a good citizen. -- **SS.K.C.2.2**

Explain the purpose of rules and laws in the school and community (e.g., keeping order, ensuring safety). -- **SS.1.C.1.1**

Describe good listening skills to enhance health. (e.g., positive body language; don't interrupt; focus on the speaker) -- **HE.1.B.2.2**

Discuss nonviolent strategies to manage or resolve conflict. (e.g., resource officer; "cool off" period; physical activities; quiet time; compromise) -- **HE.4.B.2.3**

### Racial, Ethnic, and Religious Tolerance:

Identify contributions from various ethnic groups to the United States (e.g., Native Americans, Hispanics/Latinos, Africans, Asians, Europeans). -- **SS.3.C.2.1**

Examine the possible causes of conflict among youth in schools and communities. (e.g., relationships; territory; jealousy) -- **HE.8.B.2.3**

Describe various socio-cultural aspects American life including arts, artifacts, literature, education, and publications. -- **SS.912.A.1.7**

Analyze the impact of the Holocaust during World War II on Jews as well as other groups. -- **SS.912.A.6.3**

Examine efforts to expand or contract rights for various populations during World War II (e.g., women, African Americans, German Americans, Japanese Americans, Native Americans, Hispanic Americans, Italian Americans). -- **SS.912.A.6.4**

Assess human rights policies of the United States and other countries. -- **SS.912.C.4.3**

### Cooperation:

Describe fair ways for groups to make decisions (e.g., voting, taking turns, coming to an agreement). -- **SS.K.C.2.3**

Describe the characteristics of responsible citizenship in the school community (e.g., follow rules, care about the environment, respect others). -- **SS.1.C.2.2**

Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., talking about problems, role playing, listening, sharing). -- **SS.1.C.3.1**

Identify ways citizens can make a positive contribution in their community (e.g., volunteering, recycling). -- **SS.2.C.2.4**

Identify group and individual actions of citizens that demonstrate civility, cooperation, volunteerism and other civic virtues (e.g., food drives, book drives, community, clean-up, voting). -- **SS.3.C.2.1**

Identify ways citizens work together to influence government and help solve community and state problems (e.g., voting, petitioning, conservation, recycling). -- **SS.4.C.2.2**

Illustrate effective conflict resolution strategies. (e.g., expressing emotions; listening; body language) -- **HE.5.B.2.3**

Conduct a service project to further the public good (e.g., school, community, state, national, international levels). -- **SS.7.C.2.14**

Use a decision-making model to analyze a public policy issue affecting the student's community that incorporates defining a problem, analyzes the potential consequences, and considers the alternatives. -- **SS.912.E.2.2**