

## Grade 7 Character Education

Standard 2.2 Integrated Skills Unit 1 Lessons 2, 3 Pgs. 16-29, Unit 8 Lesson 40 Pgs. 382-389

### Strands and Cumulative Progress Indicators

#### 2.2.8 Decision Making

1. Demonstrate and assess the use of decision making skills in health and safety situations.
2. Compare and contrast the influence of peers, family, the media and past experiences on the use of decision making skills and predict how these influences may change or conflict as one ages.
3. Predict social situations and conditions that may require adolescents and young adults to use decision making skills.
4. Discuss how ethical decision making requires careful thought and action.
5. Critique significant health decisions and discuss how the outcome(s) might have been different if the appropriate communication and decision making skills had been employed.

#### 2.2.8 D Character Development

1. Analyze how character development can be enhanced and supported by individual, group, and team activities.
2. Compare and contrast the characteristics of various role models and the core ethical values they represent.
3. Explain how community and public service supports the development of core ethical values.
4. Analyze personal and group adherence to student codes of conduct.

#### Benchmarks:

The student will be able to; define and explain responsible, responsible decision, wrong decision, restitution, risk, calculated risk, unnecessary risk, dare, explain the difference between a responsible decision and a wrong decision, tell and explain ways to show responsible behaviors, explain the difference between a calculated risk and an unnecessary risk, explain how to evaluate the possible outcomes of a risk or dare before making a decision to participate, using media and internet stories, evaluate choices made by others to determine a) was it responsible or not, b) how could the outcome be different if alternate choices were made, and c) how was the perception of the person's character changed by the behavior, describe how calculated risks can have a positive effect on self-esteem, explain the possible life-altering consequences of taking unnecessary risks, explain how "taking a dare" can be positive or negative based on whether or not decision making skills are used effectively.

The student will be able to; define and explain responsible value, character, self control, reputation, self-respect, peers, peer pressure, resistance skills, explain ways to develop good character (honesty, trustworthiness, fairness, responsibility, caring, citizenship, etc.), explain how a positive or negative reputation can affect one's life, using examples from news stories, explain how to find and emulate people

who show good character, describe how they perceive people whose actions show poor character, explain ways to resist peer pressure to participate in actions that show poor character, explain how to take responsibility for actions that were a result of not using decision making skills, explain how having positive role models helps in making responsible choices.

The student will be able to; define and explain volunteer, service learning, mentor, explain how a person can benefit from service learning, investigate ways to volunteer at school and in the community, explain how a mentor can have a positive influence on a person, explain how service learning promotes positive self image, explain how service learning can affect other aspects of a person's life, explain how service learning can affect a person's perspective of their own life, explain how service learning can assist in career choices in the future, investigate various careers to find out what kind of career they might like to pursue.

**Supplemental Resource Second Step Violence Prevention Program Level 2 Middle School**