



November 29, 2012

To: Greg Bell
From: Cache School District
Subject: Utah Civics and Character Education Report

To Whom It May Concern,

To complete this report, I asked each school to submit a short explanation describing how they are integrating civics and character education into the daily school curriculum. Listed below are comments from all school levels.

Cedar Ridge Middle School 6/7 Middle School:

1. Our teachers have an expectation of honesty, integrity, morality, civility, duty, honor, service, and obedience to law. Teachers continually emphasize the importance of these qualities and reward our students with citizenship grades at the end of each term which rewards students for their efforts in these areas.
2. Students are taught a respect and understanding of the US Constitution and the Utah Constitution – specifically in our social studies and history classes, but in all of our classes as well. Students recite the Pledge of Allegiance at the beginning of the day, every day.
3. All seventh grade students take a course entitled Utah History where they study the history of the state from pre-territorial development to the present.
4. The importance of the free enterprise system is taught and emphasized in several class courses at Cedar Ridge. The history/social studies classes study the importance of the free enterprise system to our economic and political systems, and the dynamics of the free enterprise system are emphasized in our CTE classes where students study the importance of wise money management.
5. We have an expectation of our students that they respect their parents and home and family. Teachers and staff reinforce that by their own example.
6. All classes teach their students the importance of hard work. At Cedar Ridge we believe in “effort based learning.” In other words, we believe that hard work – and effort – pays off. All of our classes are organized to teach that concept.
7. Our teachers recognize the importance of teaching the student to be a good and responsible citizen in every way. They expect students to be kind and polite to each other. They expect high ethical and moral behavior from them. They teach them that hard work pays off. And they teach them that we are blessed with freedom and liberty, and that we have a responsibility to preserve those freedoms through our vigilance and good citizenship.

Willow Valley 6/7 Middle School:

Through a variety of integrated curriculum activities, we do meet the requirement regarding Civics and Character Education:

1. All 7th grade Willow Valley students take 1 semester of Utah History. The course covers from geologic times to the present.
2. Sixth and seventh grade students study government in their Social Studies classes. Seventh grade students spend 3 to 4 weeks of each semester studying Utah's Government, The United States Government, how a bill becomes law, the Declaration of Independence, the Bill of Rights, and the responsibilities of citizenship.
3. The school sponsors multiple clubs for students' after-school that enhance the student's opportunity to exhibit civic character. For example; a Civics Club that covers government topics, sponsors school wide mock elections, a Christmas Food drive, and end of year Patriotic assembly that all students attend. There is a Green Team for recycling, various sports and fitness clubs for encouraging students to be healthy.
4. There is a school-wide ongoing effort to teach students respect for all adults, fellow students and for themselves in every classroom.
5. The teachers at Willow Valley care for the students as individuals and make every effort to be positive role models for the students to follow.
6. Students are exposed to scripted Character Education curriculum through their Study Hall class.

These are just a few of the ways that Willow Valley is accomplishing the task of teaching our students Character and civic responsibly.

Cache High Alternative High School:

We have a three tiered approach. Teachers address these issues on a regular basis as needed in the classroom. Students also address these issues through student council. We have student service activities on a school wide basis multiple times a year. Administration addresses these issues with individual students as part of the learning process for each student.

Students learn about this in the US history courses as well as US Government course.

Utah history, including territorial and pre-territorial development to the present: Students learn about this in the US history courses.

The free enterprise system; Students learn about this in the Business Law, Entrepreneurship, US Government, and Financial Literacy Courses.

Respect for parents, home, and family; Teachers teach student to support and respect parents, home and family in Healthy lifestyles as well as individual and whole class conversations.

The dignity and necessity of honest labor; this is taught through service projects, Financial Literacy course, and individual discussions with students as a part of the SEOP process.

Other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the

constitution: Taught in the US History and US Government courses as well as individually as students are thinking about and have desire to join military service for their country.

Millville Elementary School:

School-wide social skills program. The social skill of the month is read during morning announcements.

The teachers reinforce the social skill in their classroom. Students receive yellow tickets for demonstrating the skill.

Fourth and fifth grade integrate Utah and US history into their curriculum as outlined in the Utah common core.

Lincoln Elementary School:

Teaches the Utah State Social Studies Core Standards, and this adherence satisfies the requirements set forth by the Commission on Civic and Character Education and Utah code 53A-13-109. The character education emphasis is further supported through the teaching of *Prevention Dimensions* curriculum as prescribed by USOE, the presentation of fifth grade NOVA curriculum by Cache County Sheriff deputies, and our school-wide character education program which utilizes Stephen R. and Sean Covey materials described in *The Leader in Me: How Schools and Parents Around the World are Inspiring Greatness One Child at a Time* and *The 7 Habits of Happy Kids*.

This curriculum is predominantly integrated and taught through the Utah Social Studies Core. As stated in USOE Documents: “The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. Citizenship education, then, is an important function of a school’s curriculum in a democracy such as ours.” As per grade level:

The Social Studies Core in kindergarten to second grade has two broad components. The first component is one of expanding social themes for the child: self, family, classroom, school, neighborhood, and community. During the course of kindergarten, students learn basic concepts of historical time sequence and geographic directions. Emphasis is placed on safe practices and the importance of following rules and respecting the rights of others. Students are also taught national symbols and songs.

First grade students focus on learning school rules for personal safety and the safety of others, as well as elements of good citizenship through examples in history and literature that highlight honesty, kindness, and responsibility (e.g., George Washington, Martin Luther King, Jr., etc.). State and national symbols as signs of citizen unity are also addressed.

Second grade students are taught their roles in the school and in the community. Students develop an understanding of the diversity of cultural backgrounds, belief systems, ethnicities, and languages by observing their school, neighborhood, and community. Second grade students continue to develop their knowledge of symbols and map skills. Citizenship and community service are also emphasized.

The second major component of the Social Studies Core Curriculum introduces students to four social studies conceptual strands: culture, citizenship, geography, and financial literacy.

The first strand provides for the study of culture and cultural diversity. Culture helps students understand themselves as individuals and as members of various groups. This understanding allows students to relate to people in our nation and throughout the world.

The second strand includes experiences that offer civic ideals, principles and practices of how a citizen should act in a democratic republic. Citizenship includes both the attitudes and the actions of a citizen in a democratic society. The development of responsible citizenship in grades K-2 fosters appropriate participation in group activities such as assuming responsibilities in the school and neighborhood, understanding the civic responsibility to vote, and the importance of state and national holidays, symbols, and landmarks.

The third strand extracts experiences from the student's neighborhood, towns, and state to supply students with basic geographic knowledge and skills. Geographic tools such as compasses, maps, and globes are utilized to help students acquire, arrange, and use information to make decisions important to their well-being (e.g., how to get to a friend's house, or where to shop or how to go to school).

The last strand introduces students to simple economic principles and decisions. Financial literacy gives a student the ability to understand finances and how to manage money. Students learn how to prioritize their economic wants, and make basic financial decisions.

The social studies core in grades three, four, and five is essentially a modified "expanding environments" approach to social studies. This approach includes, each year, studies in history, geography, economics and civics that begins with third grade's study of culture, the local community, and indigenous communities. In fourth grade students study the state; fifth graders study the nation.

When students enter the third grade, they will be introduced to four essential understandings central to the social studies core, namely:

- We have human rights and responsibilities
- We are globally interconnected
- We create systems of power, authority, and governance
- Continuity and change over time are a part of life

The core standards and objectives have been designed to revisit and reinforce these four essential understandings in every grade level.

Third graders will learn about culture and community, focusing on their own local community's heritage as well as learning about the cultures of indigenous communities. They will study the interrelationships between physical geography and cultural development. They will also learn about representative government and their own personal civic responsibility in the classroom, community, and country.

In the fourth grade, students will continue to focus on the four essential understandings and apply them to their study of Utah. History, geography, economics and civics are again the core disciplines in fourth grade. Students will learn about significant events in Utah history, noting how successive cultural interactions have shaped the story of Utah. Students will learn about the physical geography of Utah, and how the geography of Utah affects human life, including economic development. Fourth graders will also deepen their understanding of civics as they learn more about rights and responsibilities in Utah and how governments are organized in Utah.

United States studies are the focus in the fifth grade. Students will explore significant eras in United States history, eras that paint in broad terms some of the significant themes of the story of America. These eras are Exploration and Colonization, Beginnings of Self-Government, the Constitution and Bill of Rights, the Expansive 19th Century, and The United States on the World Stage.

As mentioned above, the character education requirement is further satisfied through the teaching of the K-5 *Prevention Dimensions* curriculum promoted by USOE, the presentation of fifth grade NOVA curriculum by Cache County Sheriff deputies, and our school-wide character education program which utilizes Stephen R. and Sean Covey materials prompted by *The Leader in Me: How Schools and Parents Around the World are Inspiring Greatness One Child at a Time* and *The 7 Habits of Happy Kids*.

The *Prevention Dimensions* program is a set of Utah's Safe and Drug-free Schools and Communities resource lessons designed to support the K-12 health core. The lessons are based on the risk and protective factors prevention model identified through research by Drs. David Hawkins and Richard Catalano of the University of Washington. The lessons are designed to decrease risk factors and promote protective factors. Lesson titles include: Positive and Negative Influences; Positive Self-talk; I am Lovable and Capable; Positive Time management; Acts and Consequences; Coping with Family Stress; Becoming a Bodyguard; The Refusal Skill for Self-Control; and Strategies to Help Others.

During winter and spring months, the NOVA program is taught in our fifth grade classrooms by deputies from the Cache County Sheriff's Department. The mission of NOVA is: "Nurturing youth to seek out positive opportunities, internalize good values, and to accept accountability for their choices in life." The NOVA principles assist parents, families, and communities in protecting youth from the effects of illegal drugs, violence, and negative media and peer exposure. The NOVA motto is "Illuminating the path to excellence."

Our school-wide character education program utilizes Stephen R. and Sean Covey's materials, *The Leader in Me: How Schools and Parents Around the World are Inspiring Greatness One Child at a Time* and *The 7 Habits of Happy Kids*. The curriculum is organized around seven "habits," namely:

- Be Proactive: I am a responsible person. I take initiative. I choose my actions, attitudes, and moods. I do not blame others for my wrong actions. I do the right thing without being asked, even when no one is looking.
- Begin with the End in Mind: I plan ahead and set goals. I do things that have meaning and make a difference. I am an important part of my classroom and contribute to my school's mission and vision. I look for ways to be a good citizen.
- Put First Things First: I spend my time on things that are most important. This means I say no to things I know I should not do. I set priorities, make a schedule, and follow my plan. I am disciplined and organized.
- Think Win-Win: I balance courage for getting what I want with consideration for what others want. I make deposits in others' Emotional Bank Accounts. When conflicts arise, I look for third alternatives.
- Seek First to Understand, Then to be Understood: I listen to other people's ideas and feelings. I try to see things from their viewpoints. I listen to others without interrupting. I am confident in voicing my ideas. I look people in the eyes when talking.

- Synergize: I value other people's strengths and learn from them. I get along well with others, even people who are different from me. I work well in groups. I seek out other people's ideas to solve problems because I know that by teaming with others we can create better solutions than any one of us can alone. I am humble.
- Sharpen the Saw: I take care of my body by eating right, exercising and getting sleep. I spend time with family and friends. I learn in lots of ways and lots of places, not just at school. I find meaningful ways to help others.

We feel that, in combination, teaching the curricula of the Utah Social Studies core, *Prevention Dimensions*, NOVA, and our school-wide character education program satisfies the requirements of the Utah code 53A-13-109.

South Cache 8/9 Middle School:

Sharon Weston indicated she covered many of topics when they talk about work in FACS classes.

Brad Noble said in World History they talk about ancient Greece and Rome, emphasizing the principles of government that our constitution borrows from these civilizations. In World Geography they learn about political systems and the advantages and drawbacks of each. In US History they study the Declaration of Independence and other constitutions of the United States.

I believe that all teachers model honesty, morality, civility, duty, honor, service and obedience to school and government laws.

Sunrise Elementary School:

We teach character education with 2 different programs. WE use Character Connections with our K-2 students. A character trait is highlighted each month and talked about in our opening calendaring. The traits are: Friendship, Courage to say No, Gratitude, Kindness, Self-Improvement, Love, Respect, Responsibility, and Dependability.

For our upper grades we use Character Counts which are: Trustworthy, Respect, Responsibility, Fairness, Caring, and citizenship. These traits are reviewed in each class and yearly we have an assembly highlighting these characteristics.

White Pine 6/7 Middle School:

The following are things we are doing at White Pine to fulfill these requirements:

- *Anti-bullying program that we work on constantly
- *Governor's Youth Council student group that runs programs throughout the year to promote these things (red ribbon week, citizenship poster contest, school clean-up, citizenship assembly)
- *Our Utah History, Business and Social Studies classes work hard to cover these items
- *We hand out Elk Point tickets for good behavior (weekly drawing for prizes)
- *We honor students of the week every Monday to spotlight these students that are setting a good example
- *Our after school program has a citizenship component - also free enterprise training - other clubs that cover some of this
- *We show channel 1 every morning to try to make students aware of current events and foster positive character traits
- *Various assemblies (Holocaust USU performance, positive traits - magician, LIVE group, etc.)

*We do many incentive activities throughout the year to promote good behavior (mid-term, end of each quarter, etc.)

*Our administrators & counselor continually work with individual kids that struggle in these areas

*Many teachers are involved in the *preventions/dimensions* program - they use this with the students

*Career Day that addresses some of these subjects (done yearly in October)

*All teachers are constantly working to get students to work hard, act appropriately, and become good citizens - we all spend a lot of time emphasizing these things

*We periodically do government activities with our *Roots of Freedom* display that we have in the main hallway

*Veteran's Day program in November done most years

In reality, a LARGE amount of our efforts in the middle school goes toward this goal of good citizenship.

Lewiston Elementary School:

Character and Civic Education are important concepts taught at Lewiston Elementary to enhance a positive, fair, and friendly environment for students, parents, and staff. We begin the year with our annual anti-bullying assembly where students are encouraged to stand up for one another and persuade bullies to change their behavior and join the group. Students sign a pledge not to bully and to help others who are being teased or threatened. We then hang our pledges next to our anti-bullying posters in the hall. The idea came from the *Juice Box Bully* book by Bob Sorenson and Maria Dismody. Teachers continually teach and model appropriate social interactions that help students appreciate others in the classroom, during activities, and in their communities. Teaching opportunities are abundant on the playground, during small group interactions, and one-on-one sharing. Teachers utilize the Prevention Dimension curriculum to teach effective communication skills through engaging structured activities. For classroom behavior management to be successful teachers must continually address both positive and negative student interactions.

Civic education is taught through Social Studies curriculum, Veteran's Day programs, patriotic assemblies and presentations, and through music. Teachers include voting activities in their classrooms to demonstrate the voting process. Students may campaign for their favorite candy bar in the younger grades while 4th and 5th graders elect a class president. This year, with the help of the PTA, our school held a mock presidential election where all students and staff were invited to vote. Students are taught about the function and branches of national and state government. Our students recite the Pledge of Allegiance each morning and an assigned classroom is responsible for displaying our flag each school day

Park Elementary School:

Park uses the Prevention Dimensions Program to build character skills. We also implement the No Bullying program through Bear River Mental Health, with training for our whole staff. Children are read to from the book 'The Juice Box Bully' and sign a pledge to be bully-free. We kick off the beginning of the year with an assembly to teach the students what bullying is and looks like.

Students are chosen from each grade level, K-5 once a week to represent their class as student of the week. Students are chosen according their citizenship, kindness, work ethics, and that follow the school plan for being safe, kind and responsible. Students chosen are rewarded by eating lunch with the principal in her office.

Our fifth grade provides an opportunity for each student to be a member of the Youth 2000 group. Students are divided into three sections so that all students will have the opportunity to serve. The Youth 2000 consists of leadership building skills that these students learn through serving other students in the school by, participating in the bullying assembly, helping the PTA in planning Red Ribbon week, playing and being friends with the younger students, and organizing a food drive for the Lion's Club.

Our fifth grade also provides a Veteran's Day program for local veterans in our community each November.

Fourth grade plans a Utah history day where special guests come and talk with the students about Utah history.

Being an election year, many teachers have taught students about government and the right to vote.

All grades say the pledge of allegiance every morning followed by the school's statement, 'Park Eagles are safe, kind and responsible'

Providence Elementary School:

Here are some things happening at Providence Elementary:

- The Panda Power club teaches service, including raking leaves and promoting anti-bullying in the school, collecting food for food pantry, humanitarian service collecting donations for sending reading materials to countries in need
- Monthly focus on Pillars of Character
- 2nd Grade--Year of service, visiting retirement communities, making toys for underprivileged students
- 3rd Grade-Taught respect for the flag on Sept 11th; Native American Unit, Persuasive letters to parents on voting
- 4th Grade Citizenship Activities--One of the stories in our Reading Street book is So You Want to Be President. During that particular unit we taught the vocabulary words – solemnly, Constitution, politics, responsibility, and humble. We taught these in relationship to being the President of the United States. We also taught about other responsibilities of the President of the U.S.

In Utah History we teach the ancient territories starting with the ancient Indians and the evolution of boundaries to the present counties.

- 5th Grade--Stock Market simulation

Heritage Elementary School:

At Heritage Elementary much of the civic and character education curriculum is taught through Prevention Dimensions and N.O.V.A. In addition to these two programs many of the teachers have a token economy system that models a free enterprise system. In some classes students create their own constitution, flag, motto, and geography for fictitious states and countries. These states and countries are then compared to Utah and the United States.

Mountain Crest High School:

Here are some things that we have going on:

1. Our mission statement is "Mountain Crest is dedicated to critical thinking, communication, and character." We have that printed in the hallways of the school, and at our opening assembly we talk to all of our students about the mission statement and in particular on how we treat others.
2. This year the PTA is planning to contact all of the parents or guardians for each student at the school and find out what characteristic they like about their child, and then, in conjunction with our Freedom Club and Hero's week, hang a star or card of some kind on the wall or from the ceiling with each students' name and the characteristic.
3. Character is taught at our Freedom Assembly.
4. We talk about sportsmanship at our assemblies and have made a sportsmanship video the last couple of years that involves all students.
5. Teachers are expected to teach character in their classrooms as per the Utah Life Skills documents, and it's part of their evaluation.
6. I think character is taught in our Veterans' Day assembly.
7. History and Government classes cover much of the character curriculum. So does Financial Literacy. Both of those classes are required to graduate.

Summit Elementary School:

Students are taught the principals as outlined in Utah Code in a variety of settings and in daily learning activities at all grade levels. Perhaps a listing of some of the activities will lend credence to our assertion that we do an excellent job of teaching the desired traits and principles as outlined in the law:

- An annual Veterans Day assembly
- Daily recital of the Pledge of allegiance in all classrooms
- Participation in activities of Constitution Day
- Challenge with attending recognition to all 5th grade students to memorize patriotic songs, pledges, and historic short documents such as the Gettysburg Address, and Preamble to the Constitution.
- Fifth grade participation in a Social Studies Fair to culminate a year's study of great Americans and the qualities that made them great.
- In both math and reading curriculum our students are asked to use higher order thinking skills as they learn, deliberate, and solve problems. Many of the problems concern themselves with social justice, and addressing the principles of good citizenship the law outlines to be taught.
- Fourth grade curriculum, outline Utah history, from the frontier state to the present. It culminates with a major Utah History Fair in the spring.
- The school has an exacting and exciting Positive Intervention Program that promotes good citizenship. Students are rewarded and encouraged to display good citizenship, eliminate bullying and be good fellow citizens to one another.
- The school participates in a very positive way with the district anti-bullying program. Students sign a pledge indicating their commitment. Students are expected to adhere to school rules.
- In all grades a respect for parents, home, family, and the community is built into the curriculum.
- We maintain a school Parent Involvement policy and accompanying School compact that explicitly outlines ways that parents can be involved with their child's education, thus furthering the teaching of respect for parents.

- Classroom teachers have pseudo incentive free enterprise systems established in their classrooms where-in students are rewarded for working and producing.
- We have a ‘Youth 2000’ group of 5th grade students that provide leadership to the school student body as they accept and carry out various service activities during the school year.

Wellsville Elementary School:

We have a school-wide character education program tied in with our school-wide discipline plan. Each month we recognize a student from each class as a "Student of the Month". These kids are recognized as having been good examples in the particular character trait we focused on for the last month. We use the Six Pillar program for these traits; Trustworthiness, Responsibility, Respect, Fairness, Caring, and Citizenship. Also at this assembly we introduce the trait we'll be focusing on for the coming month and what it means. During the month teachers are invited to teach specific lessons tied to the theme. Our Utah history is part of the 4th grade curriculum. The free enterprise system, the Declaration of Independence, and the Constitution are all part of the US studies in the 5th grade.

North Cache 8/9 Center:

Examples of what should be taught in schools through an integrated curriculum with regular school work (53A-13-109).

(a) honesty, integrity, morality, civility, duty, honor, service, and obedience to law;

As we repeat the Pledge of Allegiance on a daily basis I ask kids if they know what different words mean. For example, “pledge allegiance,” you are promising to be on someone’s “team,” you are part of something bigger than yourself. Another example would be using the word “justice” and discussing for a minute about what that word means.

I also talk about *honesty* every Friday when students hand in their self-scored packet. I remind them that I periodically check for honesty. I also talk a lot about honesty before tests. I explain the options for extra credit and that it is not worth their integrity to cheat. I remind them that in a few years from now when they are working I will be looking to patronize businesses which employ honest people. I tell them that there are some past students that I would definitely buy a used car from because I know their character is honest while there is no way I would purchase from other students because of their character. Character follows you forever.

We emphasize being nice to each other because we all go through the *Puerta Magica*. With this we talk about manners. I tell students they must go out of the room and come through the door again if I observe demeaning talk or rude behavior.

We discuss the importance of honesty, integrity, and morality when dealing with plagiarism when researching for reports, and the obedience to that law specifically. We also do several essays where the students read news articles and then respond to things dealing with laws. We include their responsibility for laws such as curfews and truancy (attending school). One of my rules posted and used often is to respect the rights of others to learn. Also, while teaching each novel during the year we discuss and answer questions that pertain to honesty, integrity, morality, civility, duty, honor, service, and obedience to laws.

Call of the Wild: Having rules makes us more productive in society. Without them we are lost in the wild.

Charles Dickens' Christmas Carol: The dignity and necessity of honest labor and giving back to others and to society.

Diary of Anne Frank: A large theme consistent throughout is respecting other opinions and voice. Smaller themes are respect for home, parents and family. We act out these elements on a stage in class.

Flowers for Algernon: Being respectful of others and understanding obedience to authorities' boundaries.

In music classes, we focus on respect for each other, everyone working hard to contribute toward a team result, integrity as related to doing one's personal best, and duty and honor relating to representing themselves, their school, and their families with dignity.

I have short discussions about bullying, and treating others as they might want to be treated.

We talk a lot about following directions and making sure we are listening to those with authority over us. We also talk about using a respectful tone of voice and respectful words even when we are frustrated with a person. Depending on the student, we also teach them how to appropriately refuse someone.

At the beginning of each new class I stress the need to treat everyone with respect, even if they don't like a person. Students don't have to be best friends and can disagree with others, but being mean and calling other people names is an appropriate and unacceptable response. I also ask students to pick up after themselves, and I love the discussion which follows the statement: "But that's what we have janitors for."

In the units covering The Revolutionary War, The Civil War, The Constitution, and The Declaration of Independence we talk about how traits like honesty, integrity, morality, civility, duty, honor, service, and obedience to law formed our nation.

(b) respect for and an understanding of the Declaration of Independence and the constitutions of the United States and of the state of Utah;

In music we sing patriotic songs and have discussions about respect for our veterans. I purposely include these in our song choices from time to time.

I teach President John F. Kennedy's inauguration address, "A New Generation of Americans" which is the source of the quote: "...ask not what your country can do for you--ask what you can do for your country." When I teach the book Anthem by Ayn Rand, I cover different types of government including communism, socialism, dictatorship, monarchy and contrast our government with others. The book To Kill a Mockingbird also looks at our country's justice system where I heavily teach equality.

We learn about both the Declaration of Independence and the Constitution in our U.S. History classes. Students take tests about each document and also learn about how they apply to us today.

In my classes I discuss the Declaration of Independence and Constitution of the U.S. in comparison to other countries on a regular basis.

(c) Utah history, including territorial and pre-territorial development to the present;

In my classes we discuss the cultural difference between Utah and other countries.

In U.S. History we talk about in detail the Westward Expansion, Manifest Destiny, and the Mormon pioneers and their impact on both Utah and the U.S.

(d) the essentials and benefits of the free enterprise system;

In U.S. History we discuss trade regulations during the Colonial Era compared to our current system.

(e) respect for parents, home, and family;

We are always discussing respect for home, parents, family, school, and others in my class, especially in response to the literature that we read. Many of the short stories we read from our textbook deal with respect for individuals, different cultures, family values, and family traditions.

In music class I believe that performing for families is a focal point of our work. This helps to strengthen the home connection as parents support their children and children feel that support and love from parents.

We talk about our homes and family in our Spanish units and how every family is different and good in different ways.

I talk to kids often and ask them if they have chores at home, and what they do to help their families.

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We talk about different family dynamics and the necessity to be respectful of those whose beliefs or lifestyles may differ from our own.

In U.S. History I strive to provide a classroom that is based on respecting one another as individuals and respecting one another's contributions. By keeping parents informed through frequent e-mails, parent-teacher conferences, phone calls, etc., I am also showing that I respect parents and they are a valuable part of the educational process.

(f) the dignity and necessity of honest labor; and

With the students that can understand (sever needs SpEd), we talk about how it is important to work hard so people will want to employ us and we can earn money. We talk about how school is their job and they need to develop some good working skills.

I always encourage my students to be honest in their work and during testing. I want to know what they know, not their neighbor. I also only take off 10% a day for late work. For example I allow them to quickly finish something in class that may have been due before class started. I simply ask them to tell me so that I can take off the little 10% and they can live with a clear conscience. I try to put it in terms of being able to live with their decisions and being proud of being an honest person others can trust. I also ask them to always do their best and remind

them that changes take place gradually, not overnight. I have a sign in my room that says, "Always do your best, never less." It is in French but students always ask about it.

In U.S. History the discussion around Jamestown, Conquistadors, French trade with Native Americans, and causes of the Revolutionary War all lend well to discussions focusing on dignity and necessity of honest labor.

(g) other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the constitution.

The literature we read in class lends itself well to discussing qualities of being good citizens. When we read The Diary of Anne Frank, we are constantly talking about our freedoms and how important it is to us that we live in a country where we have a democracy and our constitution. I think that the students really begin to understand it when they see what Hitler did and how lucky they are to live during this time, in this country, and having our constitution set up the way that it is.

In my classes we talk about what it means to be a good citizen.

I encourage service by setting an example myself by working at *Somebody's Attic* in Logan one Saturday a month. This act of service comes up in casual conversation and is important for students to know that adults also do volunteer work.

U.S. History focuses on the causes of the Revolutionary War, the Constitution and formation of our country's government, the Civil War, and the rights and responsibilities of citizens.

North Park Elementary School:

I don't think we do anything much different than anyone else. We have been part of the UBI (Utah Behavior Initiative) and we have taught specific skill on how to treat other and social skills. We have done quite a bit with bullying and prevention and all of that is character related. We do some nice things on Veterans Day and talk a country, freedom and sacrifice. The 4th grade curriculum: In Utah history and we always have a 4th grade Utah program for parents and the school. 5th grade curriculum is still US history. We do always cover honesty as part of school rules and test taking. To be honest I think we do a pretty good job except for "free enterprise system"

Birch Creek Elementary School:

(3) Through an integrated curriculum, students shall be taught in connection with regular school work:

Birch Creek focuses on monthly character traits. It is integrated throughout the school day. We honor students monthly, who have exemplified this character trait for the month (1 from each class). We have also created a school honor code which focuses on being a good citizen.

(a) honesty, integrity, morality, civility, duty, honor, service, and obedience to law;

This is part of our monthly character trait topic as well as our school honor code.

(b) respect for and an understanding of the Declaration of Independence and the constitutions of the United States and of the state of Utah;

Covered in the 5th grade Core as well as media center lessons.

(c) Utah history, including territorial and preterritorial development to the present;

Covered in the 4th grade Core as well as media center lessons.

(d) the essentials and benefits of the free enterprise system;

5th grade Core.

(e) respect for parents, home, and family;

Birch Creek Honor Code as well as daily school citizenship.

(f) the dignity and necessity of honest labor; and

Birch Creek Honor Code as well as daily school citizenship.

(g) other skills, habits, and qualities of character which will promote an upright and desirable citizenry and better prepare students to recognize and accept responsibility for preserving and defending the blessings of liberty inherited from prior generations and secured by the constitution.

Birch Creek Honor Code as well as daily school citizenship. Items specific to the constitution are cover in the 5th grade Core.

This gives you a good idea how we integrate this instruction into our elementary, middle, and high schools.

Sincerely,

Michael R. Liechty
Deputy Superintendent
Cache School District



Nibley Elementary

2545 South 660 West, Nibley Utah, 84321
Phone: (435) 752-8525 Fax: (435) 752-8401
Principal: Jeanette Christenson

NIGHTHAWKS

"Building a foundation of excellence within a respectful community of lifelong

learners."

**Pursuant to Title 53A Chapter 13 Section 109 Civic and Character Education
Nibley Elementary School in Cache County School District
is filing the following
Civic and Character Education Report for 2012.**

Students at Nibley Elementary School begin each day with the Pledge of Allegiance. At the beginning of each school year, teachers review the vocabulary in the pledge and help children understand its importance. Fifth Grade students focus on the Great American Award that includes learning about the Constitution, U.S. Presidents, states and capitals, along with U.S. History. Throughout the school many books and stories are read in reading groups that reinforce the concepts of democracy.

Each year Fifth Grade students present an assembly to honor our local veterans. They work hard to perform musical numbers, and present information regarding our veterans and the wars in which they have been involved. Three or four of the veterans speak to the students giving an eye-witness account of their dedication to our country. The veterans line the hallway after the event and every student in the school is allowed to visit with them and shake their hand.

Fifth grade students participate in NOVA which teaches students how to be responsible and great citizens as well as make decisions to avoid drugs and alcohol. All grade levels participate in Prevention Dimension that stresses responsibility for actions.

Fourth Grade students study the State of Utah and its history. They will take several field trips that reinforce their learning. One of our Fourth Grade classes visits an elderly care facility in December to sing, visit with the patrons, and present them with a small gift.

Students at Nibley are rewarded for honesty and kind acts that happen during the school day. Our theme for 2012 is Kindness Matters. Each student has signed a pledge:

I will speak up instead of acting as a bystander.
I choose to participate in activities that don't involve teasing
I forgive others if they make poor choices
I model good behavior
I accept others for their differences.
I include others in group situations.
I will talk to an adult when there is a problem I cannot take care of on my own.
I am powerful in making a difference in my school.

Students at Nibley Elementary are encouraged to be the best students they can, work hard to follow directions, be kind to each other, and responsible for their behavior.

Report filed by
Jeanette Christenson
Principal