



**K-4 STANDARDS
For Student Citizenship and Social Responsibility**

PARENT RESOURCE



For Student Citizenship and Social Responsibility (K-4)

Parkland School Division's System Planning Task Force 1 identified 'fostering positive growth and development of students' as a key priority. In the winter and spring of 2004, a number of consultation meetings were held with trustees, administrators, teachers, students, parents, business community members and local government agencies of Parkland School Division. In the end, stakeholders unanimously agreed that students in Parkland School Division who demonstrate social responsibility would demonstrate respect, empathy and compassion, independence and cooperation, self-control, and integrity.

The "Standards for Student Citizenship and Social Responsibility" are an outcome of Parkland School Division Policy I-1 - FOSTERING POSITIVE CHARACTER DEVELOPMENT IN STUDENTS:

"The Board further believes that in cooperation with families and community, schools have a role in modeling and reinforcing essential values and in preparing students to be productive and contributing citizens."

Parkland School Division's "Standards for Student Citizenship and Social Responsibility" shall be used as the base for instructional design and for student assessment, evaluation and reporting in this affective area of student development."

The *Standards For Student Citizenship and Social Responsibility K-4* is an articulation of a common language for administrators, teachers, students, and parents regarding the definition of expected student behaviors in Parkland School Division. The standards support administrators and teachers in programming for social responsibility. Parents are invited to actively engage in this journey to develop citizenship and social responsibility in students.

***"DON'T WORRY THAT CHILDREN NEVER LISTEN TO YOU;
WORRY THAT THEY ARE ALWAYS WATCHING YOU."
ROBERT FULGHUM***

K-4 STANDARDS FOR CITIZENSHIP AND SOCIAL RESPONSIBILITIES

| STUDENT | INDICATORS | OBSERVABLE SKILLS... |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><i>Demonstrates</i></p> <p>1. Respect & Integrity</p> | <ul style="list-style-type: none"> ▪ Treats self & others with worth & dignity. ▪ Treats all property & the environment as their own. ▪ Tells the truth. ▪ Is reliable, dependable, & trustworthy. | <ul style="list-style-type: none"> ▪ treats others fairly ▪ is welcoming, kind, & helpful ▪ encourages/compliments others ▪ is willing to apologize ▪ values the property of others ▪ is considerate of the belongings of others ▪ cleans up personal & communal space ▪ follows the basic class/school rules ▪ makes time for others to participate ▪ offers & accepts apologies ▪ takes responsibility for actions ▪ accepts the consequences of his/her actions ▪ shares own point of view ▪ speaks the truth ▪ does what he says he will do ▪ completes given tasks ▪ seeks solutions |
| <p><i>Shows:</i></p> <p>2. Empathy & Compassion</p> | <ul style="list-style-type: none"> ▪ Seeks to understand ideas & opinions of others. ▪ Is sensitive towards the feelings of others. ▪ Is concerned about the welfare of others. | <ul style="list-style-type: none"> ▪ accepts differences in others ▪ listens to other points of view ▪ is able to repeat that point of view without agreeing or disagreeing ▪ shows concern for safety of others ▪ shows courage & perseveres in problem solving ▪ takes a stand for what is right even if it's unpopular ▪ interprets the feelings of others |
| <p><i>Practises:</i></p> <p>3. Independence & Cooperation</p> | <ul style="list-style-type: none"> ▪ Works independently. ▪ Participates & engages in group activity. | <ul style="list-style-type: none"> ▪ participates in group work ▪ makes time for others to participate ▪ volunteers to help, to prepare, to clean up ▪ follows basic rules for working in groups ▪ organizes materials understands that behaviour affects that of others ▪ can set goals for personal improvement ▪ can work with others to achieve classroom goals ▪ knows when to ask for help ▪ completes work within timelines |
| <p><i>Exercises:</i></p> <p>4. Self-Control & Responsibility</p> | <ul style="list-style-type: none"> ▪ Understands he/she has a choice over behaviour. ▪ Takes responsibility for behaviour choices. | <ul style="list-style-type: none"> ▪ understands he/she has a say in establishing class rules ▪ can identify alternative solutions to behaviour ▪ can explain the effect of his/her behaviour on others ▪ tries to resolve conflict independently but knows when to ask for help ▪ can act as a peacemaker ▪ uses proactive language "I" vs "You" statements ▪ talks honestly about his behaviour |

IDEAS THAT WILL HELP YOUR CHILD DEVELOP POSITIVE CHARACTER

- Model good character at home.
- Be clear about values.
- Show respect for all family members.
- Model and teach children good manners.
- Plan as many family activities as possible.
- Read to your children; keep good literature in the home.
- Limit your children's spending money.
- Discuss the holidays and their meanings.
- Capitalize on the teachable moments.
- Assign home responsibilities to all family members.
- Set clear expectations for your children and hold them accountable for their actions.
- Keep your children busy in positive activities.
- Learn to say no and mean it.
- Know where your children are, what they are doing, and with whom.
- Refuse to make excuses for your children for inappropriate behaviour.
- Know what television shows, videos, and movies your children are watching.
- Develop an ear and an eye for what your children are absorbing.
- Use the language of character.
- Put parenting first.
- Ask your child what he/she did that day in school.
- Ask to see your child's papers and notices from school.
- Have a quiet time each day when the children sit down to do their homework – TV OFF.
- Make sure your child gets proper rest so he/she can function at school. Have a reasonable bedtime.
- Take charge of the TV and decide what your children will watch.
- Use the newspaper and magazines with your child.
- Each child needs a place to call his/her own, a place to keep his/her things.
- All things for school should be assembled the night before.
- Come to school as often as you can.
- Your child should leave for school in a good frame of mind:
 - Breakfast
 - Routine
 - Notes to school written beforehand

*Dr. Helen LeGette, former Associate Superintendent, Burlington City Schools, NC.
Adapted from Parent, Kids, & Character by Helen LeGette.*

Students can choose to complete this self-assessment by drawing, writing, making a poster, telling about, etc.

This activity can be done either one-on-one or in a group setting.

The citizenship skills I am good at are:

The citizenship skills I need help with are:

I want to get better at



: Always



: Sometimes



: Never

Name: _____ Date: _____

1. I tell the truth.

2. I do what I say I'm going to do.

3. If I start something, I finish it.

4. I respect myself, others and property.

5. I try to understand how others are feeling.

6. I try to understand other people's opinions.

7. I help others without being asked.

8. I take responsibility for my actions.

9. I work well with others.

10. I can work independently.

11. I participate in classroom activities.

12. I am good at

!

13. I sometimes need help with

14. I will try

REPORTING

M = Student **(M)**eets the Standard

G = Area for **(G)**rowth

| STANDARDS | M | G |
|----------------------------------------------------------|---|---|
| The student: | | |
| 1. Demonstrates respect & integrity | | |
| 2. Shows empathy and compassion | | |
| 3. Practices independence & cooperation. | | |
| 4. Exercises self-control & demonstrates responsibility. | | |

COMMENTS: *(Areas of celebration; area(s) for growth; strategy(ies) for improvement)*

SUGGESTED BOOK TITLES: KINDERGARTEN

Citizenship

Abe Lincoln's Hat, Brenner, Martha
Three Young Pilgrims, Harness, Cheryl
Good King Wenceslas, Neale, John

Compassion

The Good Samaritan
Dogger, Hughes, Shirley
Frog and Toad Are Friends, Lobel, Arnold
Great Uncle Albert Forgets, Schechter, Ben

Courage

David and Goliath
Chrysanthemum, Henkes, Kevin
Alfie Gives a Hand, Hughes, Shirley
Cecil's Story, Lyon, George Ella
Ira Sleeps Over, Waber, Bernard
Henny Penny, Wattenberg, Jane

Diligence

Mike Mulligan and His Steam Shovel,
Burson, Virginia Lee
The Little Red Hen
Tillie and the Wall, Lionni, Leo
The Three Little Pigs
The Tortoise and the Hare

Respect

Cinderella
Goldilocks and the Three Bears
Johnny Appleseed
All the Places to Love, MacLachlan, Patricia
It's Not Fair!, Zolotow, Charlotte

Responsibility

Now One Foot, Now the Other, DePaolo,
Tomie
Horton Hatches the Egg, Dr. Seuss
Horton Hears a Who!, Dr. Seuss
Leah's Pony, Friedrich, Elizabeth
The Pearl, Heine, Helme

Self-Mastery

The Stonecutter: A Japanese Folktale, Demi
King Midas and the Golden Touch
The Tale of Jeremy Fisher, Potter, Beatrix
The Hating Book, Zolotow, Charlotte

Truth

The Ugly Duckling, Anderson, Hans Christian
The Empty Pot, Demi
Honest Abe, Ness, Evaline
Sam, Bangs, and Moonshine, Ness, Evaline

SUGGESTED BOOK TITLES: GRADE ONE

Citizenship

Sam the Minuteman, Benchley, Nathaniel
Exodus, Chaikin, Miriam
The Legend of Bluebonnet, DePaulo, Tomie
Betsy Ross, Wallner, Alexandra

Compassion

How Many Days to America: A Thanksgiving Story, Bunting, Eve
The Queen's Necklace, Langton, Jane
A Swedish Folktale
Mufaro's Beautiful Daughters, Steptoe, John
Thy Friend, Obadiah, Turkle, Brinton
The Selfish Giant, Wilde, Oscar

Courage

Pocohontas: Daughter of a Chief, Greene, Carol
The Boy Who Held Back the Sea, Hort, Lenny
Brave Irene, Steig, William
Lon Po-Po: A Red Ridinghood Story from China, Young, Ed

Diligence

Hansel and Gretel
Silent Lotus, Lee, Jeanne M.
Across the Wide Dark Sea: The Mayflower Journey, Leeuwen, Jean Van
The Little Engine that Could, Piper, Watty
A Chair for My Mother, Williams, Vera

Respect

Yussel's Prayer, Cohen, Barbara
The Story of Hanukkah, Ehrlich, Amy
The Frog Prince
Brother Francis and the Friendly Beasts,
Hodges, Margaret
Through Grandpa's Eyes, MacLachlan,
Patricia
The Rough-Face Girl, Martin, Rafe

Responsibility

The Story of Jonah, Baumann, Kurt
Samuel Eaton's Day: A Day in the Life of a Pilgrim Boy, Waters, Kate
Good Griselle, Yolen, Jane

Self-Mastery

Alexander and the Terrible, Horrible, No Good, Very Bad Day, Viorst, Judith
The Shaker Boy, Winter, Jeanette
It Could Always Be Worse, Zemach, Margot

Truth

The Adventures of Pinocchio, adapted by
Kassirer, Sue
The Emperor's New Clothes
The Pied Piper of Hamelin
The Tale of Peter Rabbit, Potter, Beatrix

SUGGESTED BOOK TITLES: GRADE TWO

Citizenship

A Picture of Harriet Tubman, Adler, David
A Picture of Frederick Douglas, Adler, David
Just a Few Words, Mr. Lincoln: The Story of the Gettysburg Address, Fritz, Jean
By the Dawn's Early Light: The Story of the Star-Spangled Banner, Kroll, Steven

Compassion

The Gift, Broadmann, Aliana
The Golden Deer, Hodges, Margaret
The Happy Prince, Wilde, Oscar
Everyone Knows What a Dragon Looks Like, Williams, Jay
The Velveteen Rabbit, Williams, Margery

Courage

Wagon Wheels, Brenner, Barbara
Daniel in the Lion's Den
The Magic Tapestry: A Chinese Folktale, Demi
The Lotus Seed, Garland, Sherry
The Sabbath Lion, Schwartz, Howard
Theseus and the Minotaur

Diligence

The Wild Swans, Anderson, Hans Christian
Pepe the Lamplighter, Bartone, Elisa
The Ten Mile Day: The Building of the Transcontinental Railroad, Fraser, Mary Ann
Hidden in the Sand, Hodges, Margaret
John Henry: An American Legend, Keats, Ezra
Jack

Respect

Beauty and the Beast
The Cat Who Went to Heaven, Coatsworth, Elizabeth
Molly's Pilgrim, Cohen, Barbara
The Girl Who Loved Wild Horses, Goble, Paul
The Bicycle Man, Say, Allan
The Emperor and the Kite, Yolen, Jane

Responsibility

The Great Kopak Tree: A Tale of the Amazon Rain Forest, Cherry, Lynne
In My Mother's House, Clark, Ann Nolan
Miss Rumphius, Cooney, Barbara
Sweet Clara and the Freedom Quilt, Hopkinson, Deborah
Why Noah Chose the Dove, Singer, Isaac
Bashevis

Self-Mastery

The Josefina Story Quilt, Coerr, Eleanor
The Fisherman and His Wife, Jarell, Randall
Sarah, Plain and Tall, MacLachlan, Patricia
Sylvester and the Magic Pebble, Steig, William

Truth

Why Mosquitoes Buzz in People's Ears: A West African Tale, Aardema, Verna
The Gold Coin, Ada, Flor
Bub or the Very Best Thing, Babbitt, Natalie
Matilda Who Told Such Dreadful Lies, Belloc, Hillaire
St. Jerome and the Lion, Hodges, Margaret
When Solomon Was King, MacGill-Callahan, Sheila

SUGGESTED BOOK TITLES: GRADE THREE

Citizenship

Can't You Make Them Behave, King George?, Fritz, Jean
Shh! We're Writing the Constitution, Fritz, Jean
Casey Over There, Rabin, Staton
The Pilgrims of Plimoth, Sewall, Marcia
Esther's Story, Wolkstein, Diane

Compassion

The Little Match Girl, Anderson, Hans Christian
Clancy's Coat, Bunting, Eve
Damon and Pythias
The Sailor Who Captured the Sea, Lattimore, Deborah
Charlotte's Web, White, E.B.

Courage

The Story of Ruby Bridges, Coles, William
The Courage of Sarah Noble, Dalgies, Alicia
William Tell, Early, Margaret
Number the Stars, Lowry, Lois
Frederick Douglass: The Last Day of Slavery, Miller, William

Diligence

Sadako and the Thousand Paper Cranes, Coerr, Eleanor
Seven Ravens, Grimm
Knots on a Counting Rope, Martina, Bill, and Archambault, John
Least of All, Purdy, Carol

Respect

The Indian in the Cupboard, Banks, Lynn Reid
The Kitchen Knight, Hodges, Margaret
Hiawatha, Longfellow, H.W.
Old Turtle, Wood, Douglas

Responsibility

The Summer of the Swans, Byers, Betsy
George Washington: A Picture Biography, Giblin, James
Rikki Tikki Tavi, Kipling, Rudyard
Keep the Lights Burning, Abbie, Roop, Peter and Connie
Horton Hatches an Egg, Suess, Dr.

Self-Mastery

Annie and the Old One, Miles, Miska
Ben and Me, Lawson, Robert
The Crane Wife, Yagawa, Sumiko

Truth

Alice in Wonderland (abridged version), Carroll, Lewis
Young Abigail Adams, Sabin, Francene
The Real Thief, Steig, William
Elfwyn's Saga, Wisniewski, David

Independence & Cooperation

The Little Red Hen, McClintock, Barbara
Princesses Don't Wear Jeans, Bellingham, Brenda
Best Friends Don't Fight

Integrity

The Boy Who Cried Wolf, Littledale, Greya
The Wolf Who Cried Boy, Hartman, Bob

SUGGESTED BOOK TITLES: GRADE FOUR

Citizenship

St. George and the Dragon, Hodges, Margaret
Paul Revere's Ride, Longfellow, H.W.
Once Upon a Time: A Story of the Brothers Grimm, Quackenbush, Robert

Compassion

The Little Princess, Burnett, Francis Hodgson
The Story of Ruby Bridges, Coles, Robert
The House of Sixty Fathers, DeJong, Meinder
The Hundred Dresses, Estes, Eleanor

Courage

The Door in the Wall, de Angeli, Marguerite
Mrs. Frisby and the Rats of NIMH, O'Brien, Robert
Island of the Blue Dolphins, O'Dell, Scott
Harry Potter (series), Rowling, J.K.
Sir Gawain and the Green Knight, Retold by Selina Hastings
The Castle in the Attic, Winthrop, Elizabeth

Diligence

The Incredible Journey, Burnford, Sheila
Hatchet, Paulson, Gary
The Trumpet of the Swan, White, E.B.
Little House in the Big Woods, Wilder, Laura Ingalls

Respect

The Indian in the Cupboard, Banks, Lynn Reid
The Little Princess, Burnett, Francis Hodgson
Escape from Slavery: The Boyhood of Frederick Douglass in His Own Words, McCurdy, Michael, Ed
The Sign of the Beaver, Speare, Elizabeth George

Responsibility

The Lion, the Witch and the Wardrobe, Lewis, C.S.
The Legend of King Arthur, Lister, Robin
Kate Shelley: Bound for Legend, Souci, Robert San

Self-Mastery

The Great Gilly Hopkins, Paterson, Katherine
Pollyanna, Porter, Eleanor
Missing May, Rylant, Cynthia
Casey at the Bat, Thayer, Ernest L.

Truth

The Canterbury Tales (selected and retold), Chaucer, retold by Cohen, Barbara
Walk Two Moons, Creech, Susan
The Phantom Tollbooth, Juster, Norton
Holes, Sachar, Louis

RESOURCES FOR PARENTS

Borba, Michelle: Building Moral Intelligence, Jossey-Bass, San Francisco, 2001

Borba, Michelle: No More Misbehavin', Jossey-Bass, San Francisco, 2003

Borba, Michelle: Don't Give Me That Attitude, Jossey-Bass, San Francisco, 2004

Borba, Michelle: Nobody Likes Me, Everybody Hates Me, Jossey-Bass, San Francisco, 2005

Character Education Booklist <http://www.bu.edu/education/caec/files/stbooklistk.htm>

Character Education: Informational Handbook & Guide, Public Schools of North Carolina, 2002
www.ncpublicschools.org

Coloroso, Barbara: Just Because It's Wrong Doesn't Make it Right
<http://www.kidsareworthit.com/new.html>

Coloroso, Barabara, Books & Tapes, <http://www.kidsareworthit.com/books.html>

Morrish, Ronald: With All Due Respect, Keys for Building Effective School Discipline, Woodstream Publishing, Ontario, 2000.

Parkland School Division Policy I-1: Fostering Positive Character Development in Students, February 2005, available at <http://www.psd70.ab.ca/psd/content/boardpolicies/policies.shtml>

Parkland School Division Policy H-26 - Student Evaluation Assessment and Reporting, available on <http://www.psd70.ab.ca/psd/content/boardpolicies/policies.shtml>

Parent Leadership.com <http://www.parentleadership.com/>

Task Force One Report to Board of Trustees, Parkland School Division, December 2003, can be viewed on <http://www.psd70.ab.ca/psd/content/division/accountability/systemplan.shtml>

The 7 Habits of Highly Effective Teens, Steven Covey, 2003

The Center for the Advancement of Ethics and Character at Boston University School of Education 10 Tips for Raising Children of Good Character, <http://www.bu.edu/education/caec/files/10tips.htm>

The Center for the Advancement of Ethics and Character At Boston University School of Education, Parent Web links, <http://www.bu.edu/education/caec/files/parentlinks.htm>

The Center for the Advancement of Ethics and Character At Boston University School of Education, Parent Booklist, <http://www.bu.edu/education/caec/files/parentlist.htm>

The 7 Habits of Highly Effective Teens, Steven Covey, 2003