



HIGH SCHOOL



STANDARDS:	INDICATORS	OBSERVABLE SKILLS...
<p><i>The student demonstrates:</i> 1. Respect & Integrity</p>	<p>Student demonstrates trustworthiness.</p>	<ul style="list-style-type: none"> ▪ follows the rules (i.e. school, classroom, community, internet) ▪ tells the truth, regardless of the media ▪ accepts responsibility and consequences for actions ▪ actions represent their words (i.e. students do as they say they will do)
	<p>Student values the well-being of self, others, & property.</p>	<ul style="list-style-type: none"> ▪ shares personal view points ▪ demonstrate personal hygiene ▪ cares for personal belongings ▪ is considerate of the belongings of others ▪ invites and makes time for others to participate and share ideas and opinions ▪ is considerate of the feelings & opinions of others ▪ is willing to apologize ▪ cleans up personal and communal space ▪ is respectful of the norms and conventions of the environment/culture ▪ student openly confronts; seeks the source of information vs. gossiping or talking behind one's back or using digital technology to foster gossip ▪ demonstrates safe online communication practices regarding personal information
<p><i>The student shows:</i> 2. Empathy & Compassion</p>	<p>Student seeks to understand the point of view of others without necessarily agreeing.</p>	<ul style="list-style-type: none"> ▪ stands by his/her opinion without putting others down.
	<p>Student seeks to understand ideas & opinions of others.</p>	<ul style="list-style-type: none"> ▪ asks for opinions, seeks information using digital technology ▪ shows an <i>awareness</i> of community and/or global issues (i.e. is informed and concerned about what's happening in the community and outside the school setting) ▪ is able to talk about current events ▪ makes connections between home and school, the community, etc.
	<p>Student is sensitive to the feelings of others.</p>	<ul style="list-style-type: none"> ▪ is aware of body language and the communication therewith ▪ speaks in a calm tone ▪ is considerate: doesn't need the teacher or the adult to provide guidance as to proper behaviour (e.g. cyber bullying) ▪ is genuine when considering others
	<p>Student is concerned about the welfare of others.</p>	<ul style="list-style-type: none"> ▪ tries to help; volunteers ▪ mentors and acts as a buffer or a peacemaker ▪ helps others to problem solve ▪ is willing to be part of the solution ▪ knows the difference between gossiping and reporting
	<p>Student demonstrates cultural understanding and global awareness</p>	<ul style="list-style-type: none"> ▪ participates in digital and non-digital collaborative research to develop cultural understanding ▪ engages with peers from other cultures

<p><i>The student practises:</i> 3. Cooperation &/OR Leadership</p>	<p>Student takes on leadership roles and/or participates in school activities.</p>	<ul style="list-style-type: none"> ▪ gives positive feedback to peers ▪ encourages others to participate ▪ participates in activities outside the classroom (e.g. student's union, Hi-Q, speech arts competitions, drama, choir, etc.) ▪ participates in activities outside the school ▪ models appropriate behaviours to peers ▪ tries to mediate conflict ▪ leads by example
	<p>Student willingly engages in group activities</p>	<ul style="list-style-type: none"> ▪ is productive (i.e. accomplishes his/her tasks) ▪ shows a positive attitude ▪ is accepting of other group members
	<p>Student values teamwork.</p>	<ul style="list-style-type: none"> ▪ is willing to engage in conflict resolution ▪ respects the contribution of others ▪ willing to compromise ▪ fulfills the role established by the group
<p><i>The student exercises:</i> 4. Responsibility &/OR Independence</p>	<p>Student values self-reliance.</p>	<ul style="list-style-type: none"> ▪ is able to initiate independent activity ▪ uses learner centred strategies ▪ uses diverse digital technologies to facilitate learning
	<p>Student participates in and respects the democratic process.</p>	<ul style="list-style-type: none"> ▪ helps to establish and maintain classroom rules ▪ willingly participates in community endeavours (e.g. Coats for Kids, Christmas hampers, etc.) ▪ is willing to negotiate (i.e. is willing to compromise) ▪ asks probing questions ▪ executes internet searches to acquire information/opinions ▪ makes informed decisions (i.e. doesn't accept superficial answers or politically correct statements) ▪ thinks critically (i.e. makes judgements in light of relevant criteria) ▪ is willing to discuss the un-discussable
	<p>Student takes ownership of choices and consequences</p>	<ul style="list-style-type: none"> ▪ can plan for growth (i.e. sets realistic goals, smart goals; follows through with the how to) ▪ makes healthy lifestyle choices (i.e. good nutrition, fitness, sleeping patterns, balance play with work) ▪ is willing to engage in dialogue of a reflective nature ▪ can identify alternative solutions to behaviour ▪ sincerely apologizes ▪ can explain the effect of his/her behaviour on others ▪ accepts personal responsibility for actions ▪ accepts consequences
	<p>Student understands the decision-making process</p>	<ul style="list-style-type: none"> ▪ is willing to consider possibilities & alternatives ▪ respects the will of the group ▪ makes contributions
	<p>Student exhibits and advocates legal and ethical behaviour</p>	<ul style="list-style-type: none"> ▪ respects copyright laws of print and digital material ▪ uses appropriate citation standards ▪ encourages others to exhibit appropriate behaviour ▪ respects the laws of society

SOME INSTRUCTIONAL IDEAS FOR TEACHERS...HIGH SCHOOL

- Use vocabulary that reflects the standards.
- Create visuals throughout the school to illustrate the standards (e.g. students make posters, design bulletin boards, etc.)
- Use relevant themes & topics from literature, music, art, movies, video clips, media, internet, newspapers, etc. to initiate class discussions on citizenship and social responsibility.
- Use prompts with students to help them reflect/discuss situations/scenarios, etc. and set goals.
- Promote monthly character development themes on announcements, in newsletters, in contests, etc. (e.g. students who have been recognized for demonstrating the standards have their names in a monthly draw).
- Provide opportunities for student leadership: (e.g. students teaching students, peer tutoring, assemblies, student union initiated fundraiser activities for charities, intramurals, team sports, etc.)
- Provide students with opportunities to get involved in problem-solving activities: (e.g. peer conflict resolution, class or grade meetings, round table discussions, fishbowl discussions, etc.)
- Use the formal 'cooperative learning' strategy with assigned roles for students in social skills.
- Develop rubrics and other scoring guides with students for self assessment of the standards.
- Provide opportunities for students to give positive feedback to their peers.
- Be spontaneous and use the teachable moments to your advantage: (i.e. use conflict resolution situations as an opportunity to teach students positive strategies and words).
- When appropriate, provide students with opportunity to have a voice and negotiate situations respectfully.
- Be deliberate in teaching students the time and place to 'respectfully' question those in authority, and to accept the outcomes.
- Recognize relationships between citizenship and social responsibility standards and curricular outcomes.
- Integrate citizenship and social responsibility activities into classroom instruction.
- Help students describe situations that demonstrate compromise.
- Create a problem-solving/decision-making model with students.
- Find ways to help students see how they can give back to their community: (e.g. Coats for Kids, CIBC Run for the Cure, Road to Recovery, letters to military, etc.)
- At the end of an activity, provide students with self-assessment sheets which include social skills (i.e. how well they worked together, etc.).
- Help students develop safe social networks.
- Be a role model for citizenship and social responsibility (i.e. be willing to compromise, negotiate, participate actively, show respect, have integrity about your work, show empathy and compassion, demonstrate responsibility, practice team work, cite published works and digital images, etc.)

- Involve students in the establishment of rules.
- Discuss and promote leadership opportunities.
- Visit missions in the city to assist in meal preparation and delivery.
- Encourage students to initiate green activities in the school (ways to conserve paper, etc.)
- Encourage students to initiate social responsibility initiatives.
- Raise students' awareness of digital citizenship.
- Have students build portfolios, inclusive of acts of social responsibility.
- Profile "successful" graduates from your school as models of citizenship and social responsibility (CSR), starting something like a "CSR wall of fame."

REPORTING...HIGH SCHOOL

Achievement indicators:

G = is an area for Growth

M = student Meets the expectations of this standard

STANDARDS	Achievement indicator
The student:	
1. Demonstrates respect & integrity.	
2. Shows empathy & compassion.	
3. Practices cooperation &/OR leadership.	
4. Exercises responsibility &/OR independence.	
<p><u>COMMENTS</u> <i>(Areas for celebration, growth & strategies for improvement)</i></p>	

***REMINDERS

▪ As in all other subject areas, there should be 'no' surprises for students & parents in the summative assessment of citizenship & social responsibility. Therefore, ongoing communication between teachers, parents, and students over the course of any given reporting period about progress in citizenship & social responsibility is crucial.

▪ Students are regularly provided with meaningful opportunities for self-assessment in citizenship in all classes:

- a) to help them engage in and monitor their progress
- b) to assist them in setting goals for growth

▪ The information provided to students and to parents reflects a student's most consistent demonstration of citizenship & social responsibility skills.

****Teachers are to avoid weightings of any kind in this area.**

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High School Standards will be implemented in the 2010-2011 school year, with a different method of assessment and reporting being piloted at each of the high schools. In the spring of 2011, positive and negative aspects of each of the pilots will be identified and shared, and a common reporting method will be determined.

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