**FALL Quarter 1**

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### Responsibility Requires Action
Responsibility is the active side of morality: doing what I should do, doing what I said I would do, doing what is best for everybody; especially doing the one thing I should be doing right now.

#### MIDDLE SCHOOL PROGRAM
students prepare, read, respond, explore and extend a designated portion from this text each day

#### MAJOR WRITTEN PRODUCTS
students will complete this major writing product during this novel/play

- Autobiography
- Summary and book review
- Expository essay

#### ONGOING PROCESSES
the class completes these activities together each day during the novel as indicated on the lesson plan

- timeline
- word wall
- map
- kwl chart
- open mind portraits
- storyboard

#### VISUAL ORAL PROCESSES
each lesson includes at least one of these activities for individual or small group student work each day after discussion using the nine question types

- analytic cubing
- 6 structure of text
- plot cartoon
- retelling rap
- story prop
- bookmark
- idea ads
- postcards
- setting sketch
- story retelling
- story sequel
- character show
- magazine layout
- prediction posters
- story box
- media variant
- main idea analysis
- radio script
- story collage
- film comparison
- readers theatre
- story layout

#### DAILY WRITING PRODUCTS
every day students write from a prescribed writing prompt using one of these specified writing products

- cards
- comment and a question
- dialogue journal
- double entry journal
- letters
- poem
- postcards
- quick write
- reading log
- simulated journal
- snapshot
- thought shot

Character Education at the Markkula Center for Applied Ethics  
www.scu.edu/character
### Change Requires Effort

Change is possible. Change requires three things; a vision, a plan and effort. It requires changing bad habits to good habits. It requires effort even when I don’t feel like working. It requires taking one step at a time.

### MIDDLE SCHOOL PROGRAM

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#### READING

- students prepare, read, respond, explore and extend a designated portion from this text each day

#### MAJOR WRITTEN PRODUCTS

- students will complete this major writing product during this novel/play

<table>
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<tr>
<th>Short Story W.2.1</th>
<th>Response to literature essay W2.2</th>
<th>Literary response W2.2</th>
<th>Research/class report W2.3</th>
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#### ONGOING PROCESSES

- the class completes these activities together each day during the novel as indicated on the lesson plan

- timeline, word wall, map, KWL chart, open mind portraits, storyboard

#### VISUAL ORAL PROCESSES

- each lesson includes at least one of these activities for individual or small group student work each day after discussion using the nine question types

- analytic cubing, g6 structure of text, plot cartoon, retelling rap, story prop

- bookmark, character show, idea ads, magazine layout, postcards, prediction posters, setting sketch, story box, story retelling, story sequel

- character trait mobile, main idea analysis, media variant, radio script, story collage, story layout

- analytic cubing, g6 structure of text, plot cartoon, retelling rap, story prop

#### DAILY WRITING PRODUCTS

- every day students write from a prescribed writing prompt using one of these specified writing products

- cards, comment and a question, dialogue journal, double entry journal, letters, poem, postcards, quick write, reading log, simulated journal, snapshot, thought shot

- cards, comment and a question, dialogue journal, double entry journal, letters, poem, postcards, quick write, reading log, simulated journal, snapshot, thought shot

Character Education at the Markkula Center for Applied Ethics
www.scu.edu/character
### WINTER Quarter 3

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#### Justice Requires Restraint.
Justice demands I not say or do some things to myself, any other person, or the planet. The actions I take, and the decisions I make, must respect the rights of all.

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**MIDDLE SCHOOL PROGRAM READING**

students prepare, read, respond, explore and extend a designated portion from this text each day.

**MAJOR WRITTEN PRODUCTS**

students will complete this major writing product during this novel/play:

- Persuasive essay W2.4
- Persuasive speech W2.4, LS2.4
- Business letter

**ONGOING PROCESSES**

the class completes these activities together each day during the novel as indicated on the lesson plan:

- timeline
- word wall
- map
- kwl chart
- open mind portraits
- storyboard

**VISUAL ORAL PROCESSES**

each lesson includes at least one of these activities for individual or small group student work each day after discussion using the nine question types:

- analytic cubing
- g6 structure of text
- plot cartoon
- retelling rap
- story prop
- bookmark
- idea ads
- postcards
- setting sketch
- story retelling
- story sequel
- character show
- magazine layout
- prediction posters
- story box
- main idea analysis
- radio script
- story collage
- story layout
- character trait mobile
- film comparison
- media variant
- readers theatre
- story layout

**DAILY WRITING PRODUCTS**

every day students write from a prescribed writing prompt using one of these specified writing products:

- cards
- comment and a question
- dialogue journal
- double entry journal
- letters
- poem
- postcards
- quick write
- reading log
- simulated journal
- snapshot
- thought shot

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Character Education at the Markkula Center for Applied Ethics

www.scu.edu/character
Courage Requires Fortitude.  Courage is risk for a reason not for a thrill. Courage requires we moderate our impulses and emotions. Courage leads me to consider the Heroic Journey in which people live for purposes bigger than themselves and their wants and needs.

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- **Novella- Short story w/ moral**
  - R3.1, W2.1

- **Expository- Biography**
  - W2.3

- **Summary & Book Review**
  - W2.5

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- timeline
- word wall
- map
- kwl chart
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- cards
- comment and a question
- dialogue journal
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Character Education at the Markkula Center for Applied Ethics
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**SUMMER Quarter 5**

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**Integrity Requires Wholeness.** Integrity requires that the way I live my life is whole, entire, undivided, sound, coherent and principled. Integrity moves me to do difficult and new things not just easy and accustomed things.

**MIDDLE SCHOOL PROGRAM**

**READING**
students prepare, read, respond, explore and extend a designated portion from this text each day

**MAJOR WRITTEN PRODUCTS**
students will complete this major writing product during this novel/play

Poetry magazine W2.1
Persuasive essay W2.4
Short story W2.1

**ONGOING PROCESSES**
the class completes these activities together each day during the novel as indicated on the lesson plan
timeline word wall map kwl chart open mind portraits storyboard

**VISUAL ORAL PROCESSES**
each lesson includes at least one of these activities for individual or small group student work each day after discussion using the nine question types
analytic cubing g6 structure of text plot cartoon retelling rap story prop
bookmark idea ads postcards setting sketch story retelling story sequels
character show magazine layout prediction posters story box
character trait mobile main idea analysis radio script story collage
storyboard media variant readers theatre story layout

**DAILY WRITING PRODUCTS**
every day students write from a prescribed writing prompt using one of these specified writing products
cards comment and a question dialogue journal double entry journal letters poem postcards
quick write reading log simulated journal snapshot thought shot

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