



LILIE, LLC Course Information

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Title of Course (45 hours): Curriculum with Character

Course Description:

“Quality character education helps schools create a safe, caring and inclusive learning environment for every student and supports academic development. It fosters qualities that will help students be successful as citizens, in the workplace, and with the academic curriculum. It lays the foundation to help students be successful in all of the goals we have for our public schools. It is the common denominator that will help schools reach all of their goals! Character Education is NOT one more thing on your plate. It is the Plate!” -Utah State Office of Education Character Education

Overall Course Objective and Expectation(s):

This course will provide all pre-K-12 educators with meaningful, easy-to-incorporate Character Education ideas, activities and lesson plans.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (subject to change):

What Do You Stand For? For Teens: A Guide To Building Character by Barbara A. Lewis
Bringing in a New Era in Character Education by William Damon
Character Building Activities for Kids: Ready-to-Use Character Education Lessons & Activities for the Elementary Grades

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee’s employer.



Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s): Introductions, Definitions, Background Information, Gurus, Philosophies, Core Values/Virtues

Objectives:

- Define Character Ed (CE) and explain reasons for wanting to implement/add CE
- Read about different approaches/techniques
- Compare suggested “approaches/techniques” to personal/school assignments
- Research “gurus” of CE field
- Familiarize yourselves with 2 main CE sites (to be used throughout course)
- Understand who is responsible for building/promoting CE to children

Impact on Classroom Instruction:

Participants will begin to explore background CE information shared by the experts in the field. They will compare and contrast their philosophies with those of others and start planning where, when and how they can successfully and seamlessly incorporate CE activities into their lesson planning.

Learner Outcomes:

- -Students will be able to understand the philosophy of CE and why it should be an integral part of the educational experience.
- -Students will be able to list and describe specific core values, virtues and pillars of some of the most successful CE programs out there.
- -Students will be able to identify the guru they most closely align their own philosophies with.
- -Students will be able to articulate thoughts on “who is ultimately responsible for CE building”.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- -Introduce self and respond to classmates’ postings
- -Discuss the role of CE in each and every educational setting via daily instructional opportunities and provide feedback and evaluation via course postings
- -Consider which approaches and techniques would be most beneficial to student success and provide suggestions for implementation
- -Reflect on readings/exploration of available resources



Week II

Topic(s):

Classroom CE promotion ideas ... lesson plans, themes, bulletin boards, web quests, writing activities, children's literature, quotations

Objectives:

- Explore specific lesson plan sites. Start thinking about idea for lesson (for week 4)
- Identify ways to visually emphasize CE in your classroom/building
- Describe writing activities to promote CE with mention of plagiarism issues
- Explain ways to use computers and technology to promote CE
- Investigate guest speaker options and funding
- Compile a list of 10 CE children books with brief summaries (to be shared in week 4)
- Post a list of 10 favorite CE quotes (to be shared in week 4)

Impact on Classroom Instruction:

Participants will compare their district/building CE policies/philosophies (if any) and make modifications to their own educational setting to increase awareness of the multiple (and easy) ways to incorporate CE into their weekly activities. They will start to plan a detailed lesson plan, unit activity to share with other participants in week 4 as well as create a list of 10 CE based children's books and 10 favorite CE quotes.

Learner Outcomes:

- Students will be able to start formulating a plan of how to visually, verbally, and in writing incorporate CE into their planning.
- Students will be able to apply the key components of successful CE program designs into the educational experience.
- Students will be able to incorporate technology based lessons and activities to help promote 21st century skills for ethically workplace ready citizens.
- Students will be able to readily identify 10 CE children books and quotes that promote an aspect of CE.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Discuss the CE methods, ideas and lessons available to educators
- Provide encouragement and offer suggestions and resources for possible collaborative activities
- Post follow up questions on forum to further professional sharing and learning



Week III

Topic(s):

CE opportunities outside the classroom ... service learning, role models, coaching, tv/media

Objectives:

- Explain the difference between volunteering and service learning
- Incorporate role models/heroes into lessons ... famous athletes, politicians, scientists, mathematicians etc.
- Suggest the affect tv/media/newspapers have on character building
- Review articles, readings, links that focus on coaching and CE
- Discuss current CE stories highlighted in the news

Impact on Classroom Instruction:

Participants will research the many volunteer and service learning opportunities available to students locally and globally. They will explore how media, tv, and famous people can and do influence students to act and dress in certain ways. They will also address current CE stories focusing on the positive.

Learner Outcomes:

- Students will be able to commit to collaboration in schools and other learning communities to promote CE.
- Students will be able to incorporate research and sites explored to expose students to the benefits and pitfalls of modern technology.
- Students will be able to connect with local and global organizations to participate in character building activities/events.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE, LLC):

- Implement character building activities via daily instructional opportunities and provide feedback and evaluation via course postings.
- Moderate conversations regarding resources, opportunities, news and programs available



Topic(s):

Implementation, Suggestions, Personalized Lesson Plans/Programs

Objectives:

- Create/modify a CE lesson plan/activity. Post.
- Read and comment on lesson plans.
- Post a list of at least your 10 favorite CE quotes. Suggest any favorite quotation sites.
- Create a list of CE Professional Development resources ... readings, workbooks, favorite pieces of children's literature. etc.
- Reflect on:
 - Overall view of CE's impact on the student experience.
 - What can you personally do to make a difference?

Impact on Classroom Instruction:

Participants will apply new information gleaned throughout course to create an arsenal of positive CE ideas, lessons, activities, programs and philosophies in order to facilitate students' educational and personal experiences and successes.

Learner Outcomes:

- Students will be able to design curricula and plan instruction based on knowledge of the subject matter, student needs, community, and curriculum goals.
- Students will be able to create an extensive resource guide to promote CE on a daily, weekly, monthly basis.

Assessment of Understanding and Learning/ Weekly Assignments (including but not limited to posting requirements set forth by LILIE,LLC):

- Provide feedback and evaluation of implemented ideas via course postings.
- Explore avenues for collaboration and incorporation.
- Post literature list and quote list (from Week 2).
- Share a lesson plan, unit activity program with class that incorporates an aspect of CE.
- Professionally respond to classmates' postings, programs and suggestions.