University of San Diego
SCHOOL OF LEADERSHIP AND EDUCATION SCIENCES

Character Education Resource Center
News You Can Use
October 2018

Civics education (is the) cornerstone of everything that we are doing (so that) our students are civically minded, civically engaged. The approach that we use across the system is one in which we believe in student voice, student agency. Kids leave our system able to engage and participate and contribute to the outcomes and to the city that they live in.

Superintendent Cindy Marten, SDUSD (*U-T* 9-2-18)

Civics Education

California Code: Character and Citizenship

California Education Code - Section 44790
The legislature finds and declare that there is a compelling need to promote the development and implementation of effective educational programs in ethics and civic values in California schools.

California Education Code Section 233.5(a) lays the groundwork and calls upon educators to impress upon students the principles of character and citizenship.

Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship, and the meaning of equality and human dignity, including the promotion of harmonious relations, kindness toward domestic pets and the humane treatment of living creatures, to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals and the principles of a free government. Each teacher is also encouraged to create and foster an environment that encourages pupils to realize their full potential and that is free from discriminatory attitudes, practices, events, or activities, in order to prevent acts of hate violence.

Something to Teach

The Students of History Civics Curriculum: This curriculum provides detailed lesson plans and resources for teaching each of the following ten units:
(1) Introduction to government,
(2) Foundations of American Government,
(3) The Constitution & Federalism,
(4) Parties & Ideology,
(5) Campaigns & Elections,
(6) The Legislative Branch,
(7) The Executive branch,
(8) The Judicial branch,
(9) Civil Liberties,
(10)Foreign Policy & Comparative Government,
(11)Understanding Local Government, and
(12) Review and Final Assessment.
https://www.studentsofhistory.com/

Something to Think About Civility

It is about politely disagreeing without disrespect, seeking common ground as a starting point for dialogue about differences, listening past one's preconceptions, and teaching others to do the same. Civility is the hard work of staying present even with those with whom we have deep-rooted and fierce disagreement.

Five Key Questions:

1. Who created this message? 2. What creative techniques are used to attract my attention? 3. How might different people understand this message differently than me? 4. What values, lifestyles and points of view are represented in, or omitted from, this message? 5. Why is this message being sent?

Five Core Concepts:

1. All media messages are 'constructed.' 2. Media messages are constructed using a creative language with its own rules. 3.Different people experience the same media message differently. 4. Media have embedded values and points of view. 5. Most media messages are organized to gain profit and/or power.

https://nicd.arizona.edu/

Something to Ask About

This guide is a three-part toolkit for parents, teachers, and students.
Teaching Current Events in the Age of Social Media 4 tips for including the news in your curriculum: 1) utilize resources; 2) archive positive stories; 3) help students read critically; 4) unplugging.
The News: Real or Fake, How to Know Karla Peterson, columnist for the San Diego Union-Tribune, provides information that will help you and your students maneuver through the jungle of "fake news."
Fact Check.org: "Dedicated to determining the accuracy quotient in everything from political speeches to campaign ads and Facebook posts."
PolitiFact.com: See its "Truth-O-Meter" icon and its "PunditFact" pages that rate statements from political figures and pundits.
Snopes.com: This site "investigates political questions, viral photographs, and clickbait rumors."

Something to Know About

In my pdf file, I have a copy of "Revitalizing K-12 Civic Learning in California: A Blueprint for Action." (If you want a copy I will send it to you (deroche@sandiego.edu). This report by the California Task Force On Civic Learning (2014) notes in its "Letter From the Co-Chairs" that California's The Power of Democracy Steering Committee (website at www.powerofdemocracy.org.) will assist help spread the recommendations in schools, in communities, and to parents.

Something to Question

Is Literature the Answer to Tackling Poor Civics Curriculum?
http://www.educationdive.com/news/is-literature-the-answer-to-tackling-poor-civics-curriculum/432294/

Something to Be Responsible For

(The) National Council for the Social Studies (NCSS, 1996) Position Statement "Fostering Civic Virtue: Character Education in the Social Studies" concludes with these words: Social studies teachers have a responsibility and a duty to refocus their classrooms on the teaching of character and civic virtue. They should not be timid or hesitant about working toward these goals. The fate of the American experiment in self-government depends in no small part on the store of civic virtue that resides in the American people. The social studies profession of this nation has vital role to play in keeping this well-spring of civic virtue flowing.

October is National Bullying Prevention Month

We have got to dispel this myth that bullying is just a normal rite of passage.

- Barack Obama

So, Let Us Help You:
5 Resources for your School and Classroom

1. [Building Assets, Reducing Risks (BAAR)](#) is a whole-school model for grades 6-12 that provides schools with a comprehensive approach to meeting students' academic, social and emotional needs. BAAR helps educators better connect with their students and address the issues that cause students to fail course, drop out, and/or engage in harmful behavior. The result: significant improvements in course credits earned, grade point averages, and standardized test scores; decreases in failure rates, suspensions, and absenteeism; and improved job satisfaction among teachers.

2. [10 Ways to Help Reduce Bullying in Schools](#) Schools need to find ways to reduce this problem. This includes having all teachers, staff, and administrators on board to prevent bullying from occurring. Here are some tips to help reduce bullying in your school.

3. [Resources to Fight Bullying and Harassment at School](#) Discover websites, organizations, articles, planning guides, lesson plans, and other resources.

4. [The Inside-out Approach](#) strengthens relationships among youth and adults, utilizes restorative practices and policies, views and utilizes students as resources and contributors, and changes the social norms that allow bullying, cyberbullying and other forms of mistreatment to occur.

5. [Ten Steps to Stop and Prevent Bullying](#) and [Bully Free Starts with Me](#) engages and mobilizes activists in the fight for racial, social, and economic justice in public education. Find ways you can advocate for our educators, students, families and communities.

A third of students reported that they experienced bullying during the 2017-18 school year, up from a fourth in previous school years, according to survey results released today by YouthTruth Student Survey, a San Francisco-based nonprofit organization. Schools in which the majority of students are white were more likely to report bullying than those where students of color make up the majority: 36% compared to 32%. In schools with more students of color, however, white students still reported experiencing more bullying. Middle school students are also more likely to report being bullied than those in high school: 39% to 27%. The survey report also says most bullying still occurs in person, even though data from the [Cyberbullying Research Center](#) shows that about a third of middle and high school students also said they were bullied online.

We are a resource center which means that we are here to meet your needs and interests in the character education of children and youth. Please reach out to us if we can assist you in any way.

Our Motto: If we don't have it, we can get it or create it.

Comment/Critique/Unsubscribe **character@sandiego.edu**

CHARACTER   LEADERSHIP   SERVICE