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## **A Model Curriculum Integrating Values/Morals Education into Secondary Level Language Arts Instruction**

Wilma J. Eads

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A Model Curriculum  
Integrating Values/Morals Education  
into Secondary Level Language Arts Instruction

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A Project Report  
Presented to  
The Graduate Faculty  
Central Washington University

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In Partial Fulfillment  
of the Requirements for the Degree  
Master of Education  
Supervision and Curriculum

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by  
Wilma J. Eads  
August, 1997

A MODEL CURRICULUM  
INTEGRATING VALUES/MORALS EDUCATION  
INTO SECONDARY LEVEL LANGUAGE ARTS INSTRUCTION

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The purpose of the project was to develop a model curriculum integrating values/morals education with language arts instruction. To accomplish this purpose a current literature search regarding values/morals education and related language arts instruction was conducted. Additionally, related information from selected schools was obtained and analyzed.

## ACKNOWLEDGEMENTS

This work is dedicated to my husband, Jack Eads, whose values/morals are impeccable. He has been of immeasurable encouragement and assistance. He has made me believe that I can do anything “through Christ which strengtheneth me.” Philippians 4:13 KJV

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## CHAPTER 1

### BACKGROUND OF THE STUDY

#### Introduction

Most instances of language use are acts of human relationship which naturally have moral or ethical dimension . . . language enables us to enter imaginatively and sympathetically into the experience of others, to develop complex codes to define and refine moral behavior . . . (Bianchini, 1997, p. 93).

As suggested in the above statement cited by Bianchini, language is intertwined with morality. Teaching, texts, and all the various acts of language that are sponsored under the rubric of the language arts have moral and ethical dimensions.

Doyle affirmed this union of language and morality when he said,

Culture. Language. Values. In the beginning was the word. A religious conception, to be sure, but an anthropological one as well. We need not believe John to appreciate his insight. Culture is the set of social arrangements we have chosen to organize our lives. Language is culture's quintessential tool, for it permits us to communicate with one another and across time and space. It

permits culture to come into existence and to remain over time.

And values are the engine that defines and drives culture. . .

(Doyle, 1997, p. 440)

“The highest and noblest office of education,” Mann said, ... “pertains to our moral nature. The common school should teach virtue before knowledge, for...knowledge without virtue poses its own dangers...” (Boyer, 1995, p. 28). As suggested in the above statement by Horace Mann in 1837, education’s most important function was to teach character. The public school was to teach virtue before knowledge.

Virtues in school must be constantly affirmed said Kilpatrick. “If they (children) don’t acquire virtues such as commitment to learning, objectivity, respect for the truth, and humility in the face of facts, then critical thinking strategies will only amount to one more gimmick in the curriculum” (Boyer, 29). Thomas Lickona (1993) stated, “not to teach children these core ethical values is a grave moral failure (p. 9).”

The review of the literature revealed the importance of teaching values/morals in the language arts.

### Purpose of the Study

The purpose of the project was to develop a model curriculum integrating values/morals education with language arts instruction. To accomplish this purpose current literature regarding values/morals education and related

language arts instruction was conducted. Additionally, related information from selected schools was obtained and analyzed.

### Limitations of the Project

For purposes of this project it was necessary to set the following limitations:

1. Scope: The model language arts values /morals curriculum was designed for use at South Kitsap High School in Port Orchard, Washington.
2. Target Population: The model curriculum was specifically designed for language arts classes in the 10, 11, and 12 grades.
3. Research: The preponderance of research in literature reviewed for purposes of this study was limited to the past seven (7) years. Additionally, 15 selected schools were contacted and invited to submit related information.

### Definition of Terms

Significant terms used in context of this study have been defined as follows:

1. Compassion: Each person is considerate and caring. There is a recognition that everyone, from time to time, feels hurt, confused, or sad. Instead of ignoring such conditions, people reach out to one

another (Boyer, 1995, p. 29).

2. Character education - helping students understand, through experience, that what they value matters and that living these virtues lends meaning and richness to their own lives (Berreth & Berman, 1997 p. 27).
3. Curriculum : a plan for learning (Wiles & Bondi, 1993, p. 31).
4. Giving: Each person discovers that one of life's greatest satisfactions comes from kindness to others. Members of the community look for opportunities to contribute positively to others, without expectation of reward (Boyer).
5. Honesty: Each person carries out his or her responsibilities carefully and with integrity, never claiming credit for someone else's work and being willing to acknowledge wrongdoing. Students and staff share their ideas openly, in a climate of trust (Boyer).
6. "Hidden" curriculum - structures and style of interpersonal relationships of the teachers, administrators, guidance counselors, and coaches with students (Beach, 1991, p. 99). An environment that nourishes character - building relationships. (Cohen, 1995, p. 5).
7. Language Arts : includes all of the communication skills of reading, writing, listening and speaking (Wiles & Bondi, 257).
8. Model: A thing considered as a standard of excellence to be imitated (Webster, p. 912.).
9. Morals - principles or standards or habits with respect to right or wrong

conduct (Webster, p. 925)

10. Perseverance: Each person is diligent, with the inner strength and determination to pursue well-defined goals. It does matter that a task is completed once begun, and everyone acknowledges that to persevere not only teaches discipline, but brings rewards as well (Boyer).
11. Respect: Each person responds sensitively to the ideas and needs of others without dismissing or degrading them. Differences among people are celebrated, and all members of the community are able to accept both praise and criticism from others (Boyer).
12. Responsibility: Each person has a sense of duty to fulfill willingly the tasks he or she has accepted or has been assigned. All work is conscientiously performed. Members of the community agree to be held accountable for their behavior (Boyer).
13. Self-discipline: Each person agrees to live within limits, not only the ones mutually agreed upon but, above all, those established personally. Self-discipline is exercised in relationships with others, especially how people speak to one another (Boyer).
14. Values - social principles, goals or standards held or accepted by an individual, class, or society (Webster, p. 1568)
15. Virtues- specific moral qualities regarded as good or meritorious (Webster, p. 1587)
16. Visible curriculum - direct and obvious teaching (Kohn, 1991, p. 105).

## CHAPTER 2

### REVIEW OF RELATED LITERATURE AND INFORMATION OBTAINED FROM SELECTED SCHOOLS

#### Introduction

The review of literature and information obtained from selected schools summarized in Chapter 2 has been organized to address:

1. Definition and Selection of Values/Morals in Education
2. Need for Values/Morals Education
3. History of Values/Morals Education
4. Views of Human Nature Which Effect Values/Morals Education
5. Learning Theory and Values/Morals Education
6. Comprehensive Nature of Teaching Values/Morals
7. Best Practices in the Hidden Language Arts Values/Morals Curriculum
8. Best Practices in the Visible Language Arts Values/Morals Curriculum
9. Success Stories from Values/Morals Education
10. Values/Morals Information Obtained from Selected Schools
11. Summary

Data current primarily within the past seven (7) years was identified through an Educational Resource Information Centers (ERIC) computer search. Additionally, the investigator (Wilma J. Eads) collected data from 11 selected

AAA high school language arts department chairs and incorporated it into her project. Finally, a hand search of various other sources was also conducted.

### Definition and Selection of Values/Morals

Webster defined morals as principles or standards or habits with respect to right or wrong in conduct. He defined values as social principles, goals or standards held or accepted by an individual, class, or society. Court (1991) defined people's values as

a collective term for those principles that one holds dear and that one sees as having worth . . . a person's values include all the standards and rules which together make up his way of life. They define his ideals and life goals . . . They are the standards and rules according to which he evaluates things and prescribes acts, as well as the standards and rules he lives by, whether or not he is aware of them . . . (p. 96)

Harris (1990) presented the 1920 definition of moral character in terms of personality traits that promoted the general welfare of society and included such virtues as honesty, self-control, patriotism, responsibility and friendliness" (p. 19).

Deciding exactly what morals and civic ideals to teach is not easily determined, stated Benninga (1988, p. 126). Each writer suggested a slightly different list. America's central values listed by Wynne were "persistence, tact,

self-reliance, generosity, and loyalty.” (p. 126). Other writers created a more economic orientated list, according to Benninga, which included “hard work, social cooperation, delayed gratification and savings, order and patience, success in life through doing well in school, rational and scientific thought and achievement, and success” (126). In his encyclical, *Centesimus Annus*, Pope John Paul II acknowledged that capitalism encourages important virtues, such as diligence, industriousness, prudence, reliability, fidelity, conscientiousness and a tendency to save in order to invest in the future. (Thatcher, 1996, p. 114). Doyle believed schools should exemplify and reinforce the homespun virtues of democratic capitalism, honesty, forbearance, toleration, respect for self and others, courage, integrity” (p. 443).

The Constitutional values of compassion, courtesy, freedom of thought and action, honesty, human worth and dignity, respect for other’s rights, responsible citizenship, rule of law and tolerance were selected by a district-wide task force in Maryland’s Baltimore County as the 24 core values to teach, stated Smith (1989, pp 118-119), (Copeland, 1990, p. 48). Boyer (1995) identified the basic virtues as honesty, respect, responsibility, compassion, self-discipline, perseverance and giving. (p. 29).

To Robert Coles (1995) the indispensable values were self-discipline, self-control, basic decency, and consideration for others. (p. 32). Herbert (1996) found empathy at the foundation of moral development and named self discipline as the second crucial building block of morality. (p. 134). Herbert also quoted Boston University education professor, Kevin Ryan who labeled the



"stern virtues" as order, discipline and courage from "soft" or easy virtues like compassion and self-esteem. (p. 135). Some schools, according to Nazario (1992) chose "safe" values such as honesty, perseverance, respect and responsibility. (p. 96). The Jefferson Center for Character education focused on teaching children personal responsibility and ethical decision making, stated Brooks and Kant (1992, pp.24-25).

Kohn (1997) suggested that in place of the traditional attributes associated with character education, the two core values a school might try to promote might be "empathy and skepticism: the ability to see a situation from the eyes of another and the tendency to wonder about the validity of what we encountered." (p. 432). Purpel (1991) put it this way, a person must have absolute commitment and infinite suspicion. (p. 311).

RCW 28.A.150.211 included the following values and traits:

1. Honesty, integrity, and trust;
2. Respect for self and others;
3. Responsibility for personal actions and commitments;
4. Self-discipline and moderation
5. Diligence and a positive work ethic;
6. Respect for law and authority;
7. Healthy and positive behavior;
8. Family as the basis of society.

### Need for Values/morals Education

Townsend (1992) saw America's schools in the state of "abject moral collapse." These schools were hotbeds of violence, vandalism, and unethical behavior. There was a student-run LSD ring in one Virginia school and the bartering of stolen college entrance exams in one of New York City's most selective high schools. Sixty-one percent of high school students claimed they cheated on an exam during the past year. Nationwide, assaults on teachers were up 700 percent since 1978. Every month 282,000 students were attacked. And for the first time ever, the risk of violence to teenagers was greater in school than on the streets. She concluded by saying, "Obviously, we've got a problem here-- a problem not just of violence but of values" (p. 97).

Nazario described the situation as a "moral vacuum" . "Two-thirds of high-school students say they would lie to achieve a business objective she said one survey found. U.S. teen pregnancy, drug abuse and juvenile crime rates are among the highest in the industrialized world," she continued. (p. 96). Groups as diverse as the liberal American Jewish Committee and Phyllis Schlafly's conservative Eagle Forum now tend to support values education, recognizing that schools must fill a growing moral vacuum , she concluded. (p. 96).

Lickona (1993) confirmed our society's "deep moral trouble" and described the disheartening signs everywhere. He quoted the 1992 National Research Council report that said "the United States is now the most violent of all industrialized nations." (p. 90). Lickona listed 10 troubling trends that

dominate our "hostile moral environment":

rising youth violence; increasing dishonesty (lying, cheating, and stealing); growing disrespect for authority; peer cruelty; resurgence of bigotry on school campuses, from preschool through higher education; a decline in the work ethic; sexual precocity; a growing self-centeredness and declining civic responsibility; an increase in self-destructive behavior; and ethical illiteracy. (p. 91).

Kohn (1991) quoted the philosopher Martin Buber who told a gathering of teachers in 1939, "Education worthy of the name is essentially education of character." Now a half-century since his speech the need for shaping has only grown more pressing.

That need is reflected not only in the much-cited prevalence of teenage pregnancy and drug use but also in the evidence of rampant selfishness and competitiveness among young people. At a tender age, children learn not to be tender. A dozen years of schooling often does nothing to promote generosity or a commitment to the welfare of others. To the contrary, students are graduated who think that being smart means looking out for number one. (p. 103)

Beach (1991) described the situation as "gross moral misbehavior on the part of our teenage youths" (p. 98), Purpel as a "moral paralysis," (p. 310) and Kirschenbaum (1992) as a "national panic" and "a virtual ethical vacuum in government" (p. 772).

However, Kirschenbaum also stated, "I've never seen such a broad-based public concern about values and character in our society, and such a strong statement of desire to do something about it in our schools," (Cohen, 1995, p. 1). Lickona supported this public sense of urgency, . . ."people are deeply disturbed about the state of our culture, about our moral condition.

There's just this sense that our civilization is imploding, that there is a kind of moral collapse from within, . . ." (p. 1). The public school must teach values/morals to prevent more parents from using the voucher system to enroll their children in schools that will teach stronger values/morals. (p. 2). Lickona further stated,

There is a hunger for morality in the land . . . people really do want to create a society where they can count on their neighbors to be decent human beings. The schools can't ignore them and the families know they can't do it alone (Smith, p. 120).

### The History of Values/Morals Education

Lickona contended that character education is as old as education itself. He continued "Down through history, education has had two great goals: to help people become smart and to help them become good." (p. 90). In the 1600's the Puritans used the Bible as the public school's source book for both moral and religious instruction. The founders and formulators of our democracy and its schools obviously believed that a central purpose of education was to provide

training in citizenship and the behaviors related to it. Ever since Jefferson in the 1700's, education for citizenship has remained a central concern of those who have thought deeply about education stated Benninga. (p. 126). Grant (1989) confirmed that the "Revolutionary generation in America saw the need of linking virtue and intelligence. Thomas Jefferson and Benjamin Rush advocated expanding schooling devoted to citizenship and common culture" (p. 122).

According to Grant, in the 1800's Horace Mann and others "assumed that moral education required the sanction of religion and that moral education was the most important task of the common school" (p. 122). Next William McGuffey added poems, exhortations and heroic tales to many favorite biblical stories and ultimately sold 100 million copies. of his famous McGuffey Reader. Thus "while children practiced their reading or arithmetic they also learned lessons about honesty, love, kindness, hard work, thriftiness, patriotism and courage" stated Lickona, (p. 90).

"Morality codes" sponsored by the Character Education Institution were used by schools in 1911. (Grant, p. 122). "John Dewey" according to Grant, "sought to go beyond code-like solutions to moral education and to bury the religious divisions of the nineteenth-century in a new philosophy of pragmatism." (p. 122). Benninga stated that as early as 1897, Dewey had written the following:

I believe that the moral education centers on the school as a mode of social life, that the best and deepest moral training is precisely that which one gets through having to enter into proper relations

with others in a unity of work and thought. The present educational systems, so far as they destroy or neglect this unity, render it difficult or impossible to get any genuine, regular moral training. (p. 128).

With the McCarthyite anti-communism and the sending of Sputnik in the 1950's moral fervor declined. The language of the National Defense Education Act stripped curriculum of moral justifications and introduced the technical. (Grant, p. 122). Darwinism and logical positivism further relativized and privatized morals according to Lickona (p. 90). In the 1960's personalism, individualism and subjectivism delegitimized moral authority and destabilized social and sexual morals. Finally due to the the increasing pluralism of American society (whose values should we teach?) and the increasing secularization of the public arena (Won't moral education violate the separation of church and state?) public schools retreated from their once central role as moral and character educators stated Lickona.

The 1970's brought the return of character education in two contrasting forms. The first form was Louis Rath's values clarification. The purpose of values clarification was to help students clarify "what their lives were for, what was worth working for." In this approach the students were asked questions or presented with a dilemma and expected to respond to it individually or in small groups. The procedure was intended to help students define their own values and to make them aware of others' values. "In the process, the students proceeded through seven steps: prizing one's beliefs and behavior (steps 1 and

2), choosing one's beliefs and behavior (steps 3,4,5) and acting on one's beliefs (steps 6 and 7) stated Benninga (p.127). One prominent exercise was to select six out of ten people to be admitted to a fallout shelter during World War III. Benninga continued (See Appendix A) The process of evaluation was value free. Any response was as acceptable as another. The clarification of values was left up to the individual student. This method has been severely criticized and is rarely used anymore because it was "based on personal preference or whim." Benninga concluded (p. 127).

Character education's second form was Lawrence Kohlberg's cognitive development theory with its six stages of moral development. Extending Dewey's notion of the social nature of education and building especially on Kant's famous categorical imperative: one should act in such a way that one could wish the outcome of one's action to become a universal law of human conduct, Kohlberg outlined six successive stages of moral reasoning, each considered more morally adequate than the preceding one. (Benninga, p. 128). . . . As a person moved up the steps their thinking about moral issues became more and more reversible. That is the decision maker became ever more capable of trading places with each of the characters in the situation to be judged. Kohlberg called this an exercise in "moral musical chairs." (Benninga, p. 128). Kohlberg's theory was not relativistic or morally neutral. "The principles of justice, equality of rights, and respect for the worth of persons set moral education on much more solid ground." . . . (Beach, p. 99). A classic Kohlbergian dilemma, for example, asked whether it was right for a poor man to

steal medicine to save his dying wife. (Herbert, p. 136).

Herbert summarized the moral spirit of the 1990's in his comparison of William Bennett's bestselling *Book of Virtues* and Herbert Kohl and Colin Greer's *A Call to Character*. He said that both volumes contain a similar assemblage of proverbs and stories organized around equally cherished values. Although the authors agreed on certain character qualities like kindness and responsibility Bennett demanded patriotism and Greer moral reasoning. (Herbert, p. 133). The rise of school violence in the 1990's, however, brought the serious return of moral education. The Character Education Partnership was launched in March 1993 as a national coalition committed to putting character development at the top of the nation's educational agenda, stated Lickona (p. 91).

#### Views of Human Nature Which Effect Values/Morals

To support his contention that the conservative view of human nature is dark Kohn (1997) cited several sources. First he quoted the example of F. Washington Jarvis, headmaster of the Roxbury Latin School in Boston who characterized human nature as "mean, nasty, brutish, selfish, and capable of great cruelty and meanness." and who stated further, "We have to hold a mirror up to the students and say, "This is who you are. Stop it." Secondly Kohn stated that Edward Wynne grounded his work in "a somewhat pessimistic view of human nature". Likewise Kohn described Kevin Ryan as a person who saw the



child as self-centered, tracing his ideas of character back to the bleak world view of Thomas Hobbes: people can't work together. Man's natural egoism leads to war against each other. Kohn saw Amitai Etzoini views of human nature as dark when Etzoini defined character as the capacity "to control impulses and defer gratification." Kohn recognized this emphasis on virtue in self-restraint as issuing from a view of people as basically sinful and listed three assumptions that conservatives hold when believing in "original sin": man is at war with himself and others, man's desires are fundamentally selfish, aggressive and these desires threaten to overpower man if he doesn't rein them in. (p. 431).

In direct contrast Kohn (1997) described the liberal view of human nature as bright. Ralph Waldo Emerson said it best when he said the Divine Law deifies a man revealing, "the fountain of all good to be in himself. (Perkinson, 1987, p. 109). Doyle also concluded,

Self-expression rather than self-restraint, a belief that the child knows more than the adult, a conviction that children are innately good and need only to be nourished for a spontaneous unfolding to occur -- these are the ideas of Rousseau and the romantic (whether Schiller or Whitman) (p. 440).

Kohn (1997) stated that the evidence from several disciplines supports the idea that it is "natural" for children to help as to hurt (p. 431).

### Learning Theory and Values/morals

Schools should avoid extrinsic motivation and concentrate on intrinsic motivation, instead, suggested Lewis. (1995, p. 551). Kohn (1997), however, concluded after visits to schools with character education programs that the theory in practice was exhortation and directed recitation. He also saw homilies delivered through posters, banners and murals displayed through the school. Children were also rewarded in some manner in front of their peers. In this theory of character education "values are instilled in or transmitted to students. In this theory students are objects to be manipulated rather than as learners to be engaged, concluded Kohn (p. 434). This theory even used compulsion if repeated messages did not work . They demanded mindless conformity to externally imposed standards of conduct," according to Kohn. Harris warned about the danger of indoctrination for "to indoctrinate a person into a value system contrary to his or her own is to invade personal freedom and privacy, which is an unethical practice in itself" (p. 22).

In contrast to the transmission theory or the uncritical acceptance of ready-made truth, Kohn (1997) suggested students construct meaning around moral concepts. Adults must offer guidance and act as models and "pose challenges that promote moral growth to help children understand the effects of their actions on other people, thereby tapping and nurturing a concern for others that is present in children from a very young age" (p. 435). He suggested the elimination of Skinnerian reinforcers to sermon like lesson plans and instead the

incorporation of regular class meetings in which students can share, plan, decide and reflect together. Activities should promote an understanding of how others think and feel. Students must become more ethical and compassionate while simultaneously growing intellectually. (p. 436).

### Comprehensive Nature of Teaching Values/Morals

Lickona (p. 92), suggested that values and morals education must encompass the mind, emotions and actions of the learner. "Good character consists of knowing the good, desiring the good, and doing the good. Schools must help children understand the core values, adopt or commit to them, and act upon them in their own lives."

Intellectually students must be aware of the moral dimensions of the situation, know moral values and what they require, perspective-taking, moral reasoning, thoughtful decision making and moral self-knowledge said Lickona (p. 92). Rich (1991) recommended that schools "provide an atmosphere of respect for both individual and cultural differences and strive to be centers of inquiry where moral conflicts are examined and youth can learn to make intelligent moral judgments." (p. 295).

Emotionally students must have conscience, self-respect, empathy, love of the good, self-control and humility, stated Lickona (p. 92). According to Kantowitz (1991) "many psychologists think that in children, the seeds of moral values are emotional, not intellectual. Such traits as empathy and guilt -

observable in the very young - represent the beginning of what will later be a conscience." (p. 110). Beach explained the importance of the affective domain in forming strong morals in the following way:

A corollary to Kohlberg's cognitive-development theory may be found in the Judeo-Christian religion, where morality is more a matter of the loves of the heart than the insights of the mind. It is the affective more than the cognitive aspect of growth that is crucial in the education of the conscience into responsible behavior. (p. 99).

Behaviorally, students must listen, communicate, cooperate, mobilize judgment and have an inner disposition to respond to situations in a morally good way. (Lickona, p. 92).

Coles summed up the totality of morality education in a quote of Sarah Teasdale's which his fifth-grade teacher let stay on the blackboard like the A.B.C's . . . "Have a heart that never hardens, a temper that never tries, and a touch that never hurts." (Scott, 1995, p. 33)

#### Best Practices in the Hidden Language Arts Values /Morals Curriculum

Values/morals can be taught in the "hidden" or invisible curriculum (See Appendix B) or in the "regular" or visible curriculum. It must be emphasized, said Harris, that "by their very nature, schools are value-bound, value-oriented enterprises. Inevitably, moral education occurs in every activity of the

educational process. " (p. 22.).

The hidden values/morals curriculum must be initiated through administrators who set the moral tone of the school by the decisions they make and how they conduct themselves in the presence of parents, teachers, students and community. (Harris, p. 22). A challenge to the success of the teaching of morals will be whether the school has a positive moral leadership at the building level. (Lickona, p. 93).

Teachers must also promote the hidden values/morals curriculum through their relationships with administrators, guidance counselors, coaches and students according to Beach (p. 99). He stated that the most effective and significant part of moral education - in all public schools but secondary schools in particular - is carried on not so much in the visible curriculum but in the "hidden curriculum" - through interrelationships. He also stressed the great importance for morality in the relationship of the teachers and parents. " A sensitive teacher, alert to the particular domestic circumstance of the troubled boy in her eleventh-grade English class, can help him by friendly encouragement to develop a more positive attitude toward his schoolwork." (p. 100).

Smith has contended that schools have never abandoned moral education. In fact they have provided moral education even when they didn't intend to. She continued, "The ways teachers treat students and each other, the physical and social atmosphere of the school and the degree of tolerance toward problems as vandalism and student violence all tell students how

respect, responsibility and other values are regarded.” (p. 119).

Teachers have also traditionally provided values and morals through school rules. Brooks explained that teachers not only have values, they smuggle them into their classrooms every day through rules, i.e, belief in education, do your homework, be honest and respect for one another, punish cheating or disrespect. (p. 26). Noddings (1991) expressed this idea in a subtitle ‘Scratch a Rule: Find a Value. He concluded, “We teach values and employ values either thoughtfully and deliberately or mindlessly, by default.” (p. 322). So too is a teacher’s method of discipline or classroom management saturated in values, regardless of whether those values are transparent to the teacher. (Kohn, 1991, p. 104).

Morality has also been taught through a teacher’s choices. Teachers have disseminated values in selecting topics, textbooks, making assignments, constructing tests, and dispensing grades. Kohn stated, “The teacher’s presence and behavior, her choice of text, the order in which she presents ideas, and her tone of voice are as much a part of the lesson as the curriculum.” (1991, p. 104).

Court brought up a significant challenge to teachers and their teaching of values in the form of an excellent series of questions which teachers should consider:

1. In what ways do teachers’ values affect their practice?
2. What kinds of values and beliefs about teaching and children do teachers hold?

3. In what way do teachers' contextualized values, the ones that appear to operate in their classrooms, clash with the values they claim to hold?
4. To what extent do such clashes contribute to teachers' frustration and self-doubt?
5. Will teachers change their values and beliefs, if upon examination, they see them to be held on inadequate grounds? (p. 98).

Other writers framed the following questions:

1. Aren't teachers suppose to be brain building and not brain washing?
2. Is teaching something as elusive as morals unfair to the teacher and student? (Harris, p. 23).
3. Did teacher education train the teacher for this? (Lickona, p. 93)

Regardless of the challenges, Townsend concluded, "Teaching values cannot be another passing fad. Teachers must take courage and teach morals or "another generation of children will grow up without a moral compass" (p. 99).

### Best Practices in the Visible Language Arts Values/Morals Curriculum

Various authors have offered practical suggestions for effectively teaching morals/values in the visible curriculum. First, they agreed that literature was the best base from which to teach morals. Teaching literary classics, such as *Hamlet*, *Moby Dick* and *The Diary of Anne Frank*, should point students to the moral dilemmas in these pieces of literature but also sensitize

them to the moral norms of integrity and responsibility, stated Beach (p. 99). Kohn (1997) underscored this same strategy when he said "a good example of an existing practice . . . is the use of literature to teach values. . . not simplistic little morality tales but rich, complex literature." He went on to say . . . rather than employ literature to indoctrinate or induce mere conformity, we can use it to spur reflection. . .(pp. 436-437). Benninga stated that values like justice, persistence, generosity, loyalty, social cooperation, fairness and so on are important and deserve emphasis in the curriculum . . . by encouraging students to emulate heroes from history and literature." (p. 128).

One way to instill values education in the existing curriculum is discussing values as they relate to narrative, literature or presentations. . . said Brooks (p. 26). Kohn (1991) stated, "Indeed to study literature or history by grappling with social and moral dilemmas is to invite deeper engagement with those subjects." (p. 105). CDP (Character Development Program) uses a literature-based reading program that stimulates discussion about values and offers examples of empathy and caring even as it develops verbal skills further elucidated Kohn (p. 110). In a junior-high English classes, for example, teens read "Charley Skedaddle," the tale of a Civil War drummer boy with lessons about honesty . . .(Nazario, p. 98). Finally a teacher can teach values through the curriculum using the ethically rich content of academic subjects such as literature . . . confirmed (Lickona, p. 92).

Dabel (1993) offered excellent suggestions for ethical communication in the classroom. This authority defined ethical communication as good, effective



discourse. (p. 101) Dabel further stated that true communication is a two-way transaction and unethical communication exists when there is little or no chance for an exchange of ideas . (p. 101) In ethical communication, Dabel added, there must be I-Thou rather than I-It relationships. Dabel further suggested the following ethical communication strategies :

1. A teacher needs to be careful in choosing who to reinforce with feedback. (p. 102)
2. A teacher should use analogy and metaphor to present ideas and concepts which can often help students see old thoughts in a new light.
3. A teacher must be guarded about expressing "expert" views.
4. A teacher must pay careful attention to interpersonal skills .  
Since classrooms are among the most crowded human environments, communication becomes abrupt, perfunctory and routine. (p. 103) Common courtesy is often dropped when dealing with difficult students.
5. A teacher should know student names and establish eye contact whenever possible.
6. A teacher's tone and words must communicate genuine interest in the listener.
7. A teacher should not rule out confrontation and debate.
8. A teacher should find a way to help students articulate their frustrations in small groups, individuality or in individual

conferences. Dabel (p. 103)

In the area of writing, Lickona recommended that teachers encourage moral reflection through reading, research, essay writing, journal keeping, discussion and debate. (p. 92).

In the area of discussion Elkind and Sweet (1997) suggested the Socratic method of questioning which has added life and drama to discussion in the classroom. The Socratic approach, with using a kinder, gentler dialogue has helped students to recognize contradictions between values they avow and the choices they make and has shown them that they have the power to choose (p. 56). Elkind and Sweet confirmed that through this method by using seemingly innocent questions the teacher can lead the student to a logical conclusion that is incompatible with that student's originally stated belief. (p. 56) The teacher should follow these steps:

1. Decide what the student is to take away with them
2. Use a hypothetical situation from which to start
3. Devise a line of question to pull the student toward the intended conclusion
4. Make the student take a position by asking "What would you do if ....?"
5. Complicate the situation . . . What if this happened , what would you do then?
6. Up the ante with each step
7. Expect to think quickly

8. Play trump card . . . What if the hero of a movie did that? How would you feel about the character? Remember you are the hero of your own movie! Would that be the right thing to do?

Through experience Elkind and Sweet have proven that the Socratic method helps children become ethical, respectful, responsible people who think critically, solve problems nonviolently, and make choices based on what's right instead of what they can get away with. (p. 59) According to Cohen (1995), middle and high school students must spend more time engaging in critical thinking and moral reasoning. (p. 8).

Kahne and Westheimer, (1996) indicated the best strategy to increase moral development and especially the moral/value of caring is community or service learning. Kahne stated, "Service learning makes students active participants in service projects that aim to respond to the needs of the community while furthering the academic goals of students" (p. 593). Kahne included several examples of service learning projects: analyzing and monitoring the composition of nearby swamp lands or producing an oral history of their community or working with the homeless or initiating a cross-age tutoring project. (p. 593).

Service learning can develop either the moral of giving or caring contended Kahne and Westheimer. These authorities explained that giving is the lesser more shallow and giver centered of the two values/morals. Caring on the other hand is deeper and more other-centered. (p. 593). Noddings said "in caring relationships, we try to consider the life and disposition of those for whom

we are caring. We attempt to "apprehend the reality of the other" and then to "struggle (for progress) together" (p. 593).

Ideally, according to Kahne and Westheimer, service activities should develop students abilities at public speaking, recruiting other students, organizing meetings, analyzing problems, developing action plans and conducting evaluations. (p. 597) Service learning must be combined with critical analysis that promotes and interest in and insight into complex social issues. (p. 598). The importance of a meaningful reflective component is also needed stated service learning advocates. These reflections should include critical analysis and help students step outside dominant understanding to find new solutions not just reinforce their prejudices. (p. 598)

"Peer- and service-oriented programs provide the combination of cognitive and behavioral factors needed to be effective with older students," stated Cohen. (p. 8). Quest International's Skills for Action includes critical thinking, problem solving, multicultural understanding, accountability, and communication skills in a community service program, according to Cohen. This program also includes an extensive classroom component that includes discussion, reflection and writing.

Engan-Barker ( 1994) created a service project of linking learners across cultures which could be a powerful values/morals education component. (p. 94)

Sonsthagen (1996) advocated a mentoring program. (p. 37)

Synthesis of the the hidden and visible curriculum is best. Foshay (1993) stated that "we have to summon the courage it would take to use the whole array

of learning methods in an overt, open, deliberate way. . . We have to teach children how they can reconstruct and extend their own values . . .”(p. 51).

### Success stories from Morals/Values Education

The review of research revealed numerous success stories related to morals/values education. For example, Kantrowitz related the “Sara Newland” story about little Sara Newland who told others to not be afraid of the homeless people because of what she learned when she gave out plates of beef stew to two “rough-looking guys” down the block who answered, “God bless you.” Sara’s gift of beef stew changed them from the garbage bums looking for beer bottles to thankful men pronouncing blessing. (p. 111).

A second success story came from Maryland. Although some students objected to service learning requirement in Maryland schools because they saw it as “involuntary servitude” and a handful of students in Anne Arundel County refused out of conviction to meet the requirement, by and large cited Willis (1997), “ kids are the biggest supporters of service learning, because they see what a difference it makes in their lives.” (p. 6).

A third example was the children in San Ramon Valley California United School District taking part in the CDP who engaged in a greater number of spontaneous prosocial behaviors in class, seemed better able to understand hypothetical conflict situation and were more likely to take everyone’s needs into account in dealing with such situations They were more likely to believe that

one has an obligation to speak up in a discussion even if one's position seems unlikely to prevail, related Kohn (1991, p. 110).

A fourth example came from Clovis Unified Schools - Clovis California from Nazario who stated, "Major disciplinary problems dropped 25% in some Los Angeles schools for instance, after one year of using the Jefferson Center for Character Education's 10-minute daily values lessons" (pp. 97-98).

Fifth, another study, by Jacques S. Benninga, an education professor at California State University, Fresno, tracked the effects of Clovis's efforts over four elementary school years and found that children registered significant improvements in helpfulness and cooperation and ranked higher in these areas than control groups. (p. 96). "The cumulative effect of this values onslaught is noticeable: Vandalism and stealing, teachers report, are very low. Kids pick trash up off the school grounds without being asked. Etiquette prevails in lunchrooms, where food is eaten, not thrown." (p. 100).

Finally, Townsend reported that in a survey of 176 schools that have adopted a values curriculum, they found that 77 percent reported a decrease in discipline problems, 68% boasted an increase in attendance, and 64% showed a decrease in vandalism. (p. 98) She continued to tell about the Jackie Robinson Middle School in New Haven, Connecticut who after they initiated a values curriculum, reported the number of student pregnancies went from 16 to zero. (p. 98).

Morals/values Information Obtained from Selected Schools

The language arts chairpersons from the following fifteen (15) selected AAA high schools in Western Washington were contacted and invited to submit information descriptive of values/morals taught in their language arts programs:

Auburn High School  
Auburn, Washington 98002

Battle Ground High School  
Battle Ground, Washington  
98604

Bethel High School  
Spanaway, Washington 98387

Bremerton High School  
Bremerton, Washington 98337

Cascade High School  
Everett, Washington 98203

Central Kitsap High School  
Silverdale, Washington 98383

Clover Park High School  
Tacoma, Washington 98499

Curtis High School  
Tacoma, Washington 98499

Federal Way High School  
Federal Way, Washington 98003

Foss High School  
Tacoma, Washington 98405

Juanita High School  
Kirkland, Washington 98034

Lincoln High School  
Tacoma, Washington 98408

North Kitsap High School  
Poulsbo, Washington 98370

Olympic High School  
Silverdale, Washington 98383

Shelton High School  
Shelton, Washington 98584

Analysis of information obtained from the above schools revealed the following commonalities:

1. Importance of teaching values/morals: Seven schools of the eleven responding said that it was important to teach morals.

2. Importance of the teacher as a role model: Seven of the eleven schools responding said that the teacher was important as a role model.

3. Most important value/moral to teach: All schools agreed that it was responsibility. In overall percentages responsibility ranked 57% in importance, self-discipline at 48%, honesty 47%, compassion 24% and giving 16%.

4. Most important methods to use to teach values/morals: All schools agreed that it was through literature themes and class expectations. 72% agreed that literature themes were the best way to emphasize values with compassion leading with 81% 62% agreed that class expectations were the best way to teach morals/values.

5. Specific language arts classes to teach values/morals: All schools had none.

### Summary

The research and literature summarized in Chapter 2 supported the following themes:

1. Since a person's values include all the standards and rules which together make up his way of life the safest morals/values which must be taught are honesty, respect, responsibility, compassion, self-discipline, perseverance and giving.
2. The public is calling for a more open and aggressive morals/values curriculum due to the rising violence, drug trafficking, teen pregnancy, disrespect for authority, bigotry,



self-centeredness and self-destructive behavior among teenagers.

3. Historically, a goal of education has been to help students become good.
4. Conservatives have viewed human nature as innately evil, while the liberals have seen human nature as innately good.
5. Conservatives have instilled and transmitted values, while the liberals have constructed meaning around moral concepts.
6. Effective values/morals education must encompass the mind, emotions and actions of the learner.
7. Values/morals can be taught in language arts through the hidden curriculum .
8. Values/morals can be taught in language arts through the visible curriculum .
9. Positive changes occur through morals/values education.
10. The information obtained from the selected schools revealed the following concepts: the teaching of values/morals as important, the role model of the teacher in teaching values/morals as important, responsibility as the most important value/moral to teach and class expectations and literature as the best methods to teach values/morals.

## CHAPTER 3

### Procedures of the Project

The purpose of the project was to develop a model curriculum integrating values/morals education with language arts instruction. To accomplish this purpose a current literature search regarding values/morals education and related language arts instruction was conducted. Additionally, related information from selected schools was obtained and analyzed.

Chapter 3 contains background information detailing:

1. Need for the Project
2. Procedures
3. Planned Implementation and Assessment of the Project

### Need for the Project

The need for the project was influenced by the following considerations:

1. The writer (Wilma J. Eads), a language arts teacher at South Kitsap High School in Port Orchard, Washington since 1970 has become increasingly concerned at the lack of basic appropriate values exhibited by her students.
2. Current research is replete with statistics and information supporting the decline of student values/morals which contributed to the writer's

perceived need to develop a model values/moral curriculum to be integrated into her language arts instruction

3. Information obtained from a survey of 15 AAA high school language arts departments chairs provided baseline data which further supported the need for a specialized curriculum to address problems related to student values/morals.
4. The project afforded the writer an opportunity to conduct an in depth investigation of the current literature on the topic of values/morals and language arts instruction.
5. Undertaking this project coincided with the writer's graduate studies in Educational Administration at Central Washington University.

### Procedures

To obtain background information essential for developing a model values/morals curriculum to be integrated in language arts instruction an Educational Resources Information Center (ERIC) computer search was undertaken. Additionally, a hand-search of various other sources was conducted. Next, a survey instrument was designed and field tested by 10 language arts teachers at South Kitsap High School. (See Appendix C). Then language department chairs from 15 selected AAA high schools in Western Washington, were contacted by phone. Finally, the survey instrument (See Appendix D) was then mailed to each of the selected language department

chairs. Data collected from the survey were analyzed and incorporated into the research.

### Planned Implementation and Assessment of the Project

Accordingly the model values/morals curriculum was intended for implementation in the writer's 10, 11, 12 language arts classes in the 1997-1998 school year. It was the writer's further intention to develop a system to provide student feedback (See Appendix E) to determine their generalized perceptions concerning the perceived usefulness of the study units in Chapter 4. This student feedback will provide information needed to periodically modify, at the discretion of the instructor, each instructional unit.

## CHAPTER 4

## THE PROJECT

The model curriculum developed to integrate values/morals education with language arts instruction for tenth, eleventh, twelfth grade students at South Kitsap High School, Port Orchard, Washington, which was the purpose of this project, has been presented in Chapter 4, in seven (7) units, including:

Unit 1 - Sophomore English - To Kill a Mockingbird (Respect)

Unit 2 - Sophomore English - Cry, the Beloved Country (Compassion)

Unit 3 - College Prep. Junior English - The Scarlet Letter (Honesty)

Unit 4 - College Prep. Junior English - One Flew Over the Cuckoo's Nest  
(Giving)

Unit 5 - College Prep. Senior English - Jane Eyre (Responsibility)

Unit 6 - College Prep. Senior English - 1984 (Perseverance)

Unit 7 - Bible as Literature - The Book of Ruth (Self-discipline)

**A Model Curriculum  
Integrating Values/Morals Education  
into Secondary Level Language Arts Instruction**

**South Kitsap School District #402  
South Kitsap High School  
Tenth, Eleventh, Twelfth Grade Language Arts  
Wilma Joan Eads, Instructor**

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Unit 1  
Sophomore English  
To Kill a Mockingbird  
by Harper Lee

**“All it Takes is Respect!”**

**“Respect.** Each person responds sensitively to the ideas and needs of others without dismissing or degrading them. Differences among people are celebrated, and all members of the community are able to accept both praise and criticism from others” (Boyer, 1995, p.29).

**Unit 1**  
**Sophomore English**  
**To Kill a Mockingbird**  
**by Harper Lee**

**“All it Takes is Respect!”**

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**“Respect.** Each person responds sensitively to the ideas and needs of others without dismissing or degrading them. Differences among people are celebrated, and all members of the community are able to accept both praise and criticism from others” (Boyer, 1995, p. 29).

## Unit 1 - Sophomore English - To Kill a Mockingbird

### Unit Overview

To Kill a Mockingbird is the final unit of the fall trimester in Sophomore English.. The novel will provide the final emphasis to the class theme this trimester - **“All it takes is respect!”** The focus of the unit will be Atticus Finch and his respect for himself, his family, his neighbors, his clients, his town and his country. Students will have an opportunity to examine what makes this man Finch so respectful and respected. In groups, students will create and perform a short drama entitled, “Respect - You Earn It!” Students will conclude the unit by honoring someone they respect in their final performance.

### Student Learning Objectives

The student will be able to--

- read the novel for comprehension
- answer study questions over the novel
- discuss critical social issues in the novel
- discuss critical moral issues in the novel
- research a specific literary theme of the novel
- write a persuasive essay about the novel
- write a dramatic script about respect
- prepare a culminating speech about respect

### **Performance Criteria**

The students will complete . . .

- reading the novel
- answering study questions on the novel
- daily journal entries about the novel
- objective test over the novel
- theme quote journal on the theme of "respect" in the novel
- a persuasive essay about respect and Atticus Finch
- a paper comparing the novel to the movie
- a dramatic script about how a person earns respect
- a culminating speech honoring someone they respect

### **Learning Activities**

The students will --

- act out the trial scenes of the novel
- discuss how to eliminate the issue of "racial slurs"
- discuss how to confront the issue "family rape"
- read the humorous chapters from the book aloud as a drama -  
Scout's first day at school, Tim Johnson's demise, going to  
church with Calphurnia,
- watch To Kill a Mockingbird video

## Teaching Strategies

The teacher will --

- using overheads lecture comparing Harper Lee to Scout
- introduce each lesson with a movie clip revealing "respect"
- allot time for students to do journal entry on respect following video clip
- use the Socratic method on issues
- use cooperative learning with the study questions and drama assignment
- use independent time for students to prepare final performance

## Instructional Materials

Resources include --

- To Kill a Mockingbird text
- To Kill a Mockingbird video
- Written study questions, objective test, handouts as needed
- Movie clips
- Mockingbird Website and Home Page :  
<http://pwnetwork.pwcs.edu>
- NCTE's Teacher Study Guide English Journal 4/97

**Unit 2**  
**Sophomore English**  
**Cry, the Beloved Country**  
**by Alan Paton**

**“ . . . there is only one thing that has power completely, and that is  
love.”**

**“Compassion.** Each person is considerate and caring. There is recognition that everyone, from time to time, feels hurt, confused, or sad. Instead of ignoring such conditions, people reach out to one another” (Boyer, 1995, p. 29).

**Unit 2**  
**Sophomore English**  
**Cry, the Beloved Country**  
**by Alan Paton**

**“ . . . there is only one thing that has power completely, and that is  
love.”**

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**“Compassion.** Each person is considerate and caring. There is recognition that everyone, from time to time, feels hurt, confused, or sad. Instead of ignoring such conditions, people reach out to one another” (Boyer, 1995, p. 29).



## Unit 2 - Sophomore English - Cry, the Beloved Country

### Unit Overview

Cry, the Beloved Country is a part of the third trimester reading for Sophomore English. The theme of the class is conflict resolution. The theme of the unit is - **“But there is only one thing that has power completely, and that is love.”** In this unit the student will trace the Reverend Stephen Kumalo’s journey of love from Ndotsheni, Natal to Johannesburg, South Africa to find his lost sister Gertrude and his lost son Absalom. It is in tragic conditions that Reverend Kumalo finds them both but his crying is turned to joy because of the power of love. In groups the students will participate in a restoration project as Reverend Stephen Kumalo did in Ndotsheni.

### Student Learning Objectives

The student will be able to--

- read the novel for comprehension
- answer study questions over the novel
- discuss critical social issues in the novel
- discuss critical moral issues in the novel
- research a specific literary theme of the novel
- write a persuasive essay about the novel
- assist in a restoration project

### Performance Criteria

The student will complete . . .

- reading the novel
- answering study questions on the novel
- daily journal entries about the novel
- objective test over the novel
- theme quote journal on the theme of "love" in the novel
- a persuasive group essay on "the power of love."
- a paper comparing the novel to the movie
- a reflection journal on service learning project
- a letter (real or imaginary) containing a plea for restoration of a lost relationship

### Learning Activities

The students will --

- review the African names and phrases used in the novel
- examine Paton's use of essay chapters similar to those used by John Steinbeck in the Grapes of Wrath, as well as , his lack of quotation marks.
- read many of the dialogues of the novel aloud, i.e., opening the letter, finding Gertrude, finding John, finding Absalom's girlfriend, finding Absalom, the trial, the meeting of Jarvis and Stephen Kumalo at Barbara uSmith's, the marriage, the meeting of Jarvis

and Stephen Kumalo at St. Mark's in Ndotsheni, the laughing of Jarvis's grandchild and Stephen Kumalo in Ndotsheni.

--discuss the racial discrimination in housing, employment, social status, travel accommodations, pre-apartheid, apartheid, and post-apartheid in South Africa, how the races helped each other

--discuss the moral obligations of family, church, law

--depict in a mural on the wall the contrast between the skyscrapers of Johannesburg, the shanty town of Orlando, as well as, the contrast between the plantation mansion of Jarvis and the mud huts of Ndotsheni

--discuss the deep love of the Reverend Stephen Kumalo for his God, wife, son, sister, brother, parishioners, Msimangu, Jarvis and his family

### **Teaching Strategies**

The teacher will --

--introduce unit with slides of South Africa and artifacts from South Africa from trip there in 1975

--pronounce African names in the novel and discuss the difficulty of the essay chapters and how they fit into the novel and the Paton's unusual use of dashes rather than quotation marks

--assign research topics to groups on apartheid

--assign dialogue scenes to groups

--ask questions about love, i.e, Could you possibly love the father of a son who killed your only son? Could you possibly love your son's pregnant girlfriend even if you were not sure that the child was his? How far does love go? What are the sacrifices one has to pay for love? What makes love so powerful? Are there limits to love?

--use cooperative learning in mural and community service

--words of wisdom - quotes from the novel on the wall

--circle discussion groups

--where do you stand and why continuum exercise

### **Instructional Materials**

Resources will include --

--Cry, the Beloved Country text

--Cry, the Beloved Country video

--written study questions, objective test, handouts as needed

--slides, artifacts from South African trip

--library resources for apartheid research

--community resources for service learning assignment

**Unit 3**  
**College Prep. Junior English**  
**The Scarlet Letter**  
**by Nathaniel Hawthorne**

**“Honesty - A pearl of great price.”**

**“Honesty.** Each person carries out his or her responsibilities carefully and with integrity, never claiming credit for someone else’s work and being willing to acknowledge wrongdoing. Students and staff share their ideas openly, in a climate of trust” (Boyer, 1995, p. 29).

**Unit 3**  
**College Prep. Junior English**  
**The Scarlet Letter**  
**by Nathaniel Hawthorne**

**“Honesty - A pearl of great price.”**

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**“Honesty.** Each person carries out his or her responsibilities carefully and with integrity, never claiming credit for someone else’s work and being willing to acknowledge wrongdoing. Students and staff share their ideas openly, in a climate of trust” (Boyer, 1995, p. 29).

## Unit 3 - College Prep. Junior English - The Scarlet Letter

### Unit Overview

The Scarlet Letter is the first novel read in College Prep. Junior English initiating the study of American literature. Unfortunately, Hawthorne's erudite vocabulary and extensive descriptions distract the modern reader from the suspense and impact of the novel. The themes of the novel, hypocrisy, cover-up, however, are as current as this morning's newspaper. The theme of the unit is "**Honesty - A pearl of great price.**" In this unit the students will examine how all of the characters in the Scarlet Letter paid a great deal for dishonesty. Honesty will be further emphasized through dramatic scenes from the novel, the To Tell the Truth show, and putting each of the main characters on trial.

### Student Learning Objectives

The student will be able to --

- read the novel for comprehension
- answer study questions over the novel
- discuss critical social issues in the novel
- discuss critical moral issues in the novel
- trace a literary theme through the novel
- write a persuasive essay about the novel
- look for the truth beneath the surface in the novel

### **Performance Criteria**

The student will complete --

- reading the novel
- answering study questions on the novel
- daily journal entries about the novel
- objective test over the novel
- theme quote journal on the theme of "honesty" in the novel
- a persuasive essay on the "price of honesty."
- a paper comparing the novel to the PBS movie
- a final performance speech on the unit theme

### **Learning Activities**

The students will --

- examine the biography, philosophy and writing style of Hawthorne
- examine the philosophy of the Puritans
- dramatize the opening scene of Hester on the scaffold
- examine each main character for the real truth beneath the surface, i.e., lie detector test, put on trial
- discuss the alienation Hester paid for dishonesty
- discuss the psychological terror Dimmesdale paid for dishonesty
- discuss the demonic transformation of Chillingworth because of dishonesty
- discuss the abnormality of Pearl because of dishonesty



- watch the PBS Scarlet Letter video
- form a panel of the characters to be interviewed by the class - "To tell the truth - "
- artistically symbolize honesty from the novel and accompany it with a quote from the book

### **Teaching Strategies**

The teacher will --

- introduce the book by reading the section in The Custom House where Hawthorne finds the scarlet letter and introduces Hester Prynne
- lecture about Hawthorne's life, philosophy and writing style
- use a video of Puritan life and philosophy
- assign dramatic roles to students for introduction drama
- use cooperative learning groups for study questions
- use cooperative learning groups for analyzing the main characters with regard to honesty
- use peer editing groups on expository essay
- put words of wisdom about honesty on the wall
- circle discussion groups
- ask questions about honesty, i.e, Should a person always be honest? Why are people dishonest? When does honesty really pay? What are some costs of honesty? What keeps people

from being honest?

--where do you stand and why continuum exercise

### **Instructional Materials**

Resources will include --

--Scarlet Letter text

--PBS Scarlet Letter video

--written study questions, objective test, handouts as needed

--textbook publisher's video on Puritans

--Norton Critical Editions - The Scarlet Letter edited by Sculley  
Bradley

--art supplies for symbolism project

**Unit 4**  
**College Prep. Junior English**  
**One Flew Over the Cuckoo's Nest**  
**by Ken Kesey**

**“Giving rather than getting!”**

**“Giving.** Each person discovers that one of life’s greatest satisfactions comes from kindness to others. Members of the community look for opportunities to contribute positively to others, without expectation of reward” (Boyer, 1995, pg. 29).

**Unit 4**  
**College Prep. Junior English**  
**One Flew Over the Cuckoo's Nest**  
**by Ken Kesey**

**“Giving rather than getting!”**

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**“Giving.** Each person discovers that one of life’s greatest satisfactions comes from kindness to others. Members of the community look for opportunities to contribute positively to others, without expectation of reward” (Boyer, 1995, pg. 29).

## Unit 4 - College Prep. Junior English - One Flew Over the Cuckoo's Nest

### Unit Overview

One Flew Over the Cuckoo's Nest is the last unit of third trimester College Prep. Junior English. The theme of the class is "Accepting Differences." The controversial nature of the novel makes it a challenge. Randle McMurphy is certainly different and to accept him may be a challenge for some students. They may opt for a different novel. The theme of the unit is "**Giving rather than getting!**" Randle McMurphy is a Christ-figure who gives his all for his friends. In groups the students will give time and energy in a community service project and then present their observations and reflections to the class.

### Student Learning Objectives

The student will be able to--

- read the novel with comprehension
- answer study questions over the novel
- discuss critical social issues in the novel
- discuss critical moral issues in the novel
- write an persuasion essay about the novel
- better understand the power of giving
- better understand the plight of the institutionalized
- better understand symbolism and allegory

### **Performance Criteria**

The student will complete--

- reading the novel
- answering the study questions on the novel
- daily journal entries about the novel
- objective test over the novel
- theme quote journal on the theme of "giving" in the novel
- a persuasive essay about Randle McMurphy and "giving"
- a community service experience involved in giving
- a symbolic graphic of "giving" as portrayed by Randle McMurphy  
with accompanying quote from the book
- a reflective paper after hearing a guest speaker - nurse who  
worked at Steilacoom on the nightshift
- a final performance speech about giving

### **Learning Activities**

The students will --

- form discussion groups and discuss the section read for that  
class session and report any key learnings or ask any questions
- list examples from the novel of Randle McMurphy's giving with  
accompanying quotes
- list ways that Randle McMurphy is / is not a Christ-figure
- list places, people, actions, objects that are symbolic in the novel

- examine critical social issues in the novel, i.e. race relations, gender issues, institutionalization
- examine critical moral issues in the novel, i.e., drugs, inhumanity, shock treatment, lobotomy,

### **Teacher Strategies**

The teacher will--

- assign and monitor discussion groups
- use cooperative learning groups for study questions, lists of symbols, ways Randle McMurphy is or is not a Christ-figure,
- ask questions using the Socratic method about giving, i.e., Can you give too much? Why give at all? What motivates giving? At what point do you give up and give all? How does debt affect giving? What is the most important thing a person can give?
- use peer editing groups on persuasive essay
- put words of wisdom on "giving" on the wall
- use circle discussion groups on some issues
- use where do you stand and why continuum exercise
- arrange for guest speaker - nurse from nightshift at Steilicoom
- set up some choices for community service project
- provide review for test
- grade and return essay

### **Instructional Materials**

Resources will include--

--One Flew Over the Cuckoo's Nest text

--written study questions, objective test, handouts as needed

--art supplies for symbolism project



**Unit 5**  
**College Prep. Senior English**  
**Jane Eyre**  
**by Charlotte Bronte**

**“Assuming responsibility brings success.”**

**“Responsibility.** Each person discovers that one of life’s greatest satisfactions comes from kindness to others. Members of the community look for opportunities to contribute positively to others without expectation of reward” (Boyer, 1995, p. 29).

**Unit 5**  
**College Prep. Senior English**  
**Jane Eyre**  
**by Charlotte Bronte**

**“Assuming responsibility brings success.”**

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**“Responsibility.** Each person discovers that one of life’s greatest satisfactions comes from kindness to others. Members of the community look for opportunities to contribute positively to others without expectation of reward” (Boyer, 1995, p. 29).

## Unit 5- College Prep. Senior English - Jane Eyre

### Unit Overview

Jane Eyre is a unit of the second trimester College Prep. Senior English class. The theme of the class is **“Assuming responsibility brings success.”** This will also be the theme of this unit. Jane Eyre is a powerful example of a person who overcame adversity, who worked hard, who made career choices, who followed her mind and heart and who eventually lived happily ever after. The student will trace Jane’s life from abuse to abundance. The student will also trace their own progress through and area of their own life that improves because they assume responsibility over it.

### Student Learning Objectives

The student will be able to--

- read the novel with comprehension
- answer study questions over the novel
- discuss critical social issues in the novel
- discuss critical moral issues in the novel
- write a persuasive essay about the novel
- pursue responsibility to bring success in one area of their life

### **Performance Criteria**

The student will complete--

- reading the novel
- answering study questions on the novel
- daily journal entries about the novel
- objective test over the novel
- theme quote journal on the theme of "assuming responsibility"
- a persuasive essay on how Jane's assuming of responsibility brought her success
- a journal of time spent and work done to succeed
- a community service project for which his/her assuming responsibility has brought success
- a final performance speech on success through assuming responsibility

### **Learning Activities**

The students will--

- form groups to dramatize how Jane took responsibility in each of the main places she lived, i.e., Gateshead, Lowood, Thornfield, Moor House, Ferndean.
- choose an area of their life over which to assume responsibility and bring them success, i.e., technique in sports, nutrition, restoring a relationship, improving grades, applying for

- scholarships,
- examine social issues in the novel, i.e., child abuse, institutional abuse, bigamy, evangelism, homeless,
- examine moral issues in the novel, i.e role of relatives, role of church, matters of the heart
- lead in the discussion using the Socratic method about assuming responsibility
- have a structured controversy on the issue of assuming responsibility

### **Teaching Strategies**

The teacher will--

- lecture comparing Jane Eyre to Charlotte Bronte`
- assign and monitor drama groups
- use cooperative learning groups for study questions
- ask questions using the Socratic method about assuming responsibility, i.e., Why not be the victim? Why don't we assume responsibility? Who can't assume responsibility? Why do we have to assume responsibility for other people? When?
- use peer editing groups on persuasive essay
- put words of wisdom on "assuming responsibility" on the wall
- use circle discussion groups on some issues
- use where do you stand and why continuum exercise

--provide a review for the objective test

--prepare and give a final performance speech as a model

### **Instructional Materials**

Resources will include--

--Jane Eyre text

--Jane Eyre (PBS) video

--written study questions, objective test, handouts as needed

**Unit 6**  
**College Prep. Senior English**  
**1984**  
**by George Orwell**

**“Never give up on the truth.”**

**“Perseverance.** Each person is diligent, with the inner strength and determination to pursue well-defined goals. It does matter that the task is completed once begun, and everyone acknowledges that to persevere not only teaches discipline, but brings rewards as well” (Boyer, 1995, p. 29).

**Unit 6**  
**College Prep. Senior English**  
**1984**  
by George Orwell

**“Never give up on the truth.”**

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**“Perseverance.** Each person is diligent, with the inner strength and determination to pursue well-defined goals. It does matter that the task is completed once begun, and everyone acknowledges that to persevere not only teaches discipline, but brings rewards as well” (Boyer, 1995, p. 29).



## Unit 6 - College Prep. Senior English - 1984

### Unit Overview

1984 is the consummate terror novel. Winston Smith persevered in his devotion to the truth until Room 101. He could not withstand the torture of his worst fear. Winston provides an excellent model of standing up for your beliefs against an empty government of lies and torture. On the surface, he appeared to be supporting the government and Big Brother, but underneath the surface he hated and defied it. The student will examine the agony of Winston Smith's perseverance for the truth. The theme of the class is "The truth beneath the surface." The theme of the unit is "**Never give up on truth,**" for as Alexander Solzhenitsyn said in 1970, "One word of truth outweighs the whole world." In a community service project the student will choose a person who is in peril and encourage them to persevere. As a part of their final performance they will interview this person that they have helped to persevere.

### Student Learning Objectives

The student will be able to--

- read the novel for comprehension
- answer study questions over the novel
- discuss critical social issues in the novel
- discuss critical moral issues in the novel

--write a persuasive essay about the novel

--assist someone to persevere

### **Performance Criteria**

The student will complete--

--reading the novel

--answering study questions on the novel

--daily journal entries about the novel

--objective test over the novel

--theme quote journal on the theme of perseverance in the novel

--a persuasive essay about perseverance in the novel

--a reflective journal after completing a service learning project of assisting someone to persevere

--a final performance on perseverance

### **Learning Activities**

The students will--

--examine the different countries in novel

--examine the different philosophies in novel

--examine the different classes of society in novel

--examine the principles of Newspeak and then write in it

--examine the government offices and slogans in novel

--examine the citizens' daily routines and schedules in novel

- identify the irony in novel
- compare 1984 with USA 1997
- compare Winston with other heroic, men of integrity, i.e., Thomas More,
- examine the social issues, i.e., war, discrimination,
- examine the moral issues, i.e., lying, spying, torturing, vaporizing,
- try O'Brien for human rights violations
- encourage heroic people of integrity to not quit, i.e., local heroes, school heroes, elderly, ill, sportsman in the first cut from the team

### **Teaching Strategies**

The teacher will--

- open with video clip of governmental cover-up i.e., Watergate
- lecture comparing George Orwell's 1984 with Animal Farm
- read aloud the opening and compare with the Chaucer's Prologue of the Canterbury Tales
- assign and monitor cooperative learning groups to examine the different parts of the novel
- assign and then monitor dramatic groups as they prepare the trial of O'Brien
- incorporate Socratic method for social and moral issues
- incorporate peer editing groups on the persuasive essay
- put words of wisdom on "perseverance" on the wall

--do where do you stand and why continuum exercise

--do modeling of final performance

### **Instructional Materials**

Resources will include--

--1984 text

--written study questions, objective test, handouts as needed

**Unit 7**  
**Bible as Literature**  
**The Book of Ruth**

**“Rewards of self-discipline”**

**“Self-Discipline.** Each person agrees to live within limits, not only the ones mutually agreed upon but, above all those established personally. Self-discipline is exercised in relationships with others, especially how people speak to one another” (Boyer, 1995, p. 29).

**Unit 7**  
**Bible as Literature**  
**The Book of Ruth**

**“Rewards of self-discipline”**

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**“Self-Discipline.** Each person agrees to live within limits, not only the ones mutually agreed upon but, above all those established personally. Self-discipline is exercised in relationships with others, especially how people speak to one another” (Boyer, 1995, p. 29).

## Unit 7 - Bible as Literature -The Book of Ruth

### Unit Overview

The biblical book of Ruth is a study in the **rewards of self-discipline**.

Ruth leaves her own land, people, gods and returns with Naomi to Bethlehem.

The student will travel with Ruth to Bethlehem, to the fields of Boaz and right into

Boaz's home as his wife and mother of his child. Ruth is willing to leave all she

had, to work hard, to deny herself to help her mother-in-law and finally reaps the

reward of a husband, home and son, a new God and a place in the messianic

line. The student will keep a personal diary of self-discipline strategies. The

student will also assist someone in the class to become more disciplined.

### Student Learning Objectives

The student will be able to--

- read the biblical book with comprehension
- answer study questions over the book
- discuss the social issues of the book
- discuss the moral issues of the book
- research the biblical customs of the book
- exhibit self-discipline in a chosen area of his/her life
- help others exhibit self-discipline in a service learning project

### **Performance Criteria**

The student will complete--

- reading the book
- answering study questions on the book
- a list of verses that describe Ruth's self-discipline
- a persuasive essay on Ruth's self-discipline
- a creative piece, i.e., wedding announcement or baby announcement to her sister Orpha in Moab, a letter from King David to his great-grandmother Ruth
- create a reflection journal on his/her self-discipline

### **Learning Activities**

The students will--

- examine the setting, characters, plot, theme and writing style of the book
- examine the theme of self-discipline in the book
- research biblical customs of widowhood, reaping, redeeming, marriage, child care,
- compare Ruth to the Proverbs 31:10-31 perfect wife and mother
- examine the Jewish treatment of a foreigner
- examine the morality of Ruth's leaving her relatives, possessions and gods, the morality of Ruth's night with Boaz in the fields
- examine the causes of self-indulgence



--choose someone to assist in being more disciplined

### **Teaching Strategies**

The teacher will--

- assign and monitor cooperative learning groups on the literary elements of the book
- incorporate Socratic method for social and moral issues of the book
- incorporate peer editing groups on the persuasive essay
- put words of wisdom on "self-discipline" on the wall
- do where do you stand and why continuum exercise
- do modeling of assignments

### **Instructional Materials**

Resources will include--

Bible

written study questions, objective test, handouts as needed

## CHAPTER 5

## SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

The purpose of the project was to develop a model curriculum integrating values/morals education with language arts instruction. To accomplish this purpose a current literature search regarding values/morals education and related language arts instruction was conducted. Additionally, related information from selected schools was obtained and analyzed.

Conclusions

Conclusions reached as a result of this project were:

1. At least the following seven values/morals should be taught directly in secondary level language arts: respect, compassion, honesty, giving, responsibility, perseverance, and self-discipline.
2. The public's demand for the teaching of values/morals to turn around the "gross moral misbehavior on the part of our teenage youths" should be heeded.
3. History has provided the foundation for the teaching of values/morals.

4. Human nature can be viewed as either innately evil or innately good.
5. Values can be instilled or constructed.
6. For values/morals education to be effective it must be internalized by the student.
7. Values/morals most frequently taught "indirectly" in secondary language arts should be taught "directly".
8. Positive changes have occurred through values/morals education.
9. In the information obtained from selected schools, most language arts teachers agreed on the importance of teaching values/morals and on the importance of the teacher as a model of values/morals. They further recognized responsibility as the most important value/moral to teach and class expectations and literature as the two best ways to teach it.

#### Recommendations

As a result of this project, the following recommendations have been suggested:

1. The following seven safe values/morals should be taught directly and assertively in secondary language arts: respect, compassion, honesty, giving, responsibility, perseverance and self-discipline.
2. In order to change "their gross moral misbehavior," secondary students, must internalize the following values/morals: respect, compassion, honesty, giving, responsibility, perseverance and self-

discipline.

3. Morally rich, complex literature will provide the best way to teach values/morals, and reflection journals, Socratic method and service learning projects will provide the best teaching strategies.
4. The teacher must be even more aware of his/her role as a model of values/morals.

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## The Appendices

# Appendices

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# APPENDIX A

## FULL CIRCLE?

Narrazio, S. (1992). Right and wrong. The Wall Street Journal, Sept. 11, B4, B5, p. 99

How U.S. schools teach values and morals has changed sharply through the century. Here are examples of exercises children have used—in the early part of the century, between the 1960s and the late 1980s, and now.

### Early in the Century

Until the 1960s, U.S. schools often taught strong moral messages. The most strident can be found in McGuffey's Readers texts, which in the early 1900s trailed only the Bible in circulation.

Here are two examples from McGuffey's Readers.

#### THE HONEST BOY AND THE THIEF

Charles was an honest boy, but his neighbor, Jack Pilfer, was a thief. Charles would never take anything for his own which did not belong to him; but Jack would take whatever he could get.

Early one summer's morning, as Charles was going to school, he met a man opposite the public house, who had oranges to sell. The man wished to stop and get his breakfast, and asked Charles if he would hold his horse while he went into the house.

But first he inquired of the landlord if he knew Charles to be an honest boy, as he would not like to trust his oranges with him, if he was not. Yes, said the landlord, I have known Charles all his life, and have never known him to lie or steal.

The orange man then put the bridle into Charles's hand and went into the house to eat his breakfast. Very soon Jack Pilfer came along the road, and seeing Charles holding the horse, he asked him whose horse he had there, and what was in the baskets on the horse. Charles told him that the owner of the horse was in the house, and that there were oranges in the baskets.

As soon as Jack found there were oranges in the baskets, he determined to have one, and going up to the basket, he slipped in his hand and took out one of the largest, and was making off with it.

But Charles said, Jack, you shall not steal these oranges while I have the care of them, and so you may just put that one back in the basket.

Not I, said Jack, as I am the largest, I shall do as I please; but Charles was not afraid of him, and taking the orange out of his hand, he threw it back into the basket.

Jack then attempted to go around to the other side and take one from the other basket; but as he stepped too near the horse's heels, he received a violent kick, which sent him sprawling to the ground.

His cries soon brought out the people from the house, and when they learned what had happened, they said that Jack was rightly served; and the orange man, taking Charles's hat, filled it with

oranges, as he said he had been so faithful in guarding them, he should have all these for his honesty.

After the story, students were asked:

1. What is this story about?
2. Which was the honest boy?
3. What kind of a boy was Jack Pilfer?
4. What kind of a character did the landlord say that Charles had?
5. How can boys earn a good reputation?
6. What advantage is there in possessing a good character?

Here's a poem, called "Lazy Ned," from McGuffey's Readers.

"'Tis royal fun," cried Lazy Ned,  
 "To coast upon my fine, new sled,  
 And beat the other boys;  
 But then, I can not bear to climb  
 The tiresome hill, for every time  
 It more and more annoys."  
 So, while his schoolmates glided by,  
 And gladly tugged uphill, to try  
 Another merry race,  
 Too indolent to share their plays,  
 Ned was compelled to stand and gaze,  
 While shivering in his place.  
 Thus, he would never take the pains  
 To seek the prize that labor gains,  
 Until the time had passed;  
 For, all his life, he dreaded still  
 The silly bugbear of uphill,  
 And died a dunce at last.

Sources: "Educating for Character" by Thomas Lickona, published by Bantam Books; and "Moral, Character, and Civic Education in the Elementary School," edited by Jacques S. Benninga, published by Teachers College Press of Columbia University.

### 1960s

In the 1960s, many educators decided that teaching clear moral lessons was wrong. Values, they said, were relative and personal. Instead of being taught right from wrong, children should go through "values clarification" exercises that helped them understand their values, no matter what they were. Aspiring to be either a saint or an ax murderer was all right, as long as you knew what your values were.

Here is one such "values clarification" exercise.

#### FALLOUT SHELTER EXERCISE

Suppose you are a government decision maker in Washington, D.C., when World War III breaks out.

A fallout shelter under your administration in a remote Montana highland contains only enough space, air, food and water for six people for three months, but 10 people wish to be admitted.

The 10 have agreed by radio contact that for the survival of the human race you must decide which six of them shall be saved. You have exactly 30 minutes to make up your mind before Washington goes up in smoke. These are your choices.

1. A 16-year-old girl of questionable IQ, a high-school dropout, pregnant.

2. A policeman with a gun (which cannot be taken from him), thrown off the force recently for brutality.
3. A clergyman, 75.
4. A woman physician, 36, known to be a confirmed racist.
5. A male violinist, 46, who served seven years for pushing narcotics.
6. A 20-year-old black militant, no special skills.
7. A former prostitute, female, 39.
8. An architect, a male homosexual.
9. A 26-year-old law student.
10. The law student's 25-year-old wife who spent the last nine months in a mental hospital, still heavily sedated. They refuse to be separated.

Source: "Values in the Classroom" by C. B. Volkmar, A. L. Pasanella, & L. E. Raths, taken from "Moral, Character, and Civic Education in the Elementary School," edited by Jacques S. Benninga.

### 1980s

In the 1980s, some schools began to reject values clarification and returned to teaching some clear moral messages and the importance of abiding by certain core values—among them honesty, respect and responsibility.

Here is a typical exercise now in use.

Marta, Pedro, and Stella were walking home from school one day when they saw a small puppy playing in the street. It looked lost. They were late getting home, and they knew their parents would be worried if they were much later. They talked about the problem. Finally, they decided to pick up the puppy and to ask several people in the neighborhood if they knew whose puppy it was. Soon they found the owner. She was very happy and thanked the children again and again.

\*\*\*\*\*

Mrs. Newman was an older woman and could no longer take care of her yard by herself. She paid two students to mow her lawn and help her around the house once a week. One of the students worked very well, but the other only did about half the work he was supposed to do even though both were paid the same amount.

Students are told that "when we talk about responsibility, we mean that a person has a duty to do something or not to do something." They are then asked:

1. Who has responsibilities in each story?
2. What are the responsibilities?
3. To whom is each responsibility owed?
4. What rewards might the person receive for carrying out the responsibility?
5. What penalties might the person receive for not carrying out the responsibility?
6. Why might it be important to carry out the responsibility?

Source: "Responsibility: Law in a Free Society Student Book," published by the Center for Civic Education, part of the State Bar of California.

## APPENDIX B

## EXAMPLES OF HIDDEN CURRICULUM

**Mrs. Eads' Great Expectations for Sophomores and Seniors  
1996-1997**

1. **Be on time.** Two unexcused tardies equal an absence. Seven absences equal a failure.
2. **Come prepared to learn.** Have materials, i.e., 8 1/2" x 11" paper, black ink pen. #2 pencil, notebook, covered text and most of all, all your homework assignments finished. Have your bathroom duties done. Be sure you have had enough sleep and nourishment. Be sure you have done your mental aerobics and BE SURE YOU HAVE A POSITIVE, ENTHUSIASTIC attitude.
3. **Respect your rights and the rights of others to learn.** Be a good listener. Be an encouragement to others. Be tolerant.
4. **Work hard at learning.** Think of the hardest work you have ever done. Your brain should be working that hard in this class.
5. **Ask others for help.** Ask me. Ask members of your group. No question is stupid except the unasked one.
6. **Be aware of the class routines.**

There will be writing (essay outlines, answers to questions, descriptions, creative pieces, reactions, responses and endless other varieties from which to choose) every day.

Your assigned seat should remain in its arranged place unless you are asked to move it.

In order to leave the class for any reason, you must fill out a pass. You must fill out your own pass with your name, destination, time, date, and I will sign it. Do not rudely interrupt me in order to get my signature. I also reserve the right to refuse to sign your pass if you are abusing your rights and wanting to leave the class every day for various and unreasonable reasons.

Attendance is vital. **Seven absences will result in a failure for the class.**

**Remember two unexcused tardies equal an absence.**

**Cheating** leads to failure. If caught cheating, you will fail. Your first cheating incident will lead to a failure in that assignment. The second cheating incident will lead to failure in the class.

Appropriate, unoffensive, behavior and assignments are demanded. Obscenity is uncalled for, discouraged and will lead to failure.

Grading is determined by the following scale:

100-93 = A	82-80 = B-	69-68 = D+
92-90 = A-	78-79 = C+	67-63 = D
88-89 = B+	77-73 = C	62-60 = D-
87-83 = B	72-70 = C-	59 ----- F

I will try to have a computer grade update every two weeks. If at anytime you want to know your grade, you may ask. Do not look in the grade book. Student progress report should be given to me at the BEGINNING of the period.

Daily work will be assigned and collected the same day. Other assignments will

be assigned and collected when due. All finished work will be placed in the blue basket at the front of the room unless otherwise indicated. You should keep track of assignment due dates in your notebook. There will also be a list of assignment due dates on the board.

Make-up work after an absence is required. It is the student's responsibility to obtain all make-up work. If the assignment is given BEFORE the student's absence, he/she is still responsible for turning it in on the due date. If a student is absent ON the due date, he/she must turn it in the day he/she returns.

Late work is always a problem. Major assignments will drop a full grade for each day late. This grade will start with the score that the assignment merits. **Never put late work in the blue basket. Give it to me, so that I can mark it off in the grade book.** Do not expect to make up early trimester assignments at the end of the trimester in order to pass. Assignments are due when due.

No food or drink should be ingested EXCEPT in the Commons.

To sum it all up, respect yourself, your classmates, your teacher and your classroom.

The student must adhere to the Language Arts' rules and guidelines, as well.

## Welcome!



South Kitsap High School  
425 Mitchell Ave  
Port Orchard WA 98366  
(360) 876-7318

### School Fight Song

On South Kitsap - On South Kitsap -  
On to Victory!

Fight the ( ) off the field boys-  
Fight with merry glee -RAH-RAH-RAH!  
On South Kitsap - On South Kitsap!

Fight on to your fame.  
Fight fellows, fight-fight-fight,  
We'll win this game!  
V-I-C-T-O-R-Y  
Victory, Victory, SK High!

### Alma Mater

Hail to thee, our Alma Mater  
We stand true to thee  
Maroon and white  
And with thy guidance  
We will never fail  
Win or lose  
We will stand by thee  
Firm and loyal, to  
South Kitsap, our Alma Mater  
Hail, all hail to you!



### 1996-1997 ASB And Class Officers

#### ASB:

President: Art Shaddox  
Vice-President: Carlee Brown  
Secretary: Krissa Delimont  
Treasurer: Marja Knox

#### Senior Class:

President: Charles Buckner  
Vice-President: Janna Scofield  
Secretary/Treasurer: Carolyn Casad  
Senators: Sherri Alberts & Brandon Baudrau

#### Junior Class:

President: Erik Hudson  
Vice-President: Ashley Engstrom  
Secretary/Treasurer: Tracie Schroedle  
Senators: Jennifer Ward & Natalie Vant

#### Sophomore Class:

Elections - Fall 1996

## Help!

### If You Need Help Or Information.... You'll Find It Here

Athletics/Activities.....	Mr. Rick Wells
Attendance.....	Mr. Sherm Coulon
Books, Checking Out/In.....	Book Room - Mrs. Susan Baker
Bus Information.....	Mr. Ben Brumfield
Career Center/Job Board.....	Career Center - Mrs. Fran Olin
Club Information.....	Mr. Rick Wells
Custodial & Operations Manager..	Mr. Dave Dyess
Illness at School.....	Attendance Office/ School Nurse - Mrs. Mary Pat Wynne
Lost Notebooks.....	Guidance Office - Mrs. Karen Ferguson
Lost and Found.....	Main Office - Mrs. Eileen Schiro
Lost Textbooks.....	Book Room - Mrs. Susan Baker
Lunch Program.....	Main Office - Mrs. Lynn Duncan
Personal Concerns.....	Guidance Office
Professional & Technical Education (PTE).....	Mr. Dale Green
Registration/Withdrawal.....	Guidance Office - Mrs. Mona Sunderlin
School Newspaper(Skukhum Views).....	Mr. Robb Parker
School Yearbook(Rebel).....	Mrs. Mary McHugh-Shuford
Student Council/ASB Advisor.....	Mr. Jim Fairweather
Student Parking/Security.....	Mr. Gus Tomaras

### Bell Schedule - 1st Bell/7:15 am

#### Schedule 1 - (A&B) Three Blocks/4 Lunches

1st/4th Block - 7:25 - 9:10	
2nd/5th Block - 9:20 - 12:00	
SKR - 9:20 - 9:40	
1st Lunch - 10:00 - 10:30	3rd Lunch - 11:00 - 11:30
2nd Lunch - 10:30 - 11:00	4th Lunch - 11:30 - 12:00
3rd/6th Block - 12:00 - 1:55	

#### Schedule 2 - Six Blocks/3 Lunches

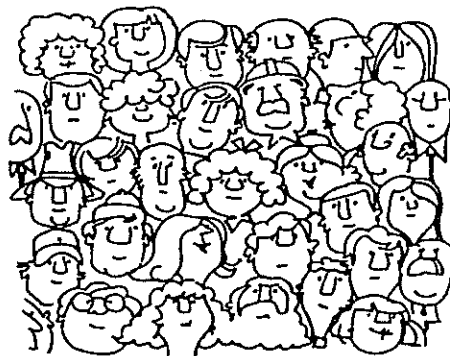
1st Block - 7:25 - 8:20	
2nd Block - 8:27 - 9:20	
3rd Block - 9:27 - 10:20	
4th Block - 10:27 - 11:57	
1st Lunch - 10:25 - 10:55	3rd - 11:25 - 11:55
2nd Lunch - 10:55 - 11:25	
5th Block - 12:02 - 12:55	
6th Block - 1:02 - 1:55	

### School Assistance

- What do I do if I'm going to be absent?*  
Go to the Attendance Office with a note, receive a form to be signed by all teachers.
- What if I'm tardy?*  
Go to class. If you are over ten (10) minutes late, you will need an admit from the Attendance Office.
- What if I want to see an Administrator?*  
Make an appointment through Mrs. Schiro, Main Office.
- Who do I see if I have a change in address or a phone number?*  
See Mrs. Sunderlin, Guidance Office.
- Where do I go during a fire drill?*  
Follow your teacher's directions; evacuate immediately.
- What if I want to see my counselor?*  
You must sign in and/or make an appointment through Mrs. Ferguson, Guidance Receptionist
- What do I do if I get sick at school?*  
Check with your teacher first and then report to the Attendance Office. You must notify a staff member of your illness.
- What do I do if I have a locker problem?*  
See a custodian or Mrs. Schiro, Main Office.
- What if I have lost an article?...What if I want to report a theft?*  
Contact Mrs. Schiro, Main Office.
- How do I put a notice in the bulletin?*  
Pick up form from Mrs. Tafin's desk, Main Office, and contact your coach, class or club advisor to submit notice by 2:15pm for publication next day.
- What do I do to put up a poster?*  
Posters must be approved by Mr. Wells before they are displayed.
- How do I get a refund for a student activity or pay fines?*  
See Mrs. Fessler, ASB Office.
- How do I check on a scheduled activity or athletic event?*  
See Mr. Wells or Mrs. Schiro, Main Office.
- What if I want to use the telephone?*  
Pay telephones are located in the Commons and outside the art room and gym. If you do not have a quarter, you may wish to call collect. A student phone for emergency use is also available in the Attendance Office.
- What if I want to check a bus route or a pick-up time?*  
See Mrs. Ferguson, Guidance Receptionist.
- What if I want to ride another bus home?*  
You must have a note from home. See Mrs. Schiro, Main Office, for a bus pass.
- How do I obtain a parking sticker?*  
Junior/seniors, see Mr. Tomaras, Main Office.
- How do I obtain a guest pass for a dance?*  
Prior to dance, see Mrs. Schiro, Main Office. Guests must be approved by administration and show picture ID before entry.
- Who do I see about scholarships?*  
See Scholarship Bulletin Board/Guidance Office.
- How do I register to vote?*  
Forms are available in the Main Office.

### People You Should Know- Administrative and Guidance Staff

Principal.....	Mr. Steve Wilson
Class of '99 Associate Principal.....	.....
.....	Dr. Cinda Morrison
Class of '98 Associate Principal.....	.....
.....	Mr. Brad Sprague
Class of '97 Associate Principal.....	.....
.....	Mr. Rick Wells
Professional & Technical Education (PTE).....	.....
.....	Mr. Dale Green
Sophomores/Juniors (L-Z) Class Dean.....	.....
.....	Mr. Gus Tomaras
Seniors/Juniors (A-K) Class Dean.....	.....
.....	Mr. Ben Brumfield
Attendance.....	Mr. Sherm Coulon
Class of '99 Counselors.....	Mr. Jerry Lundberg
.....	Ms. Kathy Hamill
Class of '98 Counselors.....	Mr. Dennis Cruchon
.....	Mrs. Pat Hall
Class of '97 Counselors.....	Mrs. Mary Lidstrom
.....	Mrs. Denise Haegele
Career Counselor.....	Mrs. Fran Olin
School Nurse.....	Mrs. Mary Pat Wynne
Interventionist.....	Ms. Colleen Griffin

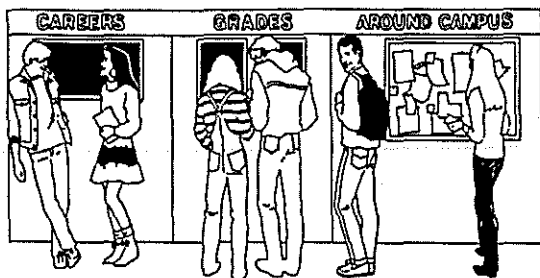


### Office Personnel

Career Center Secretary.....	Mrs. Leslie Amis
Printing.....	Mrs. Sue Armistead
Office Assistant/Book Room.....	Mrs. Susan Baker
Office Manager.....	Mrs. Lynn Duncan
Guidance Office Receptionist.....	Mrs. Karen Ferguson
ASB Bookkeeper.....	Mrs. Connie Fessler
Attendance Office Assistant.....	Mrs. Lousie Galassi
Attendance Secretary.....	Mrs. Nadine Haberman
Volunteer Coordinator.....	Mrs. Tish Iwaszuk
Library Specialist.....	Mrs. Jackie Norris
Main Office Receptionist.....	Mrs. Eileen Schiro
Staff Secretary.....	Mrs. Barbara Shock
Guidance Office Secretary.....	Mrs. Mona Sunderlin
Library Specialist.....	Mrs. Sandy Swanson
Principal's Secretary.....	Mrs. C.J. Tafin
Professional & Technical Educational Secretary(PTE).....	Ms. Kay Travatte
Registrar.....	Mrs. Gloria Woodward



## About SK



The enrollment for South Kitsap High School is approximately 2,500. The school year is 180 days long, divided into three trimester grading periods of 60 days. Each student has the possibility of earning two credits per trimester (1/3 per course), or a total of six credits each year. SKHS operates on an alternating, extended three-period block day (105 min.). Students select six classes per trimester. All students and teaching staff participate daily in a twenty-minute sustained reading program (SKR-South Kitsap Reads).

### **Renaissance: A Program To Promote Academic Excellence Since 1989**

The purpose of *Renaissance* is to recognize students and staff who are achieving academic excellence. Traditionally, our best academic achievers get little more than a "thank you" and a pat on the back. Consequently, the *Renaissance* Program has been established to recognize these students with positive, tangible incentives to acknowledge their hard work. *Renaissance* describes our attempt to motivate all students and staff to strive for excellence. The *Renaissance* Foundation sponsors leadership camps, and student and staff of the month awards.

### **Extra Curricular Activities**

Students must meet scholastic, attendance, and behavior standards listed in the Activities Code. Students who participate in after school activities are expected to have a 3rd block each day, i.e. no early release.

### **Sports**

South Kitsap High School has a well-rounded sports program which encourages all students to participate. All students involved in interscholastic activities at South Kitsap High School are required to sign the activities pledge card and must abide by rules and eligibility standards. The South Kitsap High School Handbook for Student Activities (available from head coaches, advisors, and the Guidance Office) gives detailed explanation of extra curricular regulations.

### **Football**

Coach: Mr. Ed Fisher

### **Girls Swimming**

Coach: Mr. Kimo Streeter

### **Girls Volleyball**

Coach: Mrs. Mary Pugh

### **Girls Basketball**

Coach: Mr. Gary Wilson

### **Boys Tennis**

Coach: Mr. Russ Graham

### **Track**

Coach: Mr. Dan Whitford

### **Girls Tennis**

Coach: Ms. Sue Burklund

### **Golf:**

Coach: Mr. Doug Smith

### **Girls Soccer**

Coach: Mr. Gary Trautman

### **Baseball**

Coach: Mr. Elton Goodwin

### **Boys Basketball**

Coach: Mr. Chris Olsen

### **Girls Fastpitch**

Coach: Mrs. Kathy Ballew

### **Wrestling**

Coach: Mr. Ron Hudiburg

### **Boys Soccer**

Coach: Mr. Robb Parker

### **Boys Swimming**

Coach: Mr. C.J. Scott

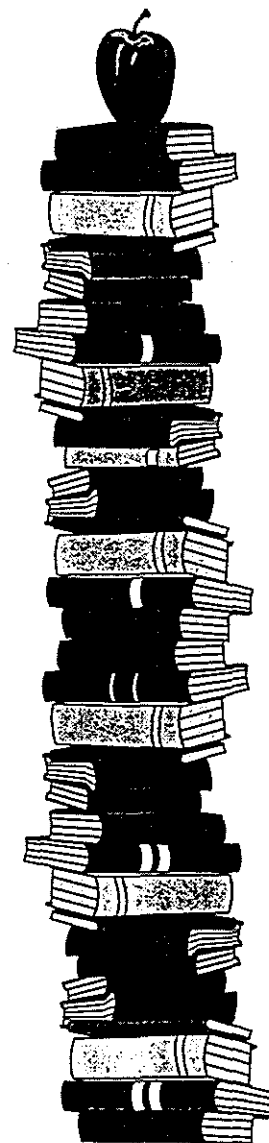
### **Cross Country**

Coach: Mr. Ed Santos

### **Sports Statisticians And Managers**

Statisticians record all the happenings in a sports event. There are statisticians for each sport. They apply to and are selected by the head coaches on the basis of an application and skills. They must be present at turnouts and contests as scheduled by the coach.

The sport managers prepare all equipment for the sport's activities and carry out responsibilities given by the coach. If interested, please apply to the head coach.



### Performing Groups

Cheerleaders Advisor. . . . Ms. Susie Fletcher  
 Drama Advisors. . . . . Mrs. Debi Emans and  
    Mr. Carl Olson  
 Drill Team Advisors. . . . Mrs. Charla Cole and  
    Ms. Kelly Grant

Debate/Forensics  
 Advisor. . . . . Mr. Aaron Lee  
 Instrumental Music  
 Advisor. . . . . Mr. Erin Smith  
 Knowledge Bowl  
 Advisor. . . . . Mrs. Christie Christman  
 Local Music  
 Director. . . . . Mr. Jeff Mitchell



### Clubs, Organizations, Activities

SKHS provides a variety of clubs and activities in which students are encouraged to become involved. Below is a partial list...

#### ASB STUDENT COUNCIL

Advisor: Mr. Jim Fairweather

#### ATHLETIC MEDICINE CLUB:

Advisors: Mr. Patrick Olsen/Ms. Ronee Axlund

#### BICYCLE CLUB

Advisor: Mr. Deug Campbell

#### DISTRIBUTIVE EDUCATION CLUBS OF AMERICA (DECA)

Advisor: Ms. Shanna Murphy

#### FRENCH CLUB

Advisor: Mrs. Margie Josephson

#### FFA

Advisors: Mr. Gary Vetter/Mr. Pat Oster

#### FUTURE HOMEMAKERS OF AMERICA (FHA)

Advisor: Mrs. Elizabeth Lobe

#### GERMAN CLUB

Advisor: Mrs. Diana Heald

#### INTERACT

Advisor: Ms. Michelle Bryant

#### INTERNATIONAL CLUB:

Advisor: Mrs. Ann Smith

#### KEY CLUB

Advisor: Ms. Anna Damiens

#### KNOWLEDGE BOWL

Advisor: Mrs. Christie Christman

#### NATIONAL HONOR SOCIETY

Advisor: Mrs. Christie Christman

#### PROFITS OF UNITY

Advisor: Mrs. Lisa Johnson, Mrs. Martha Herrera,  
 Mr. Xavier Miranda

#### SCIENCE/ENVIRONMENTAL CLUB

Advisor: Mr. Steve Cobb

#### SPIRIT CLUB

Advisor: Ms. Michelle Bryant

#### VIDEO CLUB

Advisor: Mr. Pete Freyman

#### VOCATIONAL SERVICE CLUBS OF AMERICA (VICA)

Advisors:

Automotive  
 Graphic Arts  
 Photography

Mr. Tom Warren  
 Mr. Charles Sams  
 Mrs. Janet Neuhauser

#### WRITERS CLUB (PARADOX)

Advisor: Mr. Tom Juvik

## Graduation Requirements

### Accreditation

South Kitsap High School has the distinction of being accredited by the Northwest Association of Schools since 1943. It is also accredited by Washington State.

### What Do I Have To Do To Graduate?

The South Kitsap School District has new state standards for graduation from SKHS. The state board sets minimum requirements for graduation (WAC 180-56-021), but gives the local school boards the authority to develop reasonable additional graduation requirements. A minimum of five credits must be earned in the 9th grade. The following are the course and credit requirements for graduation from South Kitsap High School. A complete description of requirements for classes is covered in South Kitsap High School Course Description Guide, "On Track."

		<u>available in grade.</u>
World History	1 credit	9,10
Language Arts	4 credits	9,10,11,12
U. S. History	1 credit	11
WA State History	1/3 credit	10,11,12
Senior Social Studies	1 credit	12
Laboratory Science	2 credits	9,10,11,12
Career Education	1 credit	9,10,11,12
Math	2 credits	9,10,11,12
Physical Education	2 credits	9,10,11,12
General Electives	7 2/3 credits	9,10,11,12
(including restricted elective)	22 credits (minimum)	

\* One trimester of course work equals 1/3 credit. One year equals one credit.

\* Advanced placement and honors classes are available.

\* The class of '99 will be required to take 2 trimesters of science if one semester is taken at the jr. high level. Eighth grade P.E. may be substituted for the 2nd semester of 9th grade P.E. requirement.

A student who elects a year-long class must remain in that class for three trimesters. After successfully completing three trimesters, the student will receive one credit.

A grading system has also been mandated by the State. It is used in calculating grade point averages and rank in class as follows:

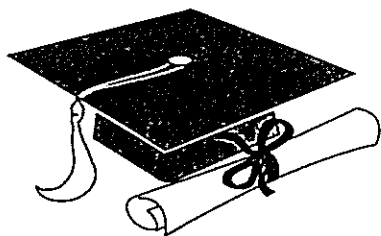
A = 4.0	C = 2.0
A- = 3.7	C- = 1.7
B+ = 3.3	D+ = 1.3
B = 3.0	D = 1.0
B- = 2.7	F = 0.0
C+ = 2.3	

#### Grading Percentages

100-93 = A	77-73 = C
92-90 = A-	72-70 = C-
89-88 = B+	69-68 = D+
87-83 = B	67-63 = D
82-80 = B-	62-60 = D-
79-78 = C+	

#### Participation In Commencement Exercises

In order to participate in South Kitsap High School commencement exercises, students must have met the requirements for graduation prior to the date of exercise, be in attendance the third trimester of the senior year, and be in good standing with South Kitsap High School through the commencement date.



## More Stuff To Know...

### Accidents/Emergency Situations/911 Calls

Every accident on the school grounds or at events, sponsored by the school, must be reported immediately to the staff person in charge or available school authority. School staff will try to reach parents if a serious injury occurs. All serious conditions or injuries will result in 911 calls by administrative staff. Medical and emergency transportation costs are the responsibility of the parents/guardian.

### Assemblies

Throughout the year, the administration, faculty and student will provide assemblies which will be informative and entertaining. Assemblies must be approved and scheduled through the administration.

### Book Room/Book Fines

The book room is open during the last 15 minutes of each lunch period and for 15 minutes after school for checking out/returning required classroom books. A barcoded student ID card is given to each student and is required to check out books (with \$2 payment, this will also become student's ASB card - necessary for all extra-curricular activities). It is the responsibility of the student to check out/in a book. When a class is completed, the book must be returned to the book room to avoid a fine being assessed. If the book is returned after the fine has been assessed, a 10% service/restocking fee will be charged. If the card is lost or defaced, a \$5.00 replacement fee must be paid at the ASB Office. A book card with ASB verification will have an additional \$2.00 replacement charge.

### Campus Parking

All parking on the campus of South Kitsap High School is prepaid, non-reserved parking. Parking is a privilege, not a right and will be dealt with on a "first come, first served" basis. It is the expectation that every student parking on campus be courteous, honest and respectful, and have a positive response toward parking policies, regulations and requests.

The vehicle must have a valid State of Washington registration. Student must possess a current valid Washington State driver's license and carry the minimum, state-required, proof of insurance coverage at all times. Student and parent will read and sign the Parking Consent Policy and pay parking fee. Violators will be towed at owners expense. South Kitsap High School is not responsible for any towing costs.

It is the responsibility of the student to immediately notify South Kitsap High School office personnel if a vehicle other than the original vehicle registered is parked on campus. Questions related to parking should be directed to Mr. Tomaras or Mr. Kanouse.

The South Kitsap School District is not responsible for damage to, or theft from, vehicles parked on school grounds.

### Balloons and Flowers

Personal deliveries of balloons and floral bouquets will not be accepted. They are found to be disruptive to the educational process.

### Career Center

Students are encouraged to use the services of the Career Center to assist with their high school and post-high school career planning. The following services are provided: career information, career searches, community college information, military information, four-year college and university information, interest surveys, vocational school information, apprenticeship information, Tech Prep information and part-time job board.

### Guidance Services

The purpose of the guidance services is to provide consultant service to the students on their personal, educational, vocational needs and problems. Individual conferences and support group programs are available (for example, grief support, self-esteem, career planning). Students are encouraged to take advantage of the many services offered by the Guidance Office. Drug and alcohol counseling is available for all students.

### Daily Bulletin

The bulletin will be read every day at the beginning of first block. Teachers will post the bulletin in their classroom. It is important to be aware of bulletin information on a daily basis. Students not in a first period class should read the posted bulletin in the Attendance or Guidance Office.

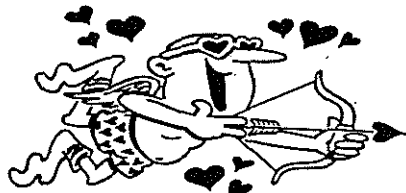
If your group wishes information in the bulletin, have your advisor approve and submit it to the Main Office no later than 2:15pm the day prior to publication. Announcements will not be repeated more than two days, and may be edited by office staff.

### Dances

SKHS student organizations desiring to sponsor a dance will be required to obtain permission from the ASB and Mr. Wells. Dances are intended for South Kitsap High School students. However, permission may be obtained for guests at designated dances if prearranged with class administrator. Guests must receive prior approval (1 week) from class administrator. Any alcohol/drug related involvement at dances will result in automatic exclusion from the next dance and may result in permanent exclusion from future activities.

### Displays of Affection

South Kitsap High School is a public place. We expect our students to conduct themselves accordingly. Inappropriate displays of affection are not acceptable.



### Harassment/Intimidation

South Kitsap High School will not tolerate any general harassment or intimidation. Harassment/intimidation results in increased absenteeism, inefficiency, and loss of productivity among staff and students. This school will take an affirmative role in protecting students and staff from any type of harassment or intimidation.

Unlawful sexual harassment is defined as follows: *Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature.* Any act of this nature is prohibited on school property and/or at school events. It will result in discipline, suspension, or expulsion. It applies to all persons, regardless of gender or age. Reprisals (revenge) for reporting harassment against the person who reported it is illegal. False claims of harassment are also illegal. Know your rights and responsibilities. The complaint process should be started as soon as possible (within 24 hours - the sooner the better). All reports and investigations will remain confidential. To initiate a complaint, see your class administrator, dean, or counselor.

### Library

HOURS: 6:45 am - 3:15 pm daily, unless otherwise posted.

Students are encouraged to use the library for quiet study and/or reading. In order to maintain this atmosphere, food, drink, and games are not allowed.

Students are welcome to use the library during regular class hours. They will be expected to bring a pass, sign in and out, and sit at a designated pass table during this time. If a student has a late arrival or early dismissal, he/she must have a pass from their respective class dean.

In order to check out materials from the library, students need to have their ID card with them. The library circulation system does not function when student ID numbers are typed into it. Students are responsible for anything borrowed with their ID cards.

### Release of Student Information

Addresses and phone numbers may be released to non-school personnel. This information may also be released to armed services for purposes of recruiting unless a request in writing not to share information is given to the Career Office.

### Fees and Deposits

Students will be charged for material used in making projects that are taken home such as woodshop, photo, and art projects. Professional technical, and art classes will provide fee cards which students can buy. Advanced placement classes may have additional charges for materials and books.

Fines will be charged in cases where students lose or damage school equipment, property or materials. Diplomas will not be issued, nor transcripts sent until all fees/fines are cleared for all grades 9 through 12. You will be charged \$1.00 for any transcript in excess of five.



### School Transportation

All students attending the South Kitsap Public Schools and meeting the eligibility requirements for bus transportation prescribed by the district have the privilege to use the transportation facilities of the district. (RCW 28A.2A.060)

The "Rules for Students Riding School Buses" is published annually by the Superintendent of Public Instruction and such other rules as approved by the South Kitsap Public Schools. Student rules shall be made available to each student in the South Kitsap Schools at the beginning of each year. Students abusing this riding privilege may have it revoked.

South Kitsap High School Skill Center students will be issued an identification card each trimester, which will allow them to ride the Skill Center bus. They are expected to carry this card daily to ride the Skill Center bus.

### Student Grievance/Complaint Procedure

If a problem between a student and a staff member cannot be resolved by a student, staff and counselor conference, the following procedure should be followed:

1. A written statement from parent identifying the problem is given to the grade level administrator.
2. Grade level administrator will investigate and make a decision.
3. Decision of grade level administrator may be appealed to principal.

### Telephone Use

Students are not permitted to use the office telephones except in cases of emergency. Pay phones are provided for student use and are located in the Commons and outside the art room and gym. Students are not permitted to leave class to use the phone. Only parent or guardian phone messages are permitted.

## Student Policies

### Essential Student-Related Policies

Several School Board policies are of interest to students, e.g., regarding student rights and responsibilities, equal educational opportunities, teacher authority, discipline, medication, student records, and visitors. These policies are all bound in a separate booklet, available upon request from either the Main Office or the Guidance Office.

### Attendance Policy

**Grades:** Grades in all classes may be affected by absences. To decrease the impact, time/work must be made up for all excused absences. Unexcused absences/truancies may not be made up. Extenuating circumstances (i.e., extended illness/medical problems) will be given consideration by the class administrator if written verification is provided in a timely manner.

It is the students responsibility to obtain all work, which can be made up, from their teachers immediately upon returning to school.

**South Kitsap District Policy:** A student's attendance and/or participation is considered an integral part of the educational process. Tardiness and/or absences may have an adverse effect upon the student's academic grade and/or credit.

**Attendance:** In compliance with Washington State Law, each student shall be expected to be in school each day except in case of his/her personal illness. Parents are discouraged from requesting a pupil's absence for reasons other than prescribed by law. In January 1995 the state legislature passed the "Becca Law" which orders schools to file a petition in Juvenile Court each time a student has five "unexcused" absences in a month or ten "unexcused" absences in a school year.

**Returning to School After an Absence:** Upon returning to school after an absence, students are required to sign in at the Attendance Office with a note. A student must obtain an admit slip from the Attendance Office prior to going to class. If a student does not bring a note within 3 days of the absence, it will be considered unexcused and may result in a truancy.

Each student shall report to each of his/her classes on time as scheduled. Any student who is ill, injured, etc., must report to the Attendance Office. Failure to attend a class without permission from school personnel will result in a truancy.

**Off-Campus:** Prior to the 1st block each day (7:00-7:25am), a student who is leaving campus for a non-school activity must check out through the Attendance Office by bringing a note signed by parent/guardian. Every effort should be made to arrange for medical and dental appointments outside of the school day. An "off-campus" will counted as an absence from class.

**18 Year Old Students-Attendance:** 18 year old students with both parents' permission and approval of the Attendance Dean, Mr. Coulon, may write their own excuse notes. This privilege may be revoked if abused.

**Early/Late Releases:** Early and late releases are discouraged at SKHS. A senior may request, with parent approval, one period of early/late release per trimester (total of three per year). Exceptions must be approved by class administrator. Exceptions may be granted for: 1. Student living on own and he/she is the only means of support (needs to be verified). 2. Medical reason verified by letter from doctor or physician. 3. Running Start Student. 4. A student whose class has already graduated. Students requesting an early/late release must be on line to graduate and must provide their own transportation.

Late-arrival students should arrive on campus no earlier than 15 minutes before the start of their class and early-release students must leave campus immediately after final class.

**Tardies:** A tardy is defined as not being in class before the bell sounds. Students who are tardy to a class will be disciplined by the teacher of that class. The **FIRST** tardy may result in a warning and be recorded in the grade book. The **SECOND** tardy, the teacher will conference with the student and record it in the grade book. The **THIRD** tardy, the teacher will call home and inform parent/guardian of the student's behavior. Contact will be documented.

If the student continues to be tardy, he/she will be sent to the Attendance Dean with a written referral from his/her teacher. The referral must have dates of previous tardies and the date parent/guardian was contacted. The student will be given a short term suspension of one day. On the second referral from that class, the student may be given a short term suspension of 3 days and/or have class schedule modified. Upon receiving a third referral from that class, the student may receive a long term suspension with possible loss of credit/grade from all his/her classes.

### Closed Campus

South Kitsap High School has a closed campus, which means that students are required to remain on campus from the time of arrival until departure at the end of the school day. Students must check in/out in the Attendance Office if arriving late or leaving early for any reason. Early dismissals must be approved in the Attendance Office before the 1st block tardy bell. If students ride school transportation, they may not leave campus after arriving in the morning, or before boarding bus at the end of the school day.

### Dress

State Health Regulations require wearing shoes in public buildings. Students are asked to wear clothes which are neat, clean, and suitable for school. Clothing which interferes with, or distracts from the educational process, or depicts something illegal or lewd is not acceptable. Administrators reserve the right

to deem attire inappropriate to preserve health, safety, and welfare of the school environment. Students will be asked to change their clothing or will be sent home. Failure to comply will result in further discipline.

Classroom teachers may require removal of hats in the classroom, which is supported by the administration.

### End of Trimester Testing

Students leaving early will be expected to make up tests/performance assessments upon their return. These will be made available by the teacher through the Main Office. Tests/performance assessments will be scheduled during the last two days of each trimester.

### Exchange Students

All foreign exchange students will be placed at the age-appropriate grade level. Foreign exchange students of senior standing will be permitted to receive a certificate of attendance, but not a diploma. They will be eligible to take part in all senior end-of-year activities and participate in the graduation ceremony.

### Home Teaching

Up to three courses will be offered in home/hospital instruction to those students who are out of school for medical reasons. A doctor's authorization is required. Notify the class dean for this request.

### Medication at School

When a student is under the care of a physician and it is necessary for the student to take medication during the school day, these procedures are to be followed:

1. Form #157 is obtained from the Attendance Office. The parent completes and signs the form, which includes a waiver of liability.
2. The form is completed and signed by the physician.
3. The parent will send to the school the completed form and the medicine in the original container. Only the required number of doses will be sent to the school. The remaining medicine should be kept at home in another container, properly labeled.
4. This includes aspirin and all other patented pain relievers.
5. Medication is disposed of at the end of the school year, unless claimed on the last day of school. School staff will assist, but is not responsible to administer medication during the school day.

### Personal Entertainment-Communication Devices

Students are not permitted to bring: radio/tape/CD players, headphones, TV's, "beepers", or cellular phones to school.

### Progress Reports

Progress reports from teachers may be sent anytime between marking periods to parents of students who need some type of special attention. These reports do not necessarily mean that a student is failing. Parents may request in writing, a weekly progress report that the student will obtain from the counselor at the end of the week.

### Restricted Areas

During school hours, students are not permitted in the parking lot, swimming pool area, tennis court area, athletic fields or the front lawn, sidewalk or adjacent property. Student use of halls will be restricted during lunch times. Being in a restricted area may result in disciplinary action.

### Schedule Change

The SKHS Guidance Department will make every attempt to create a schedule based on student course selections. Only students that have turned in registration sheets on time and have obtained proper signatures, may request a schedule change. Schedule changes must be completed prior to the beginning of each trimester. Schedule changes may be considered for: 1. Changing an elective, based on available space. 2. Changing an inappropriate class (i.e., wrong math class, lacking prerequisite).

A student may withdraw from a class during the first two weeks of the course. Withdrawing from a class does not guarantee another class may be added. Withdrawing after 10 school days, for any reason, will result in a penalty "F" grade, unless such withdrawal is due to an emergency or medical reason. Once removed, a student may not return to that class for credit that trimester nor will he/she be able to add another class.

### Visitors

Due to over crowded conditions, student visitors will not be allowed during the school day. If visitors accompany a student to school, the visitor(s) will be expected to leave the campus.

## Student Conduct

It is the expectation of the South Kitsap High School staff that every student be courteous, honest, respectful, punctual, and have a positive work ethic towards school. The staff and students are in an educational environment in which respect and cooperation help build a positive attitude towards education. South Kitsap High School has a zero tolerance policy for violent behavior. Ethnic harassment or intimidation will NOT be allowed.

Any pupil who willfully performs or fails to perform any act which materially and substantially interferes with, or is detrimental to, the orderly operation of a school - sponsored activity or any other aspect of the educational process within the district, shall be subject to discipline, suspension or expulsion by authorized school personnel. Such acts or omissions shall include, but not be limited to, those enumerated below.

1. The following acts or omissions by a student, on or off school premises, at school or school-sponsored activity, shall constitute sufficient cause for discipline, suspension or expulsion: disruptive conduct; disobedience to the reasonable instructions of school authorities; vulgarity or profanity; use, sale, or

possession of alcoholic beverages, tobacco, drugs, or narcotics; destruction or defacing of school property; extortion or intimidation of another student or staff member; assault on another student or staff member; theft; possession or use of any dangerous weapon or object; and the commission of any criminal act as defined by law.

2. Gang Activity or Affiliation: Gangs are groups which identify themselves in some negative manner, generally with signs, symbols, and dress, and engage in criminal activity.

Any student wearing, carrying, or displaying gang paraphernalia, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance or school routine of another student shall be subject to disciplinary action (resulting in a long-term suspension for the remainder of the trimester.)

3. Dangerous Weapons or Explosive Devices: Any student in possession of a dangerous weapon or explosive device(s) on school property or at a school-sponsored event, shall be subject to suspension or expulsion. Any student in possession or use of a firearm shall be expelled. School properties marked as "Gun and Drug Free Zones" carry enhanced penalties as prescribed by law. In these zones penalties extend to 1000 feet of school district property.

Dangerous weapons include, but are not limited to, the following: any firearm or replica, any knife, any club, knuckles, leaded gloves, chains, padlock/bandana combination, weighted striking devices or any such device which could inflict serious bodily harm. Any martial arts fighting device that shall include but not limited to, throwing stars, forks, swords or num-du-ka sticks. Any air gun, including any air pistol or air rifle designed to propel a BB, pellet or other projectile by the discharge of compressed air, carbon dioxide, or other gas or spring.



## Progressive Discipline

Our primary objective is to provide a safe school environment. Progressive discipline is used to improve student behavior and guarantee the right to due process.

All discipline issues are accumulative throughout a student's high school career, with the exception of tardies and absences. Tardies and absences are dealt with on a trimester by trimester basis. In an attempt to move our discipline process to a system that serves the purpose of all involved, students, parents, and staff, discipline is administered in two ways - violations and levels. Infractions may result in discipline which includes detention, Saturday School, short term suspension, long term suspension, or expulsion.

Violations are applied to all student conduct with the exception of truancies and misbehavior, which are dealt with in levels. A level may be determined by the seriousness of the offense and the number of offenses. A student can be disciplined at any level. The following section identifies major disciplinary areas.

### Cheating

Any student caught cheating will be referred to the grade level administrator for the first offense. If a second violation occurs, the student will be dropped from class and receive a penalty grade. Parents will be notified and no credit will be received.

Cheating includes, but is not limited to the following:

- \* Submitting any part of another's work as one's own.
- \* Making any effort to distribute class assignments or test information without teacher permission to another student (written or verbal).
- \* Misuse of any periodical, literary or internet source.

### Drug and Alcohol Assessment for Disciplinary Infraction

A drug and alcohol assessment may be initiated in lieu of a long term suspension that has been imposed for disciplinary reasons. If the option of drug and alcohol assessment is taken in lieu of suspension, the recommendations of the assessment must be followed and the student will attend Risk/Reduction class or the suspension will go into effect.

### Misconduct

Administrative discipline can enter at any level depending on the severity of the misbehavior/classroom referral. Some examples of misconduct are: cheating/plagiarizing assignments, classroom referrals, destruction of school property, disobedience to reasonable requests of school staff, fighting, fraudulent phone messages or forged notes, harassment (verbal, sexual or physical), immoral conduct, inappropriate displays of affection,

insubordination, restricted area and closed campus violations, vulgarity/profanity, or any criminal act as defined by law.

- 1st level - Verbal or written warning by staff
- 2nd level- Student is given written referral by staff. Student has a conference with dean. The referral is sent home.
- 3rd level- Student has discipline conference with dean. Progressive discipline sanctions will be imposed as a result of the conference and notice given to parent. Any student involved in a fight at school or school-sponsored event faces automatic 5 day suspension.
- 4th level- Long term suspension or expulsion for the balance of the trimester and loss of academic grades.

### Restricted Area - Closed Campus

Being in a restricted area or leaving campus without permission during school hours will result in the following progressive discipline.

- 1st violation- Warning and parent contact (phone and note). One detention may be assigned.
- 2nd violation- Discipline conference, parent, student, administrator. Progressive discipline sanctions will be imposed in the form of a 1 to 5 day short term suspension.
- 3rd violation- Suspension for the balance of the trimester - loss of academic grades.

### Sale, Use or Possession of Substances

Students will not possess, use, or be under the influence of alcohol, drugs, narcotics, intoxicants of any kind, substances purported to be the same as and/or related paraphernalia on school grounds, at, on, or off-campus school-sponsored activities, enroute to and from school, and/or while attending school. Behaviors listed above are against the law. Violation of the policy will result in:

#### SALES:

*First Violation:* Sale or distribution of any drug, alcohol, controlled or mind/behavior-altering substance, or substance represented as mind/behavior altering will be grounds for:

1. Parent conference with administrator and other staff as appropriate.
2. Referral to a law enforcement agency by administrator, when appropriate.
3. Emergency expulsion.

#### USE OR POSSESSION:

*First Violation:* Possession and or use of any drug, alcohol, controlled or mind/behavior-altering substances, or substance represented as mind/behavior-altering or drug paraphernalia will be grounds for:

1. Parent conference with administrator and other staff as appropriate.
2. Referral to a law enforcement agency by administrator when appropriate.
3. A long-term suspension of up to sixty days from school with loss of academic credit for that grading period, and completion of the Risk/Reduction class. The administrator may reduce the suspension to a short-term, out-of-school suspension with no loss of credit opportunity if the student and family agrees to participate in a drug/alcohol assessment provided by a state certificated



drug/alcohol counselor and follow his/her recommendations.

4. If a student re-enrolls, Risk/Reduction class is mandatory.

In the event that the recommendations of assessment are not followed (or the student fails to attend the Risk/Reduction class), the student will be placed on probationary status. Any future violation of any portion of Student Conduct Policy 3330 will be grounds for a long-term suspension.

**Second Violation:** Possession and/or use of any drug, alcohol, controlled or mind/behavior-altering substance, or substance represented as mind/behavior altering or drug paraphernalia will be grounds for :

1. Parent conference with administrator and other staff as appropriate.
2. Referral to a law enforcement agency by the administrator, when appropriate.
3. An expulsion may be in abeyance if the student and family agree to a drug/alcohol assessment provided by a state-certificated drug/alcohol counselor and follow his/her recommendations satisfactorily.

Reductions in suspension or withholding of expulsion may be revoked whenever a student fails to demonstrate compliance with expectations of the program outlined by the state certificated drug/alcohol counselor.

In the event that the student and family is not in agreement with the results and recommendations provided by a single assessment agency, they may seek and provide a second opinion from a state-certificated drug/alcohol agency. This assessment will be only considered valid if the second agency is provided with the documentation and findings of the initial assessment prior to the second evaluation.

#### Transportation Infractions

Any misconduct by a student, which in the opinion of the bus driver, is detrimental to the safe operation of the school bus or endangers the safety or welfare of fellow students may be sufficient cause for suspension of bus riding privileges. In addition, when a student refuses to give his or her name to a school bus driver upon request, the student will be advised that he or she will not be permitted to ride a school bus to or from school the next day or until there is a meeting with the appropriate administrator, driver, student, and parent.

#### Truancy

Truancy is defined as being absent from any part of a class without permission, abusing hall pass privileges, leaving school without checking out at Attendance Office or failing to provide a note from parent/guardian to verify any absence. A student who is truant all day or any part of the day will be disciplined pending parental contact and a conference. Time and work missed due to truancy may have a negative effect on grade. Truancy is accumulative throughout the high school attendance career.

1st Level - Conference with Dean/Administrator and may

result in detention.

- 2nd Level- Conference with Dean/Administrator, One Saturday School.  
3rd Level- Short term suspension - Parent/Dean/Administrator Conference.  
4th Level- Long term suspension for the balance of the trimester and loss of academic grades.

Student demonstrations or skip-days that cause absence from class and/or disrupt the educational process will be treated as a second level truancy or higher if previous truanancies have been recorded. South Kitsap High School does not sanction any skip day.

#### Use of Tobacco

Tobacco use on school property by anyone is a violation of State law. The use of tobacco on campus, adjacent property, or at a school sponsored activity away from school is a violation of school policy and is accumulative throughout your high school attendance. Disciplinary action will be taken as follows:

- 1st violation- One-day short-term suspension and parent contact (phone or note).  
2nd violation- Suspension for the balance of the trimester, loss of academic grades.



## SOUTH KITSAP HIGH SCHOOL ACTIVITIES CODE

Any student participating in athletics and/or activities are subject to Progressive Discipline in addition to the Activities Code.

I. **TOBACCO.** The use of tobacco in any form by students participating in any extracurricular activity at any time is not allowed and will result in probation and cause loss of participation in the next two interscholastic competitions or public performances for two weeks.

II. **ALCOHOL.** Any student participating in any extracurricular activity consuming, possessing or selling alcoholic beverages will be removed from all extracurricular activity (including practice or rehearsal) for a period of three weeks and may be dismissed for the remainder of the season.

III. **DRUGS.** Any student participating in any extracurricular activity using, selling, in possession of, or under the influence of non-prescribed drugs or narcotics will be removed from all extracurricular activity (including practice or rehearsal) for a period of three weeks and may be dismissed for the remainder of the season.

IV. **THEFT.** Any student participating in any extracurricular activity involved in theft will be removed from all extracurricular activity (including practice or rehearsal) for a period of three weeks and may be dismissed for the remainder of the season.

V. A student participating in any extracurricular activity involved in an incident which is considered poor citizenship at school, at school-sponsored activities, or at other schools' activities will be placed on probation and cause loss of participation in the next two scholastic competitions or public performances.

VI. A student participating in any extracurricular activity will abide by specific rules formulated by the coach or advisor who has the prerogative to discipline a participant for violation of those rules.

VII. If a student is excluded from school for disciplinary reasons for any length of time during a specific activity season, he/she will be placed on probation and cause loss of participation in the next two interscholastic competitions or public performances.

VIII. If a participant is on probation or suspension at the end of an activity season, he/she may forfeit the privilege of earning a school letter, certificate or award.

## PROCEDURE FOR DISCIPLINARY ACTION

I. The head coach/advisor, principal and/or associate principal and activities director shall jointly make decisions in relation to disciplinary action resulting from violation of the activities code.

II. The student participating in any extracurricular activity will be notified of the reason(s) for any disciplinary action. Also, he/she will be notified how he/she may make necessary corrections.

III. Parents will be notified of probation, removal or dismissal status in writing.

IV. Appeals of disciplinary actions should be promptly directed to the principal. Appeals will be subject to Due Process Rights under WAC 180-40-240 and District Policy 5341 dealing with discipline.

## ETHNIC DIVERSITY

Students of all races and cultural diversity are represented in our student body. All students are expected to treat each other with dignity as they go through their day. Everyone is encouraged to continue to develop a respect and an understanding for the contributions of all people in our society.

TITLE IX INFORMATION  
Provided for Parents, Students and Employees of  
South Kitsap School District #402

In 1972 Congress passed Title IX of the Education Amendments which prohibits sex discrimination in federally assisted programs. On May 27, 1975, President Ford signed the final version of the regulations which govern that legislation.

What is Title IX? Title IX is the portion of the Education Amendments of 1972 which prohibits sex discrimination in federally assisted education programs. Specifically, Title IX states:

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance."

The governing regulations—effective July 21, 1975 — cover all aspects of sex discrimination in schools with regard to admissions, treatment of students, and employment.

In an effort to comply with Title IX, South Kitsap School District reaffirms District Policy #450 that no person shall, on the basis of sex, race, color, creed, national origin, marital status, age or the presence of any sensory, mental, or physical handicap, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program, activity, or employment.

In a further effort to comply with Title IX, South Kitsap School District has appointed Ms. Rita Readeau to coordinate its Title IX effort. Ms. Readeau can be reached at the District Administration Center, 1962 Hoover Avenue SE, Port Orchard, or by phoning 876-7300.

In further conformity with Title IX, the following grievance procedure will be used in reference to questions or complaints, raised by students of the District, dealing specifically with Title IX.

## TITLE IX: STUDENT GRIEVANCE PROCEDURE

I. **Definition:** A "grievance" shall mean a complaint which has been filed by a student or by a student's parent on his/her behalf, dealing specifically with Title IX. This grievance procedure is not applicable to situations for which other appeal and adjudication procedures are provided in state laws or in which the Board is without authority to act.

2. **Purpose:** The primary purpose of this procedure is to secure, at the earliest level possible, equitable solutions to a claim of a complainant, if the claim is justifiable. The proceedings shall be kept confidential at each level of this procedure.

3. **Time:** The number of days indicated at each level shall be regarded as a maximum and every effort shall be made to expedite the process. However, the time limits specified may be extended by mutual agreement of the complainant and the administration.

## Level One:

A. The student shall make an oral request stating the alleged violation to the teacher involved. If the allegation is not resolved, the student shall:

B. Present to the building principal a written report of the alleged violation. The building principal shall reply to the student within 10 working days. If the allegation is not resolved the student shall:

## Level Two:

A. Present to the district Title IX compliance officer, a written report of the alleged violation. The compliance officer shall make a thorough investigation and submit a written report and recommendation to the district superintendent.

B. The district superintendent shall respond in writing to the complaining party as expeditiously as possible, but in no event later than 30 calendar days, following the compliance officer's report.

C. In the event a complainant remains aggrieved as a result of action or in-action of the district superintendent, he/she shall:

## Level Three:

A. Within 10 days of receiving written notice from the superintendent, file a written notice of appeal with the secretary of the board of directors.

B. The board of directors shall schedule a hearing on or before the 20th day following the written notice of appeal.

C. In the event a complainant remains aggrieved with the decision of the local school board, he/she may:

## Level Four:

A. Appeal the board's decision to the State Superintendent of Public Instruction.

B. A written notice of appeal must be received by the State Superintendent on or before the 10th day following the date upon which the complainant received written notice of the school board's decision.

4. **Withdrawal:** A complaint may be withdrawn by the complainant at any level without prejudice or record.

5. **Hearing and Decisions:** At each of the above four levels the complainant shall be given the opportunity to be present and to be heard. All decisions at each level (with the exception of Level One-A) shall be in writing and shall include supporting reasons. Copies of all decisions and recommendations shall be furnished promptly to all parties of interest.

6. **Retaliation:** No reprisal of any kind shall be taken by or against any party of legitimate interest or any legitimate participant in the grievance procedure by reason of such participation.



## APPENDIX C

## PILOT SURVEY INFORMATION

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### High School Language Arts Values/Morals Teaching Questionnaire

Directions: Answer each question briefly or check correct answer.

Do you think it is important for language arts teachers to teach values/morals? yes / no

Do you have any specific language arts classes just on values and morals? yes / no

What specific units in your language arts classes do you have on values or morals? \_\_\_\_\_

Directions: Please check values/morals taught in each of the following areas:

	honesty	respect	responsibility	compassion	self-discipline	perseverance	giving
class syllabus	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
class expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
grading system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
school policy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
research	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
school newspaper	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
school yearbook	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
literary magazine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
class themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
literature themes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
cooperative learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
homework	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
final performances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
service projects	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
other _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How important do you think the **teacher as a role model** is in the teaching of morals and values? \_\_\_\_\_

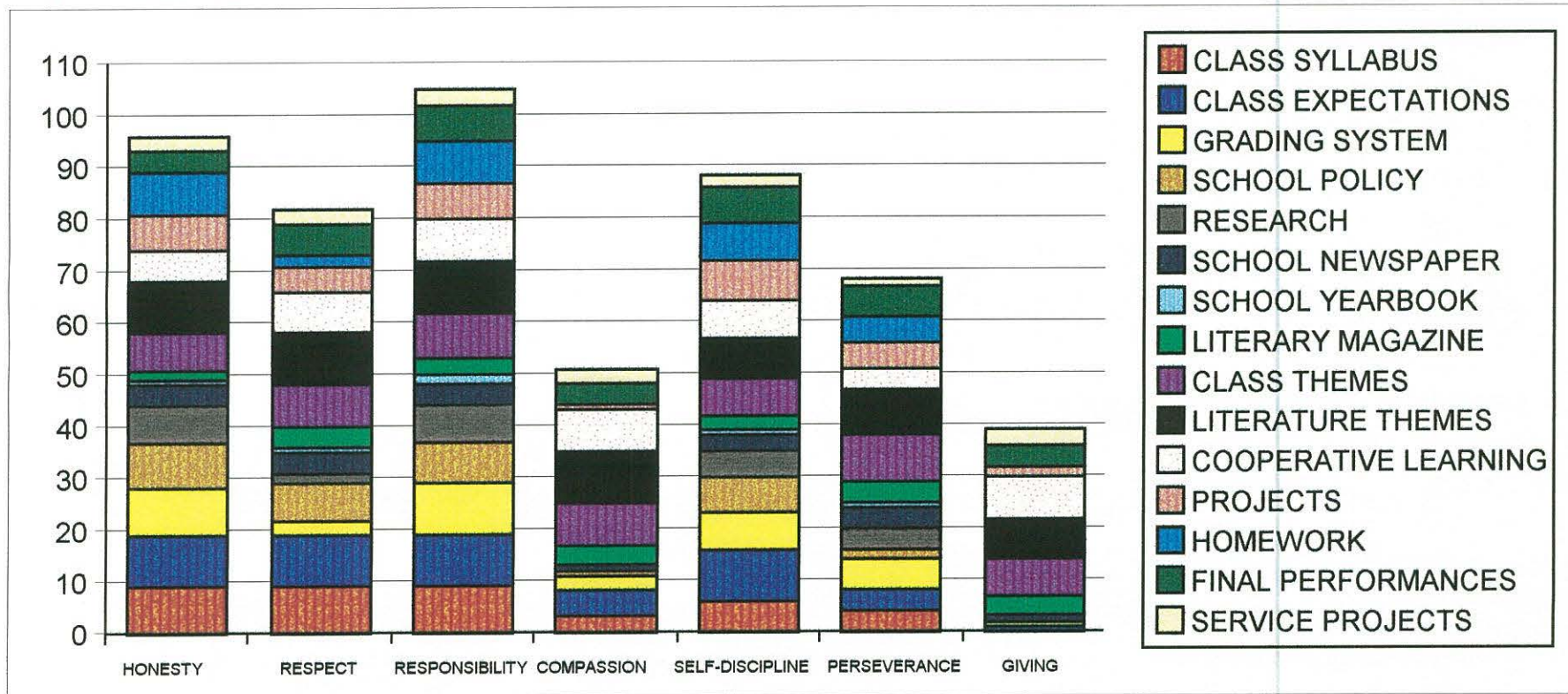
What do you think is the **most important moral/value to teach**? \_\_\_\_\_

What would you include in a model values/morals language arts curriculum? \_\_\_\_\_

**Thank you. Please return questionnaire even if you did not complete each item.**

## SOUTH TEXAS PILOT

	HONESTY	RESPECT	RESPONSIBILITY	COMPASSION	SELF-DISCIPLINE	PERSEVERANCE	GIVING
CLASS SYLLABUS	9	9	9	3	6	4	0
CLASS EXPECTATIONS	10	10	10	5	10	4	1
GRADING SYSTEM	9	3	10	3	7	6	1
SCHOOL POLICY	9	7	8	1	7	2	0
RESEARCH	7	2	7	0	5	4	0
SCHOOL NEWSPAPER	4	4	4	1	3	4	1
SCHOOL YEARBOOK	1	1	2	0	1	1	0
LITERARY MAGAZINE	2	4	3	4	3	4	4
CLASS THEMES	7	8	9	8	7	9	7
LITERATURE THEMES	10	10	10	10	8	9	8
COOPERATIVE LEARNING	6	8	8	8	7	4	8
PROJECTS	7	5	7	1	8	5	2
HOMEWORK	8	2	8	0	7	5	0
FINAL PERFORMANCES	4	6	7	4	7	6	4
SERVICE PROJECTS	3	3	3	3	2	1	3



## APPENDIX D

**INFORMATION OBTAINED FROM SELECTED SCHOOLS**

.....



**SAME AS PAGE 65**



## CENTRAL WASHINGTON UNIVERSITY

Department of Teacher Education Programs

May 7, 1997

Mary-Margaret McHugh-Shuford  
Language Arts Department Chair  
South Kitsap High School  
425 Mitchell Avenue  
Port Orchard, WA 98366

Dear Ms. McHugh-Shuford:

During our telephone conversation last week, I expressed my concern about the lack of morals/values that I see in high school students. I also told you about the master's degree project that I have undertaken at Central Washington University. The purpose of my project is to develop a model curriculum for integrating morals/values education into secondary level language arts instruction.

I would appreciate knowing how morals/values are taught in your language arts department. Would you be so kind as to fill out the following questionnaire and return it to me as soon as possible in the enclosed, postage paid envelope. **I have just started this project and must have it completed by the end of this term, so I need this questionnaire returned by June 1.** Since I am a full time language arts teacher at South Kitsap High School, my time for completing this project is short indeed.

Thank you for taking time to fill out this questionnaire and returning it to me quickly.

Sincerely,

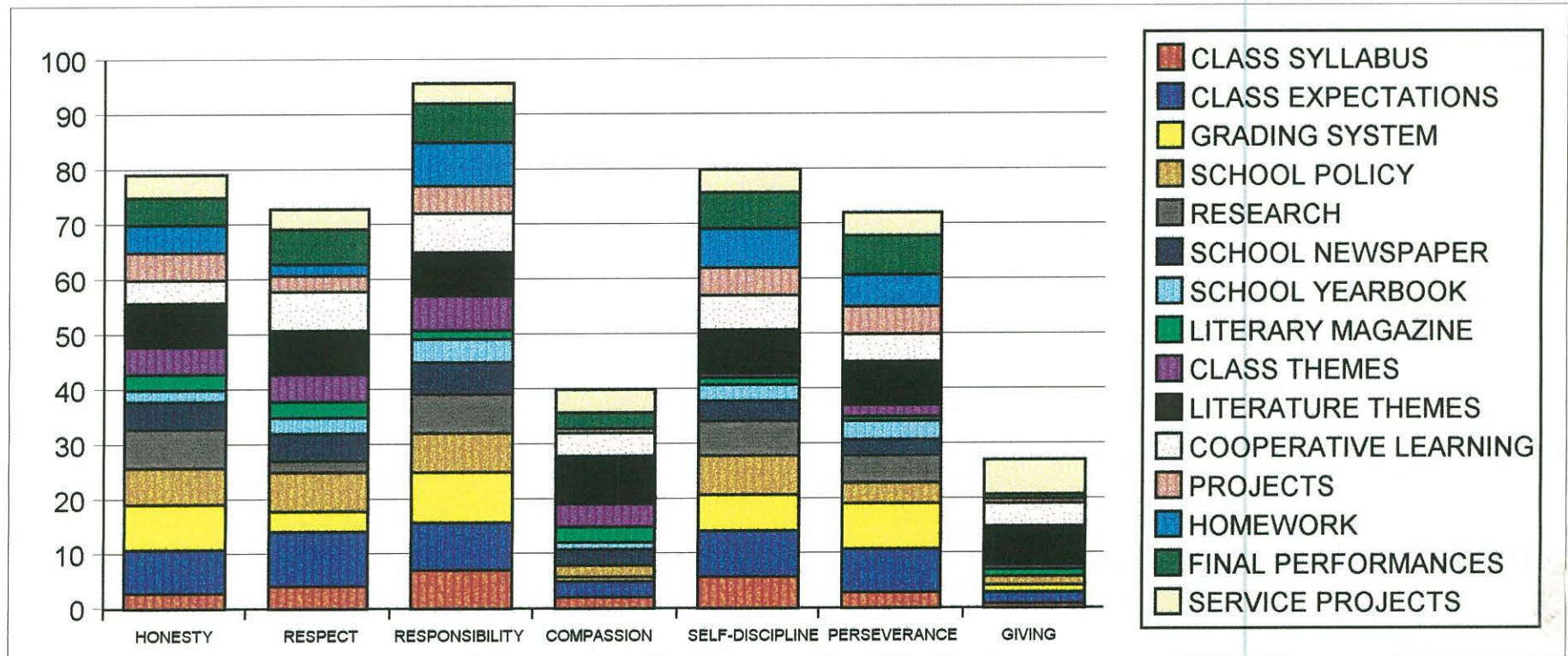
Wilma Joan Eads

Dr. J. L. McPherson  
Graduate School Advisor  
Central Washington University  
(509)-963-3534

(360) 876-7318 ex. 1062 (work)

## High School Language Arts Value of Morals Teaching Questionnaire Results

	HONESTY	RESPECT	RESPONSIBILITY	COMPASSION	SELF-DISCIPLINE	PERSEVERANCE	GIVING
CLASS SYLLABUS	3	4	7	2	6	3	1
CLASS EXPECTATIONS	8	10	9	3	8	8	2
GRADING SYSTEM	8	4	9	1	7	8	1
SCHOOL POLICY	7	7	7	2	7	4	2
RESEARCH	7	2	7	0	6	5	0
SCHOOL NEWSPAPER	5	5	6	3	4	3	0
SCHOOL YEARBOOK	2	3	4	1	3	3	0
LITERARY MAGAZINE	3	3	2	3	1	1	1
CLASS THEMES	5	5	6	4	1	2	1
LITERATURE THEMES	8	8	8	9	8	8	7
COOPERATIVE LEARNING	4	7	7	4	6	5	4
PROJECTS	5	3	5	1	5	5	1
HOMEWORK	5	2	8	0	7	6	0
FINAL PERFORMANCES	5	6	7	3	7	7	1
SERVICE PROJECTS	4	4	4	4	4	4	6



June 10, 1997

Dear teacher:

I thought you might be interested in the results of the high school language arts values/morals teaching questionnaires. Out of the 15 AAA high schools contacted 12 returned the questionnaire. One school sent theirs back blank. The other 11 answered some if not all of the questions. Here are the results. Seven answered that it was important to teach morals - two said no. All said they had no specific language arts classes to teach values/morals. One school said they had a specific unit - WWII.

Responses from the survey as to the importance of the teacher as a role model in the teaching of values/morals varied from invaluable, essential, very important, exceptionally important, extremely important to little or no value compared to parent, almost as important as parent, not as important as peers, teachers must model what we expect from students, and any adult teaches values/morals to young people.

Responses from the survey as to the "most important" value/moral to teach varied from respect for fellow humans and property, respect for each other, respect for one's self and others, empathy, understanding, honesty, compassion, self-discipline, personal responsibility, to all, or none because of outside religious/political pressure.

Responses from the survey as to what morals or values to include in a model values/morals language arts curriculum varied from literature, literature, literature, group projects, writing assignments lending themselves to specific values, tolerance, to none- that would assume that I possessed the most appropriate and complete moral system.

Bethel High School has a citizenship program that recognizes students who earn a good citizenship comment from three of their four teachers on first and third quarter grade reports. The attributes recognized are courtesy/respect, cooperation, honesty/integrity, attendance and effort. 356 students were honored at their "Good Citizen Celebration" on May 20, 1997.

The enclosed graph depicts the results of the values/morals respondents taught in the different areas.

Thank you so much for responding to the questionnaire,

Wilma Eads

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## APPENDIX E

**Model Curriculum**  
**Integrating Values/Morals Education**  
**into Secondary Level Language Arts Instruction**  
**Student Assessment and Evaluation**

**Directions: 1=very little, 2=little, 3=much, 4=very much**

- |   |   |   |   |   |
|---|---|---|---|---|
| 1. Was it clear to you <b>which</b> value/moral was being emphasized?   | 1 | 2 | 3 | 4 |
| 2. Were you able to examine that value/moral in the <b>novel</b> you read?  | 1 | 2 | 3 | 4 |
| 3. How significant were the “ <b>words of wisdom</b> ” about the value/moral to you?  | 1 | 2 | 3 | 4 |
| 4. How significant were the <b>class activities</b> , i.e., drama, character panels, trials, etc. in your understanding of the value/moral? | 1 | 2 | 3 | 4 |
| 5. How significant was the <b>community service project</b> in your understanding of the value/moral?                                       | 1 | 2 | 3 | 4 |
| 6. How significant was the <b>final performance</b> in your understanding of the value/moral?   | 1 | 2 | 3 | 4 |
| 7. How significant was your <b>writing</b> , i.e., essay, study questions, reflective journal in your understanding of the value/moral?     | 1 | 2 | 3 | 4 |
| 8. How significant were the <b>class discussions</b> in your understanding of the value/moral?  | 1 | 2 | 3 | 4 |
| 9. List ways you thought the value/moral was <b>over done</b> .   |   |   |   |   |
| 10. List other ways the value/moral could have been <b>emphasized more</b> .  |   |   |   |   |