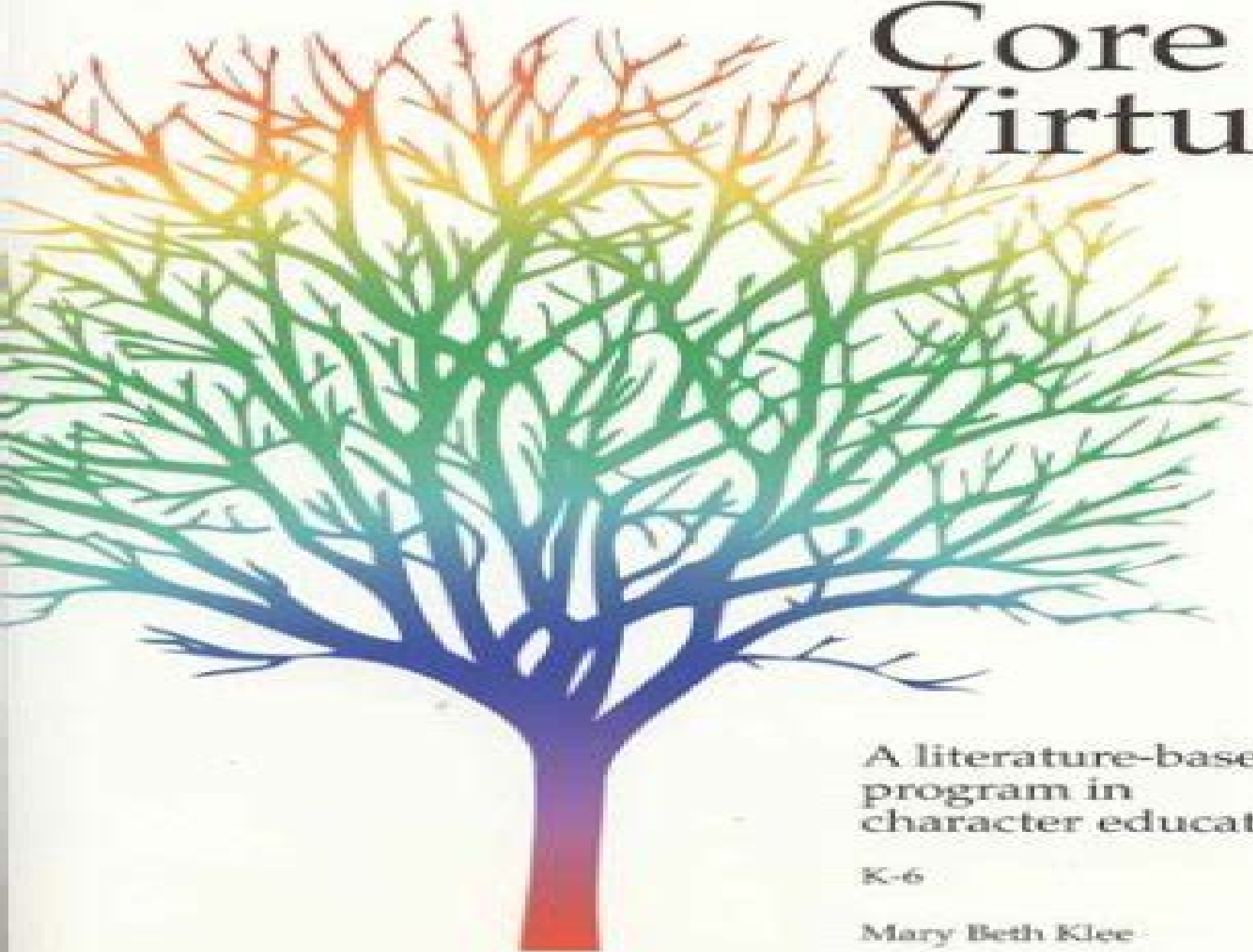


Core Virtues



A literature-based
program in
character education

K-6

Mary Beth Klee

Core Virtues A Literaturebased Program In Character Education

**Irving B. Weiner, William M.
Reynolds, Gloria E. Miller**



Core Virtues A Literaturebased Program In Character Education:

Core Virtues Mary Beth Klee,2000 **The Discourse of Character Education** Peter Smagorinsky,Joel

Taxel,2005-05-06 In this book Peter Smagorinsky and Joel Taxel analyze the ways in which the perennial issue of character education has been articulated in the United States both historically and in the current character education movement that began in earnest in the 1990s The goal is to uncover the ideological nature of different conceptions of character education The authors show how the current discourses are a continuation of discourse streams through which character education and the national purpose have been debated for hundreds of years most recently in what are known as the Culture Wars the intense often passionate debates about morality culture and values carried out by politicians religious groups social policy foundations and a wide range of political commentators and citizens in which the various stakeholders have sought influence over a wide range of social and economic issues including education The centerpiece is a discourse analysis of proposals funded by the United States Department of Education s Office of Educational Research and Improvement OERI Discourse profiles from sets of states that exhibit two distinct conceptions of character are examined and the documents from particular states are placed in dialogue with the OERI Request for Proposals One profile reflects the dominant perspective promoted in the U S based on an authoritarian view in which young people are indoctrinated into the value system of presumably virtuous adults through didactic instruction The other reflects the well established yet currently marginal discourse emphasizing attention to the whole environment in which character is developed and enacted and in which reflection on morality rather than didactic instruction in morality is the primary instructional approach By focusing on these two distinct regions and their conceptions of character the authors situate the character education movement at the turn of the twenty first century in the context of historical notions about the nature of character and regional conceptions regarding the nature of societal organization This enlightening volume is relevant to scholars practitioners policymakers and students across the field of education particularly those involved in character education moral development discourse analysis history and cultural foundations of education and related fields and to the wider public interested in character education *Positive Psychology in the Elementary School Classroom* Patty O'Grady,2013-02-26 This text will present the basics of positive psychology to educators and provide interactive resources to enrich teachers proficiency when using positive psychology in the classroom

Teaching for Wisdom Michel Ferrari,Georges Potworowski,2008-10-14 The chapters in this volume are all devoted to a single question Can wisdom be taught or at least fostered They span many different traditions and times which generates both problems and opportunities The most obvious problem is that of translation As Curnow points out in the opening chapter the word wisdom is used to translate a variety of terms from antiquity that have only a partial overlap with modern work It is interesting to consider that the Egyptian word seboyet translates as either wisdom or instruction The same is true of terms from Buddhism or Confucianism or even the Ancient Greek tradition acknowledged as a source of most current

views of wisdom in the West all the terms drawn from other languages and traditions have only partially overlapping meaning With this in mind each chapter can be read independently of the others However we have also arranged them in an order that reflects common themes that emerge despite this diversity We have not arranged them by geographical region or historical time but rather by the sort of educational strategy they advocate to foster wisdom The first chapter by Curnow provides a basic overview of approaches to teaching for wisdom in the West This is already a very ambitious undertaking spanning ancient Egypt and Mesopotamia to the renaissance and the dawn of the modern world where the term wisdom has fallen largely out of fashion until very recently

The Educated Child Chester E. Finn, Jr., John T. E. Cribb, Jr., William J. Bennett, 1999-12-24 If you care about the education of a child you need this book Comprehensive and easy to use it will inform empower and encourage you Just as William J Bennett's *The Book of Virtues* has helped millions of Americans teach young people about character *The Educated Child* delivers what you need to take control With coauthors Chester E Finn Jr and John T E Cribb Jr former Secretary of Education Bennett provides the indispensable guide Championing a clear back to basics curriculum that will resonate with parents and teachers tired of fads and jargon *The Educated Child* supplies an educational road map from earliest childhood to the threshold of high school It gives parents hundreds of practical suggestions for helping each child succeed while showing what to look for in a good school and what to watch out for in a weak one *The Educated Child* places you squarely at the center of your young one's academic career and takes a no nonsense view of your responsibilities It empowers you as mothers and fathers enabling you to reclaim what has been appropriated by experts and the education establishment It outlines questions you will want to ask then explains the answers or non answers you will be given No longer will you feel powerless before the education system The tools and advice in this guide put the power where it belongs in the hands of those who know and love their children best Using excerpts from E D Hirsch's *Core Knowledge Sequence* *The Educated Child* sets forth a state of the art curriculum from kindergarten through eighth grade that you can use to monitor what is and isn't being taught in your school It outlines how you can help teachers ensure that your child masters the most important skills and knowledge It takes on today's education controversies from phonics to school choice from outcomes based education to teaching values from the education of gifted children to the needs of the disabled Because much of a youngster's education takes place outside the school *The Educated Child* also distills the essential information you need to prepare children for kindergarten and explains to the parents of older students how to deal with such challenges as television drugs and sex If you seek high standards and solid time tested content for the child you care so much about if you want the unvarnished truth about what parents and schools must do *The Educated Child* is the one book you need on your shelf

Toward Assessing Business Ethics Education Diane L. Swanson, Dann G. Fisher, 2010-11-01 *Toward Assessing Business Ethics Education* edited by Diane L Swanson and Dann G Fisher of Kansas State University is a sequel to their book *Advancing Business Ethics Education in the Ethics in Practice IAP book series* The

focus on assessment in this second book is a timely response to the urgent search among business schools for ways to teach and assess ethics at a time when the public's faith in corporations and business schools has been undermined greatly by the failure of both to respond to widespread corruption and scandals in the business sector. Although no one expects business education alone to resolve these problems, the distinguished scholars represented in this book advocate that business schools should at least do their part by exposing their students to decision models that incorporate ethical dimensions on behalf of corporate stakeholders and society at large. As the book's title conveys, it is then important to assess key learning objectives to insure that business students graduate knowing ethics fundamentals and armed with the ability to recognize ethical dilemmas and possible solutions during the course of their careers. This book will speak to all who are interested in accountability for business ethics education, especially business school deans, university administrators, faculty members, students, and prospective employers. This audience will find that the enterprise of assessing business ethics education is advanced in three ways. First, the book functions as a venue for distinguished scholars to share the innovative ways that they are assessing ethics coverage in courses and degree programs. Second, these authors identify what needs to be assessed and the means for doing so. Third, the book serves not only as a guide to assessment but also as a platform for expanding and improving ethics coverage in business schools. Moreover, an important take away for readers is the provision of a simple formula first advocated by Diane L. Swanson and William C. Frederick, University of Pittsburgh, in 2005 for delivering ethics education that minimizes assessment errors. By following this formula, business schools can provide assurances that ethics will not be assessed as being sufficient when it is woefully inadequate or even missing in the curriculum and that it cannot be distorted, diluted, or trivialized by uninformed coverage and still pass inspection. Avoiding these assessment errors is critical in an educational environment in which weak accrediting standards for ethics go hand in hand with spotty, uninformed coverage that would not be tolerated for other business disciplines.

Handbook of Psychology, Educational Psychology

Irving B. Weiner, William M. Reynolds, Gloria E. Miller, 2012-10-16 Psychology is of interest to academics from many fields as well as to the thousands of academic and clinical psychologists and general public who cannot help but be interested in learning more about why humans think and behave as they do. This award-winning twelve-volume reference covers every aspect of the ever-fascinating discipline of psychology and represents the most current knowledge in the field. This ten-year revision now covers discoveries based in neuroscience, clinical psychology's new interest in evidence-based practice and mindfulness, and new findings in social, developmental, and forensic psychology.

Building Character in Schools Kevin Ryan, Karen E. Bohlin, 1999 Ryan and Bohlin here provide a blueprint for educators who wish to translate a personal commitment to character education into a school-wide vision and effort.

New England Journal of Education, 2002

Character Education Holly Shepard Salls, 2007 Character Education juxtaposes John Dewey's philosophy of the person and values education with Alasdair MacIntyre's treatment of Aristotle's virtue theory in order to highlight the importance of

virtue in developing good character The initial overview of character education from colonial times to the present provides a context for understanding character formation and education taking place now Salls own contributions to the topic temper the text with her practical suggestions about character education for educators and administrators The years she has spent as a teacher of character lend Character Education the wisdom and experience of a seasoned educational practitioner

National Guide to Funding in Arts and Culture ,2002 **Teaching Virtues** Donald Trent Jacobs,Jessica

Jacobs-Spencer,2001 This book about teaching virtues is based on a fundamental American Indian view that sees the universe as intimate relationships of living things that are vitally affected by attributes called universal virtues These virtues cross all boundaries and cannot be taught in isolation They are woven into all subjects that are worth learning Part 1 provides psychological perspectives that underpin the book s approach Part 2 shows how various pedagogical strategies can turn subject matter into significant relationships Since teaching virtues is ultimately about relationships a natural way to embed awareness of virtues unfolds when there is a consistent commitment to teaching virtues daily Chapters introduce the lesson plan format and the conceptual model explore the meanings of vital terminology and discuss assessment strategies Part 3 realizes the actual interconnections between virtues and content knowledge with chapters that address social studies language arts science physical education mathematics and the arts These chapters show how the process works to truly integrate content and character education Part 4 offers an opportunity for profound reflection on the issues and challenges surrounding effective character education Contains 75 references TD **Free to Learn** Lance T. Izumi,Xiaochin Claire

Yan,2005 Charters are by nature different not just from traditional public schools but from one another With their freedom and flexibility some charter schools have opened doors and opportunities for many poor minority children who were previously trapped at failing campuses run by school district bureaucracies These successful charter schools have perfected alternative models of organization management and discipline that shatter the status quo orthodoxy In Free to Learn successful charter principals and teachers who often do things contrary to the public education establishment offer hope and practical advice for the charter movement After Hurricane Katrina Free to Learn served as an inspiration and handbook for charter school administrators in New Orleans Exploring Values Through Literature, Multimedia, and Literacy Events

Patricia Ruggiano Schmidt,2001 The essays collected in this book highlight the important links among home school and global society that will help students understand one another and contribute to a cohesive community They describe the work of educators and children and the materials and strategies they use to explore values such as compassion caring sharing respect and appreciation of cultural differences The contention is that literature multimedia and literacy events can be used to promote not only the language arts but also student choice cooperative learning and critical thinking After an introduction by the editors under Section 1 Student Teacher Connections are the following essays 1 Children Reading Meaning in Their Stories and Lives Connecting with Student Response Cynthia Benton DeCorse and 2 Critical Media Literacy and Values

Connecting with the 5 Ws Ann Watts Pailliotet Under Section 2 Home School Connections are these essays 3 The ABCs of Cultural Understanding and Communication Teacher Assistants Learn To Respect Appreciate and Apply Differences in Literacy Instruction Shelley Hong Xu 4 Connecting Home and School Values through Multicultural Literature and Family Stories Brigitte B Laier Patricia A Edwards Gwendolyn T McMillon Jennifer D Turner and 5 Beware of Literacy Software Connecting with Home and School Values Cathy Leogrande Under Section 3 Content Area Connections are these essays 6 Historical Fiction Picture Books and Values An Author s Reflections Deborah Hopkinson 7 Technology and Values Connecting with Classroom Literacy Learning Elizabeth A Baker and 8 Inquiry and Literacy Learning in Science Connecting in a Classroom Community Patricia Ruggiano Schmidt Under Section 4 Schoolwide Connections is this essay 9 Schoolwide Approaches for Teaching Values through Literature and Multimedia Connecting across Classrooms Matthew L Davidson Under Section 5 Global Connect

Moral Matters Barbara S. Stengel, Alan R. Tom, 2006-09-08 Most of us agree that moral issues matter but how do they fit into the context of our schools Since A Nation at Risk most educators and policymakers have focused on the academic dimensions of schooling governed by standards and testing This timely book explores the ways that committed K 12 educators have attempted to make the moral visible in American schooling over the past 25 years The authors look at their efforts using an analytic framework that distinguishes five possible ways that the moral and the academic can be related in schooling Book Features A useful survey of moral education that enables the reader to arrive at personal judgments about the value and weaknesses of various approaches Case studies that illustrate the moral education of students the moral component of teachers work and the moral dimensions of school structure A mixture of philosophical analysis and attention to school practice suitable for courses and accessible to teachers administrators policymakers and parents

The Praeger Handbook of Religion and Education in the United States: M-Z James C. Carper, Thomas C. Hunt, 2009 Ten Commandments displays prayer at football games Bible in the curriculum vouchers for tuition at religious schools Pledge of Allegiance wall of separation between church and state among other hot button issues at the intersection of religion and education generate a great deal of heat but often light is sorely lacking The Praeger Handbook of Religion and Education in the United States provides a unique source of light to educators religious leaders journalists policy makers parents and the general public as well as a useful resource for scholars interested in the impact of religion on the origins development and current shape of the American educational landscape

Children and Their World David A. Welton, 2005 Resource for elementary social studies teachers includes model unit lessons activities technology applications and a resource handbook

Current Index to Journals in Education , 1997 **Phi Delta Kappan** , 1926 *PSBA Bulletin* , 1995

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