

Foreword

This book depicts the realistic environments a lot of our children are growing up in. It is our expectation that this book open up relevant and realistic dialogue between teachers, students, parents and other adults in order to come up with **doable** solutions. But above all we believe that the resilient spirits our young people possess will inspire others to.... **“Always get back up!”**

To Teachers

In my twenty plus years in education I have learned that our students learn best when they are engaged in activities that **they feel** are relevant, realistic, interesting and provocative. This book fulfills all of these requirements. Used properly, you will challenge their analytical skills, reading and comprehension abilities and grammatical abilities. As well as help create a positive value system within each student. This is a unique teaching tool. Don't just teach to their intellect, teach to their hearts, their realities. **Good teaching is about relationships.** **“People don't care about what you know, until they know you care”.** Capture the moment and use your own creativity to embellish on the lessons being taught. Use it, and they will learn. I guarantee it.

To Students

To you, my children, this is your book, your voice. Written genuinely in your language for you. I only ask that you be honest. There is so much that you can teach us, but there is still so much for you to learn. Do your best. You can't lose. I leave to you these **“Success Seeds.”** Grow wise and strong. Live long and prosper.

To Parents

This book will give you access to your children's lives in a way you would have never imagined. It was written so that you will be encouraged to engage in meaningful dialogue with your child, express your values and ideas yet solicit input from your child. We believe that you each can add to the richness of the other's life. You can't be a parent in a **vacuum**. We tried to help you with some of the “up-to-date” slang language. Whatever we missed, ask your children. They know.

Education:

Align with State Teaching Standards: NCLB Compliant

This book is **Standards Based** and fulfills **State Teaching Standards** for **literature** i.e. **Literary Analysis, Response to Writing, and Reading and Comprehension**, as well as **ELD Standards Listening and Speaking and Reading and Writing**. It also fulfills **Social Science Standards, i.e. Sociology, Historical Perspective and Cultural Anthropology and Math Standards which include Number Sense, Measurement and Statistics, and Mathematical Reasoning**, while addressing **NCLB performance goals** requiring **all schools** to be **safe and drug free**. This program is recommended for **grade levels 6-12** due to **mature content** (death, drugs, violence, sex, crime, and racism). Students should have consent to access this material.

What is the No Child Left Behind Act of 2001?

The No Child Left Behind Act of 2001 (NCLB) reauthorizes the Elementary and Secondary Education Act (ESEA) of 1965 and expands on major reforms, particularly in the areas of state academic standards, assessment, accountability, and school improvement. The new federal law requires states to develop assessments linked to these standards for all students. The largest single program in **NCLB is Title I, Part A**, which provides local educational agencies (LEA), or school districts, with additional resources **to help improve instruction in high-poverty schools and ensure that poor and minority children have the same opportunities as other children** to meet challenging State academic standards.

NCLB sets out several key **performance goals** for states:

- * All students will be taught by highly qualified teachers by the end of the 2005-2006 school year.
- * All students will attain "**proficiency**" in **reading** and mathematics by 2014, **including students with disabilities** and English learners.
- * All "English learners" will become proficient in English.
- * **All students will learn in schools that are safe** and drug free.
- * All students will graduate from high school.

State Teaching Standards

Standard One Engaging and Supporting all Students in Learning

- 1.1 Connecting Students' prior knowledge, life experiences, and interests with learning goals.
(Met in Sections: Connect to Your Life, Strategies for Reading and Moral development/Rites of Passage)
- 1.2 Using a variety of instructional strategies and resources to respond to students' diverse needs.
(Met in sections: Extra Curricula Class Activities, Strategies for Reading, (SLAM) and Suggested Field Trips)
- 1.3 Facilitating learning experiences that promote autonomy, interaction, and choice.
(Met in Sections: Suggested Field Trips and Use of Student Workbook)
- 1.4 Engaging Students in problem solving, critical thinking, and other activities that make subject matter meaningful.
(Met in Sections: Analyze the Mail, Message, Strategies for Reading and Suggested Field Trips)
- 1.5 Promoting self-directed, reflective learning for all students.
(Met in Sections: Moral development/Rites of Passage, Strategies for Reading and Student Success Journal)

Standard Two Creating and Maintaining Effective Environments for Student Learning

- 2.1 Creating a physical environment that engages all students.
(Met in Section: Use of Student Workbook/Activities)
- 2.2 Establishing a climate that promotes fairness and respect.
(Met in Sections: Positive Affirmations and Peace-Making)
- 2.3 Promoting social development and group responsibility.
(Met in Sections: Suggested Field Trips, Peace-Making)
- 2.4 Establishing and maintaining standards for student behavior.
(Met in Section: Positive Affirmations).
- 2.5 Planning and implementing classroom procedures that support student learning.
(Met in Section: Positive Affirmations)
- 2.6 Using instructional time effectively.
(Met in Section: Pacing Plan)

Standard Three
Understanding & Organizing Subject Matter for Student Learning

- 3.1 Demonstrating knowledge of subject matter content and student development.
(Met in Section; Standards)
- 3.2 Organizing curriculum to support understanding of subject matter areas.
(Met in Sections; Students Will Learn, Strategies for Reading, Standards and (SLAM)
- 3.3 Interrelating ideas for information within and across subject matter areas.
(Met in Sections; Writing for Proficiency and Student Success Journal)
- 3.4 Developing students' understanding through instructional strategies that are appropriate to subject matter.
(Met in Sections; Extra Curricula Class Activities, Strategies for Reading, (SLAM) and Suggested Field Trips)
- 3.5 Using materials, resources, and technologies to make subject matter accessible to students.
(Met in Sections; Suggested Field Trips and Personal Responsibility/ Rites of Passage)

Standard Four
Planning Instruction & Designing Learning Experiences for all Students

- 4.1 Drawing on and valuing students' backgrounds, interests, and developmental learning needs.
(Met in Sections; Extra Curricula Class Activities and Personal Responsibility/Connect to Your Life)
- 4.2 Establishing and articulating goals for student learning.
(Met in Sections; Students Will Learn (Objectives, (SLAM) and Personal Responsibility/Connect to Your Life)
- 4.3 Developing and sequencing instructional activities and materials for student learning.
(Met in Section; Student Workbook/Activities and (SLAM)
- 4.4 Designing short-term and long-term plans to foster student learning.
(Met in Sections; Pacing Plan and Personal Responsibility/Connect to Your Life)
- 4.5 Modifying instructional plans to adjust for student needs.
(Met in Sections; Assessment/Evaluate, Student Workbook (SLAM) and Success Journal)

Standard Five Assessing Student Learning

- 5.1 Establishing and communicating learning goals for all students.
(Met in Sections; Student Will Learn (Objectives), Standards and (SLAM))
- 5.2 Collecting and using multiple sources of information to assess student learning.
(Met in Sections; Assessment/Evaluate, Strategies for Reading, Student Workbook (SLAM) and Success Journal)
- 5.3 Involving and guiding all students in assessing their own learning.
(Met in Section; Assessment/Evaluate, Strategies for reading, Student Workbook (SLAM) and Success Journal)
- 5.4 Using the results of assessments to guide instruction.
(Met in Section; Assessment/Evaluate, Strategies for reading, Student Workbook (SLAM) and Success Journal)
- 5.5 Communicating with students, families, and other audiences about student progress.
(Met in Section; Student Workbook Activities)

Standard Six Developing as a Professional Educator

- 6.1 Reflecting on teaching practices and planning professional developments.
(Met by Moral Development/Rites of Passage Professional Development Workshops and On-going Training)
- 6.2 Establishing professional goals and pursuing opportunities to grow professionally.
- 6.3 Working with communities to improve professional practice.
- 6.4 Working with families to improve professional practice.
(Met by Moral Development/Rites of Passage Professional Development Workshops and On-going Training)
- 6.5 Working with colleagues to improve professional practices.
(Met by Moral Development/Rites of Passage Professional Development Workshops and On-going Training)

English Literature Standards

- **Respond to Literature**
- **Writing for Proficiency**
- **Speaking Application**
- **Listening and Speaking**
- **Reading fluency, comprehension,
word analysis, vocabulary development**

Social Science Standards

- **Sociology**
- **Historical Perspective**
- **Cultural Anthropology**

Intermediate/Advanced ELD Standards
Math Standards

- **Listening and Speaking**

Number Sense

- **Comprehension**

Measurement and Statistics

- **Reading Analysis**

Mathematical Reasoning

- **Reading – Vocabulary Development**

- **Writing – Organization and Focus**

- **Writing – Capitalization, Punctuation
and Spelling**

Expected Outcomes

Students Will Improve:

Decision Making Abilities / Critical Thinking

- Moral Reasoning
- Develop Positive Race Relations

Improved Self-Esteem

- Self-awareness
- Self-worth
- Self-image
- Respect for self
- Respect for others

English Language Arts Skills

- Reading and writing fluency
- Vocabulary Building
- Reading for comprehension
- Correct usage of punctuation

Students Will Decrease:

- Negative Disruptive Classroom Behaviors
 - Fights/violence
 - Disrespect/defiance
 - Gang/criminal involvement
 - Drug abuse
 - Teen pregnancies
 - Race related conflicts

Why this program works...

Students Learn best when:

- They see value in what they are learning
- The content is relevant, realistic
- The activities are hands-on, interactive and ongoing
- Their input is solicited, valued and implemented
- The learning is structured
- There are “Clear Expectations”
- The expectations are raised
- They receive regular praise and encouragement
- They Practice-Practice-Practice

Researched Based Moral Development Curriculum

INTRODUCTION:

Students are constantly faced with making decisions which call for a moral or values based judgment. The process is frequently one that is based on a set of habits, or it is influenced by peers, parents, teacher and other adults. The student often makes decisions without sufficient data; **without a full understanding of the consequences of their actions**; without being able to empathize with their victims and **without being aware of alternative solutions**. All of the forenamed are learned responses, and students, therefore, can also learn to exercise a **moral reasoning** process that leads to decisions which will be seen as acceptable and conforming to school and community norms. **The process of teaching moral reasoning can best be accomplished by providing students with an opportunity of having their teachers routinely guide them through a set of real life situations which require them to make moral and value loaded decisions.** The students will benefit from their own reasoning processes and from the reasoning processes of their fellow classmates.

Dr. Lawrence Kohlberg of Harvard University has developed an approach which describes the way people develop morally. In Kohlberg's approach a milieu is established in which participants experience and practice moral choices. The participants utilize their own thinking and that of others in their growth process. **Through interaction regarding moral and social dilemmas, people naturally move up a scale in terms of complexity of reasoning.** There is no sermonizing on a set of "appropriate" virtues.

Kohlberg bases moral education on universal principles of justice. Kohlberg's method is based on the following concepts:

- Morality develops in stages
- Everyone passes through the same stages
- **Stages are not skipped.** People develop at different rates, and some people achieve higher stages than others.
- **Moral reasoning is related to behavior.** The person's **interaction with their environment is crucial.** Learning occurs as people fit together their social experiences and begin to understand the interrelationships.
- **Discussion or interaction is necessary for moral growth.**

Kohlberg defines a framework of **six universal stages of moral development.** Further, the stages are grouped into three levels, two stages per level.

Pre-Conventional Level

Stage 1 "Punishment and Obedience"

Stage 2 "Self-Benefit"

Conventional Level

Stage 3 "Acceptance by Others"

Stage 4 "Maintain Social Orders"

Post-Conventional Level

Stage 5 "Contract Fulfillment"

Stage 6 "The Universal Ethical Principle"

Pre-Conventional Level (Stages One and Two)

At this level the child is responsive to **cultural rules and labels of good and bad, right and wrong**, but considers these labels in terms of either the physical or the self-satisfying consequences of action, (**i.e.** punishment, reward, exchange of favors) or in terms of the physical power of those who determine or enforce the rules and labels.

Stage One: The "**Punishment and Obedience**" Orientation: At this stage persons are influenced by rules, and are concerned with:

- How an authority figure may react
- Whether the individual will be **punished or rewarded**

The physical consequences determine whether an action is good or bad. The ultimate "wrong" is getting into trouble. Avoidance of punishment and unquestioning deference to power are valued in their own right, not in terms of respect for an underlying moral order supported by punishment and authority.

Stage Two: "**Self Benefit**" Orientation: There is a realization that each individual has an idea of what is "right." They are concerned with:

- The needs and motives of others
- The idea that one good turn (or bad) deserves another

Self interest is the compelling motive in behavior. Relationships are built on the premise of **exchanging favors** (or revenge). The concepts of exchange and **reciprocity** at a physical or pragmatic level are fundamental to this stage. Reciprocity is a matter of "you scratch my back and I'll scratch yours," not loyalty, gratitude or justice.

Conventional Level: (Stages Three and Four)

At this level, **maintaining the expectations** of the individual's family, friends, associates, community, or nation is perceived as valuable in its own right, regardless of obvious or immediate consequences. The attitude is one of **conformity to personal expectations and the social order**. The individual actively maintains supports and justifies the social order and

identifies with persons and/or groups involved in it.

Stage Three: "Acceptance by Others" Orientation: People are aware of **what is "right" from another's viewpoint**, as well as from their own. They begin to strive for behavior which pleases others. At this stage, people are influenced by:

- The feelings of others
- What others expect and approve
- Beliefs about what a virtuous person would do
- The intent underlying an action

This is the morality of maintaining good relations and of conforming to the general will. This stage is often characterized as the "good boy nice girl" orientation.

Stage Four: "Maintain the Social Order" Orientation: At Stage Four people consider "right" from the perspective of **what is best for society**. They value:

- "Doing their duty"
- Respect for authority
- Preserving the social order for its own sake
- Rules as determinants of "right" behavior
- Fulfilling the requirements of authority and society

Individuals obey rules for their intrinsic value. Stage Four marks the beginning of a sense of sacredness of human life as part of the social, moral, or religious order.

Post-Conventional Level (Stages Five and Six)

At this level there is an effort to define moral values and principles which are valid and can be applied apart from the authority of the groups of persons holding these principles and apart from the individual's own identification with these groups. At this level one becomes concerned with **personal and social contracts, personal conscience and universal principles**.

Restorative Justice

Stage Five: "Contract Fulfillment" Orientation: The person **respects impartial** laws and agrees to abide by them. The **society agrees to respect the rights of the individual**. Aside from what has been socially accepted, **morality is a matter of personal choice. This is the "official" morality of the American government and constitution**. There is an emphasis upon the possibility of changing law in terms of rational consideration of social utility. Outside the legal area, **personal agreements and contracts are the binding elements of obligations**.

Stage Six: "The Universal Ethical Principle" Orientation: **Conscience** is the directing agent at this stage. **Respect for each person's individuality** is paramount; the person complies with rules to avoid self-condemnation. At Stage Six **morality is a decision of conscience based on universal ethical principles**. At heart, these are **universal principles of justice, or the reciprocity and equality of human rights, and of respect for the dignity of human beings as individual persons**.

The Kohlberg approach is a **cognitive development model** which can fit into a traditional curriculum with ease. Moreover, it suggests that people do not regress in their level of moral reasoning, but rather move onward (or possibly stay fixed at a given level.) This is a strong protective rationale for mainstreaming, since we no longer need to protect people intellectually from those whose reasoning is less well developed.

Inherent in the theory is the assumption that **people do not skip stages** and are therefore unable to understand or reason more than one full stage above the optimum stage which they have attained. This carries significant implications for teachers who tend to moralize with their students. **If the teacher is operating at more than a full stage beyond the students, then it can be reasonably assumed the students will not understand the message.** This is where the interaction of peers and other group settings become fundamental to change. It is only when people are able to interact with those at a half stage to one stage above them that movement becomes likely, therefore, **diversity is fundamental to movement**.

The use of a moral dilemma discussion may create a state of dissonance, or self dissatisfaction. **It appears to be human nature to attempt to bring the self back into harmony whenever disharmony is experienced.**

It is this attempt to achieve harmony that may be the motivating factor in growth. Through the dilemma discussion format each person becomes aware of the reasoning of others, thus providing the opportunity for dissonance to occur. Kohlberg has stated that when one is confronted with reasoning at one-half to one stage above his/her own, **the individual tends toward the higher lever of reasoning**, therefore, it becomes necessary to expose people to reasoning at different levels, especially higher, in order for growth to take place.

This program is not designed to accelerate growth, but rather it attempts to provide, in a structured way, the opportunity for growth to occur through discussions of social/moral dilemmas.

Research Based Restorative Justice/Rites of Passage Program
“making whole what was made un-whole”
Introduction

Arnold Van Gennep’s 1996 publication of “les rites de passage” used the phrase rites of passage.

Mensah (1991) defined rites of passage as:

Those **structures, rituals, and ceremonies** by which age-class members or individuals in a group **successfully come to know who they are and what they are about**, the purpose and meaning for their existence, as they **proceed from one clearly defined state of existence to the next state** of passage in their lives. (p.62)

Rites of Passage in Higher Education

Tinto’s (1988) model of student departure (graduation) is based on Van Gennep’s work on the rites of passage. Tinto stated:

We begin our development of a theory of student departure by turning to the field of social anthropology and studies of the process of establishing membership in traditional societies. Specifically, we turn to the work of Arnold Van Gennep and his study of the rites of passage in tribal societies. ...He saw **life as being comprised of a series of passages leading individuals from birth to death and from membership in one group or status to another.** (p.91)

Introduction – Academic STARS
(Students Achieving and Reaching Success)

The Kupita/Transiciones Model was created to support the academic and social needs of participants. The guiding principles of the **Nguzo Saba (Seven Principles of Kwanzaa)** were used to ensure a holistic approach to the student’s needs. These principles are 1). **Purpose** 2). **Unity** 3). **Self-determination** 4). **Creativity** 5). **Cooperation** 6). **Collective Responsibility** 7). **Faith** (not necessary in that order).

Restorative Justice/Rites of Passage

Program Design

The learning process will be highly interactive and will require participants to engage in independent research, group discussions, group assignments, daily affirmations, and journaling. In this regard, the program will require participants to work both independently and in small groups. The general format for each session will include:

1. Positive Affirmations
2. Presentation of key concepts
3. Reading for Comprehension
4. Class discussions
5. Question/Answers (Writing for Proficiency)
6. New Assignments/homework

Results (Expected Outcomes) The primary goal of Rites of Passage is to examine the notion of life cycle development

Outcome One

- Knowledge that all actions have consequences
- Knowledge of the value of applying "Obedience"
- Obtain skills for facilitating dialogue

Outcome Two

- Develop an appreciation for the meaning and purpose of "sacred spaces" (hope, love, goodness) give to receive
- Understand the Self Benefit of Resilience

Outcome Three

- Develop an appreciation for this notion of life cycle development (i.e. birth, adolescence, adulthood)
- Increase their understanding of and appreciation for their own spiritual gifts.

Outcome Four

- Increase their knowledge of traditional values
- Increase their awareness of their heritage
- Heighten their awareness of the "kinship system" (interdependency with others)
- Increase their knowledge of the purpose of ritual celebration

Outcome Five

- Understanding the historical struggle of the minority experiences in America.
- Heighten their awareness of their ability to overcome the negative aspects of their environment.
- Have a greater appreciation of "The Sanctity of Life"

Outcome Six

- Develop and implement Mediation and Conflict Resolution skills

Curriculum Aligned To:

***Research-Based
Powerful Teaching and Learning
Question and Answer Format***

Connection to Existing Knowledge:

- Students need to make sense of new information by **connecting it to what is already known or experienced**.
- Students need a **wide array of strategies** that help them **connect, organize, and apply** existing knowledge.
- Students need **concrete examples and experiences** to deepen their understanding.
- Students need to **critique and evaluate** new information in relation to what they already know or have experienced.

Interaction Within a Personally Meaningful Learning Environment:

- Students need learning experiences that deal with **real life situations, problems, and experiences**.
- Students need a **learning environment** that **encourages perseverance, time to work things out, and an acceptance of mistakes** as their building blocks.
- Students need experiences that engage their **curiosity, challenge their thinking**, and provide opportunities for them to make **choices**.

Self-Regulation of Learning:

- Students need to **learn how to learn**.
- Students need **strategies for managing, monitoring, and evaluating their own learning**.
- Students need to **assess the learning task, consider a variety of approaches, and select the most efficient strategy**.
- Students need to **understand their own learning characteristics** in selecting and analyzing their approach to a learning task.

Construction of Meaning:

- **Active learners** construct knowledge.
- Students need **meaningful interactions** with their learning.
- Students need **tools for knowledge acquisition, exploring, discovering, researching, inquiring, and inventing**.
- Teacher's role shifts from conveying knowledge to **creating conditions that facilitate student learning**.

Elaboration Beyond Content:

- Students need to **build upon existing knowledge**.
- Students need to **elaborate on and extend new knowledge**.
- Students need to **make inferences, research ideas, and experiment**.
- Students need to **use their skills of thinking and problem solving in making connections**.

Reflection of Learning:

- Students need to **reflect on what they have learned.**
- Students need **varied ways to present what they have learned.**
- Students need to **assess themselves as learners.**
- Students need to **learn how to critique their own learning, group work, projects, etc.**
- Students need to **learn how to determine what worked and what did not.**

Marzano Teaching Strategies (Embedded)

- Cooperative Groups
- Note-Taking
- Direct Instruction

Classroom Management (Embedded)

