

# 3rd Grade Code of Conduct

Code of Conduct

Grade(s) 3rd  
Required Course

## Course Description

This series of lessons is designed to focus students upon good school citizenship. By teaching the elements of Code of Conduct, students will be able to describe examples of specific positives and negative actions of good citizenship and apply the elements of good citizenship daily.

## Scope And Sequence

Timeframe	Unit	Instructional Topics
Ongoing	School Rules and Accepting Personal Responsibility	1. Responsibilities
Ongoing	Treating Others and Myself with Respect: Teasing, Threats, Harassment, Bullying, Fighting	1. Respect
Ongoing	Alcohol, Drugs, Weapons	1. Alcohol, Drugs, Weapons
Ongoing	Technology Resource Usage	1. Digital Citizenship

## Course Rationale

Specific instruction in appropriate student conduct and possible student discipline is essential to ensure the safety and well-being of each Park Hill student. A clear understanding of behavioral expectations assists students in making the right choices. By educating students in detail about appropriate behavior as well as the consequences of unacceptable actions, student will be better prepared to adhere to a life-long pattern of positive decision-making.

## Board Approval Date

June 2009

## Course Details

**Unit:** School Rules and Accepting Personal Responsibility

**Duration:** Ongoing

### Enduring Understandings

1. A good school citizen is honest, comes to school on time every day, does his/her best, follows school rules and treats everyone with respect.
2. I belong to my school community that depends upon me to act safely and responsibly.
3. If I do not obey school rules and school officials, I know there will be consequences for the wrong choices I make.

### Essential Questions

1. Why are there school rules? (unruly conduct that disrupts school)
2. Who are authority figures at school?
3. What does respect mean? (open defiance, persistent refusal to comply with school rules)
4. What is the difference between telling a lie and telling the truth? (lying to a school official)
5. What is cheating?
6. Why is it important to be at school every day and be on time to school? (tardiness, truancy, excessive absences)
7. Why should we always speak respectfully to each other? (profanity, obscenity)
8. Why should I respect the property of others? (theft and vandalism)

### Example Assessment Items

1. Given a typical scenario, students can orally or in written format successfully provide examples of positive and negative behaviors of school rules and identify examples of authority figures.
2. Given a typical scenario, students can successfully demonstrate respectful behavior and language toward peers and authority figures. (open defiance, persistent refusal to comply with school rules, profanity, obscenity)
3. Students successfully, orally or in written format, carry out a task that demonstrates the character traits of an honest person. (lying to a school official, cheating)
4. Given examples of inappropriate behaviors, students recognize orally or in written form that decisions have either positive or negative consequences. (tardiness, truancy, excessive absences, theft, vandalism, etc.)

### Academic Vocabulary

Failure to obey instruction of school official  
Lying to a school official  
Tardiness  
Truancy  
Excessive absences  
Open defiance  
Profanity  
Obscenity  
Unruly conduct that disrupts school  
Persistent refusal to comply with school rules  
Cheating  
Theft  
Vandalism

**Topic:** Responsibilities

**Duration:** 0 Day(s)

### Learning Targets

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The student will demonstrate a clear understanding of the Student Code of Conduct by explaining their responsibilities as good citizens of their school community.

The student will demonstrate their understanding that failure to follow school rules results in consequences.

The student will understand that unacceptable conduct includes but is not limited to: failure to obey school rules, failure to obey instruction of school officials, lying to a school official, tardiness, truancy, excessive absences, open defiance, profanity, obscenity, unruly conduct that disrupts school, persistent refusal to comply with school rules, cheating, theft and vandalism

**Unit:** Treating Others and Myself with Respect: Teasing, Threats, Harassment, Bullying, Fighting

**Duration:** Ongoing

## Enduring Understandings

1. I belong to a school community that depends upon me to treat everyone with respect.
2. I belong to a school community that depends on me not to hurt others with my words or my actions.
3. If I do not obey school rules and school officials, I know there will be consequences for the wrong choices I make.

## Essential Questions

1. What is teasing? What is bullying? Why are teasing and bullying never acceptable?
2. What is my personal plan of action when I see teasing or bullying happen at school or on the bus?
3. What is offensive contact? What does "threats by word or deed" mean? What is fighting? How are they different? Why are they never acceptable?
4. What is my personal plan of action when I see offensive contact, threats by word/deed or fighting at school or on the bus?
5. What is racial and ethnic harassment?
6. What is my personal plan of action when I see racial and ethnic harassment happen at school or on the bus?

## Example Assessment Items

1. Given various scenarios, students can accurately explain the difference between fooling around/joking around; teasing; bullying.
2. Given various scenarios, students can accurately explain the difference between offensive contact and fighting.
3. Given various scenarios, students will correctly identify examples of racial harassment & ethnic harassment.

## Academic Vocabulary

Offensive Contact  
Threats by word or deed  
Teasing  
Fighting  
Bullying  
Racial/Ethnic Harassment

**Topic:** Respect

**Duration:** 0 Day(s)

## Learning Targets

The student will be aware of school rules which do not allow acts of violence, such as fighting, threatening or bullying, and aware of the consequences of fighting, threatening or bullying other people.

The student will be aware of school rules which do not allow mistreating others because of how they look or because their family may be from a different country and aware of the consequences of mistreating others.

The student will be aware of school rules which require them to treat boys and girls with respect and aware of the consequences of disrespecting others.

The student will demonstrate a clear understanding of the Student Code of Conduct by explaining their responsibilities as good citizens of their school community.

The student will demonstrate their understanding that failure to follow school rules results in consequences.

**Unit:** Alcohol, Drugs, Weapons

**Duration:** Ongoing

# 3rd Grade Code of Conduct

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## Enduring Understandings

1. If I have, use, sell, buy or give away drugs at school, I know there will be consequences.
2. I am aware of our school rules which do not allow weapons, or toys, on school property and I am aware of the consequences of bringing a weapon to school. A weapon may include any toy, replica, look-alike or other item which might be perceived as a weapon.

## Essential Questions

1. What are drugs? (prescription, over-the-counter drugs, illegal drugs, inhalants, alcohol, tobacco)
2. Why is it not okay to bring drugs on the bus or to school? (consequences)
3. When and where is the only time you can take a drug at school? (role of the nurse)
4. What are the ways you can receive consequences for interacting with drugs, alcohol, and/or weapons on the bus or at school? (have, use, sell, buy, give away)
5. What is a weapon?
6. What are some items/toys that look like weapons? (Nerf gun, water gun, sling shot, pocket knife, sword)
7. Why is it not okay to bring weapons on the bus or to school (consequences)?

## Example Assessment Items

1. Given a typical scenario, students can successfully explain when would be the appropriate place to take a drug at school. (prescription, over-the-counter drugs)
2. Given a list or pictures, students will correctly identify examples of drugs and weapons. (drugs, alcohol, and weapons - including items/toys that look like weapons)
3. Given various scenarios, students will correctly identify consequences of having drugs and weapons on the bus and/or at school (possession of drugs, alcohol, and weapons)
4. Given various scenarios, students will correctly identify examples of interacting with drugs and weapons: Have, Use, Sell, Buy, Give away

## Academic Vocabulary

Giving Away (Distributing)  
Selling  
Buying (Purchasing)  
Prescription Drugs  
Over-the-Counter Drugs  
Illegal Drugs (Narcotic Drugs)  
Inhalants  
Tobacco  
Alcohol (Including Malt Beverages)  
Dangerous Explosive (bombs, lighters, firecrackers)  
Projectile Weapons (bow, crossbow, pellet gun, paintball gun, slingshot, or other weapons that is not a firearm)  
Ammunition (shells, bullets, or shot)

**Topic:** Alcohol, Drugs, Weapons

**Duration:** 0 Day(s)

## Learning Targets

The student will demonstrate a clear understanding of the Student Code of Conduct by explaining their responsibilities as good citizens of their school community.

The students will be aware that if they use, possess, or distribute alcohol, drugs, and/or weapons there will be consequences.

The students will be aware that unacceptable conduct includes but is not limited to: Distributing, selling, purchasing, transmitting, transferring or obtaining prescription or over the counter medication; Possessing, using, distributing, selling, purchasing, transmitting, transferring, or obtaining a weapon

The students will demonstrate their understanding that failure to follow school rules results in consequences.

**Unit:** Technology Resource Usage

**Duration:** Ongoing

# 3rd Grade Code of Conduct

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Required Course

## Unit Overview

This series of lessons is designed to focus students upon good digital citizenship. By teaching the elements of the Code of Conduct, students will be able to describe examples of specific positive and negative actions of good digital citizenship and apply the elements of good digital citizenship daily.

## Enduring Understandings

1. Park Hill provides students with technology tools that will help students learn and communicate with others.
2. A Park Hill digital citizen acts in a safe and responsible way and does not violate the technology resources.
3. If I act in a way that violates the technology resources, I know there will be consequences for the wrong choices I made.

## Essential Questions

1. Why are there rules about appropriately using the District's technology resources?
2. Who are users of the district's technology?
3. What are examples of different technology resources?
4. What are examples of using technology in a safe and responsible way?
5. What are some consequences for not appropriately using the District's technology resources?

## Example Assessment Items

1. Given a typical grade level appropriate scenario, students can orally or in written format successfully identify examples of positive and negative behaviors of appropriately using the District's technology resources.
2. Students can successfully, orally or in written format, carry out a task that demonstrates how to act safely and responsibly when using technology.
3. Given examples of inappropriate behaviors, students recognize orally or in written format that decisions have either positive or negative consequences.

## Academic Vocabulary

- Digital Citizen
- Technology Resources
- User Identification (ID)
- Password
- Logon
- Authorized User
- User Privacy
- Online Activities
- Network
- Safe Environment
- File
- Document
- Folder
- Computer Virus

**Topic:** Digital Citizenship

**Duration:** 0 Day(s)

## Learning Targets

The student will be aware of the school rules and consequences for using technology resources and understand their roles as digital citizens.

The student will demonstrate their understanding of being a responsible Park Hill School District digital citizen by using district technology resources appropriately.

The student will demonstrate their understanding that failure to use district technology resources appropriately results in consequences.

The student will understand unacceptable conduct.

Unacceptable conduct includes, but is not limited to: Actions that may harm the equipment or electronic files; Sending pictures or words that will offend others; Sharing, adding, or using technology resources that are not district approved; Using someone's password, logon, or identity; Going into someone's computer folders, documents, or files; Not crediting website sources when I use it in my work.

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