



# Linking:

## Grade 3 *Our Hidden Heroes Program* To the **Ontario Curriculum**

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Ontario curriculum linkage identified by Elizabeth and Baxter Merry

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## Why Use the Our Hidden Heroes Learning Resource?

In the document *Safe Schools Policy and Practice: An Agenda for Action*, published by the Ontario Ministry of Education in June 2006, the Safe Schools Action Team recommends that:

“To help achieve positive school climates, schools should actively promote, support and reinforce positive behaviours. A multi-pronged approach ranging from school-wide campaigns, celebrations of achievements for the school, groups or individuals as well as the day to day interaction with students and staff all contribute to creating a secure and welcoming climate that enhances learning.” (p.6)

Based on this recommendation, the ministry responded with Policy/Program Memorandum 145, which states, in part:

“The ministry acknowledges the importance of actively promoting and supporting appropriate and positive student behaviours that contribute to and sustain a safe learning and teaching environment in which every student can reach his or her full potential. Linkages to ministry initiatives such as character development and the Student Success Strategy are key in promoting and supporting appropriate and positive student behaviours.

### Prevention

Prevention is the establishment and use of programs such as bullying prevention and citizenship development, as well as other positive activities designed to promote the building of healthy relationships and appropriate behaviours.<sup>1</sup> Generally, prevention measures and initiatives include the whole school and all aspects of school life. Schools that have prevention and intervention strategies foster a positive school climate that supports academic achievement for all students. Boards and schools should focus on prevention and early intervention as the key to maintaining a positive school environment in which students can learn.

A positive "school climate is a crucial component of prevention; it may be defined as the sum total of all of the personal relationships within a school. When these relationships are founded in mutual acceptance and inclusion, and modeled by all, a culture of respect becomes the norm."<sup>2</sup> A positive climate exists when all members of the school community feel safe, comfortable, and accepted.

Programs and activities that focus on the building of healthy relationships, character development, and peer relations provide the foundation for an effective continuum of strategies within a school and school-related activities. These supportive strategies and empowerment programs are the basis for creating a positive school climate."<sup>3</sup>

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<sup>1</sup> *Safe Schools Policy and Practice: An Agenda for Action*, Report of the Safe Schools Action Team (Toronto: June 2006), p. 24.

<sup>2</sup> *Safe Schools Policy and Practice: An Agenda for Action*, Report of the Safe Schools Action Team (Toronto: June 2006), p. 6.

<sup>3</sup> Policy/Program Memorandum No. 145, “Progressive Discipline and promoting Positive Student behaviour”, ) October, 2007



## Recommended Use of the Our Hidden Heroes Learning Resource

When begun early in the school year, the *Our Hidden Heroes Character Education / Social Responsibility Program* sets the stage for developing a positive, supportive, caring and inclusive classroom culture that will endure throughout the year. When embraced school-wide, the *Our Hidden Heroes Program* sets the same tone within the entire school and can reach out into the community by creating opportunities such as in-school displays of your students' work, publishing their Hidden Heroes stories on the Our Hidden Heroes web site and/or in local newspapers (a media release form is provided) and an in-class celebration of Hidden Heroes they have written about.

Character education is closely tied to healthy relationships between people. These positive relationships require strong communication skills including good oral and listening skills. The *Our Hidden Heroes Program* systematically provides instruction and action-based practice to support students as they develop these skills. This relationship between socially responsible character attributes and strong communication skills is reflected in the multiplicity of connections between Ontario's language arts curriculum and the *Our Hidden Heroes Program*.

The *Our Hidden Heroes Program* was developed in British Columbia and uses BC's Social Responsibility Performance Standards as a foundation (see P. 4). These Performance Standards are closely linked to Ontario's Character Education learning outcomes. Each lesson addresses at least two of these performance standards / Character Education learning outcomes.

As mentioned the ideal time to use this program is early in the school year as it will give you an opportunity to:

- Initiate a powerful proactive bullying prevention program
- Develop a positive climate in the classroom that will last the entire year.
- Get to know your students and their families as they write about their personal heroes.
- Post materials developed by the students as they work through the lessons. These can be used for easy reference throughout the year as well as to reinforce ongoing student learning as opportunities arise.
- Set up a Hidden Hero bulletin board in the classroom to recognize a different student nominated Hidden Hero each week; thereby constantly reinforcing positive character traits.
- Plan for school wide recognition of student/teacher/support staff/family Hidden Heroes during regularly scheduled assemblies.
- Set up a centrally located display area in the school where school-wide Hidden Heroes are featured. A display near the front entrance would relay the message to visitors that the school is a place where positive qualities are valued and celebrated.
- Regularly feature Hidden Heroes in school newsletters
- Announce student/staff Hidden Heroes on posters or on the changeable sign boards that many schools now use to foster communication within the school's community.
- Host an in-class or school-wide Hidden Heroes celebration where some of the students' Hidden Heroes attend and are recognized for their contributions toward making the world a better place. Have the local press attend to spread the word throughout the community.



## **Social Responsibility Performance Standards**

### **Valuing Diversity and Defending Human Rights**

- Treat classmates, family, friends, and school staff fairly and respectfully
- Generally accept differences in language, accent, dress, actions of others
- Work and interact with a variety of classmates
- Listen without interrupting
- Identify positive aspects of diversity
- Identify and comment on effects of stereotyping
- Recognize and describe several basic human rights

### **Solving Problems in Peaceful Ways**

- Manage conflict appropriately, including presenting views and arguments respectfully, and considering others' views
- Use effective problem-solving steps and strategies.

### **Exercising Democratic Rights & Responsibilities**

- Follow classroom rules
- Accept consequences for not following rules
- Willingly participate in positive actions suggested by others
- Can describe some ways citizens interact with and influence governments
- Practice conservation
- Demonstrate understanding of global citizenship
- Begin to show a sense of unselfishness
- Identify ways to make the world a better place

### **Contributing to the Classroom and School Community**

- Friendly and kind
- Willing to help others
- Show a sense of community
- Encourage and praise others
- Willing to participate in and complete class activities
- Contribute, explain and elaborate on ideas
- Work well with a variety of classmates and different situations
- Contribute in accomplishing the assigned task when working in a group situation
- Willing to take responsibility for maintaining and/or improving personal space, the classroom and other school areas



## The Our Hidden Heroes Program and Ontario's Character Development Initiative

The Hidden Heroes program is an excellent way to *introduce* and *reinforce* the attributes of character and character education as set out by Ontario's Character Development Initiative. The principles of the *Our Hidden Heroes Program* state that:

- Because we can each make a difference in the world, we have a **responsibility** to do so.
- Small, consistent acts of **kindness** are “doable”, but, they are not always easy – that’s when **persistence** is essential.

The Hidden Heroes program directly encourages students to:

- Treat classmates, family, friends, and school staff **fairly** and **respectfully**
- Work and interact with a variety of classmates (**teamwork**)
- Manage conflict appropriately, including presenting views and arguments **respectfully**, and considering others' views (**empathy**)
- Be friendly and **kind**
- Be willing to help others (**co-operation**)
- Contribute in accomplishing the assigned task when working in a group situation (**teamwork**)
- Willing to take **responsibility** for maintaining and/or improving personal space, the classroom and other school areas

Character education is closely tied to healthy relationships between people. These positive relationships require strong communication skills including good oral and listening skills. The *Our Hidden Heroes Program* systematically provides instruction in and action-based practice to support students as they develop these skills.

This relationship between socially responsible character attributes and strong communication skills is reflected in the multiplicity of connections Ontario's language arts curriculum has to the *Our Hidden Heroes Program*.



## Lesson by Lesson Overview of the 6 to 8 Week Our Hidden Heroes Character Education Program

These learning resources feature unique exercises, assignments and teacher support materials as well as stories and videos about character building lessons taught by real-life Hidden Heroes

**FREE SAMPLE LESSON PLANS ARE AVAILABLE AT**  
[www.ourhiddenheroes.org](http://www.ourhiddenheroes.org)

### Lesson 1

This introductory lesson will provide students with the opportunity to understand, appreciate and start to apply the philosophies and principles of the Hidden Heroes Program. Students will:

- Develop their own definition of a Hidden Hero
- Recognize behaviours that fully meet expectations for a socially responsible person
- After working with each other and consulting the list of 66 “Hidden Heroes Descriptors” provided, list and describe these behaviours of a socially responsible person

### Lesson 2

This lesson explores concepts around rights and responsibilities. Students will:

- Learn there is more than one way to solve a problem
- Identify and describe situations that might lead to conflict in the classroom and on the playground
- Identify and describe feelings associated with potential conflict scenarios provided
- Look at these scenarios from different points of view
- Learn to express their feeling appropriately and to offer solutions to the described problems
- Begin to see that positive character attributes can help resolve conflict and solve problems

### Lesson 3

This lesson focuses on recognizing and identifying the differences between super heroes and Hidden Heroes. Students will:

- Identify and describe the traits and behaviours of super heroes
- Identify and describe the traits and behaviours of Hidden Heroes
- Identify similarities and differences between super heroes and Hidden Heroes
- Illustrate a super hero doing what a Hidden Hero would do

### Lesson 4

This lesson introduces students to a four point rating scale (provided), which is used to evaluate development in behaviours related to social responsibility. Students will:

- Become familiar with the criteria of the four proficiency ratings
- Recognize and recall behaviours at all four levels
- Identify and discuss behaviours as noted in a familiar story (an appropriate book list is provided)
- Choose and defend ratings for behaviours of the story characters
- Be able to transfer the descriptive language and the actions of socially responsible people from storybook scenarios to real life situations.

**Lesson 5**

In what appears to be a lesson teaching students about authentic compliments and how to give them, this lesson introduces students to the process of acknowledging and identifying character attributes. Students will:

- Learn and practice a process of acknowledgement
- Recognize the impact of complimenting ordinary deeds
- Recognize and identify how compliments can reinforce positive behaviours
- Identify and describe feelings related to acknowledgement and compliments

**Lesson 6**

In this lesson students begin to seek out the Hidden Hero that lies within each one of them. Students will:

- Learn more about exercising Democratic Rights and Responsibilities
- Clarify and begin to apply some of the principles of Hidden Heroes
- Understand how performing small actions can make a big difference
- Identify behaviours that fully meet expectations of a socially responsible person
- Be able to complete a self-assessment of targeted socially responsible / Hidden Hero-like behaviours
- Understand what it means to “Solve Problems in Peaceful Ways” & “Exercise Democratic Rights & Responsibilities”

**Lesson 7**

In this lesson students learn self-evaluation techniques and develop goals and strategies that will help them become more socially responsible people (Hidden Heroes). Students will:

- Practice being a Hidden Hero
- Learn, apply, and practice goal setting skills
- Improve targeted social responsibility behaviours
- Be able to recognize, identify, and acknowledge socially responsible behaviours in others

**Lesson 8**

In this lesson students put into practice all they have come to understand about being and recognizing a Hidden Hero. Students will:

- Recognize and acknowledge a Hidden Hero in their own lives
- Recognize and acknowledge socially responsible behaviours in others
- Develop an action plan to become for each of them to become a Hidden Hero

**Lesson 9**

This lesson gives students the opportunity to reflect on what they have learned during the unit about being a person of good character, a socially responsible person, a Hidden Hero. Students will:

- Be able to recognize, identify and acknowledge socially responsible behaviours
- Be able to recognize, identify and acknowledge what it means to be a Hidden Hero

**Lesson 10**

This lesson will celebrate what students have learned about being a socially responsible person (a Hidden Hero); people they have identified as Hidden Heroes (invite them to the celebration); and most important of all, the Hidden Hero that lies within each one of them. Students will:

- Work together to organize a class Hidden Heroes celebration
- Develop a list of invitees
- Create invitations
- Organize the program for the celebration
- Present Hidden Heroes certificates

**Another possible concluding project**

Students could be asked to focus on character attributes of their choice and create something like a comic strip, skit or children's book to consolidate what they have learned. In turn, these are items that can be shared at assemblies, in newsletters or in display cabinets.



## Lesson By Lesson Links to the Ontario Curriculum

### Lesson 1

#### Language

##### **Oral Communication**

- 1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
- 1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
- 1.4 Demonstrating Understanding** - demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details
- 1.6 Extending Understanding** - extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them
- 1.7 Analyzing Texts** - identify and explain the importance of significant ideas and information in oral texts
- 2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions
- 2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
- 2.4 Appropriate Language** - choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience
- 2.7 Visual Aids** - use a variety of appropriate visual aids to support or enhance oral presentations

#### The Arts

##### **Visual Arts**

- Creative Work** - produce two- and three-dimensional works of art

### Lesson 2

#### Language

##### **Oral Communication**

- 1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
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## Reading

- 1.1 Variety of Texts** - read a variety of literary texts
- 1.3 Comprehension Strategies** - identify a variety of reading comprehension strategies and use them appropriately before, during, and after reading to understand texts
- 1.4 Demonstrating Understanding** - demonstrate understanding of a variety of texts by identifying important ideas and some supporting details
- 1.5 Making Inferences/Interpreting Texts** - make inferences about texts using stated and implied ideas from the texts as evidence
- 1.6 Extending Understanding** - extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
- 3.1 Reading Familiar Words** - automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts
- 3.2 Reading Unfamiliar Words** - predict the meaning of and rapidly solve unfamiliar words using different types of cues
- 3.3 Reading Fluently** - read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

## Writing

- 1.2 Developing Ideas** - generate ideas about a potential topic, using a variety of strategies and resources
- 1.4 Classifying Ideas** - sort ideas and information for their writing in a variety of ways
- 1.5 Organizing Ideas** - identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers
- 2.1 Form** - write short texts using a variety of forms
- 2.2 Voice** - establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience
- 2.3 Word Choice** - use words and phrases that will help convey their meaning as specifically as possible
- 2.4 Sentence Fluency** - vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences
- 3.1 Spelling Familiar Words** - spell familiar words correctly
- 3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
- 3.4 Punctuation** - use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences
- 3.5 Grammar** - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words

## The Arts

### Visual Arts

**Creative Work** - produce two- and three-dimensional works of art

### Dance and Drama

**Creative Work** - create works of drama and dance, using appropriate elements

## Lesson 3

### Language

#### Oral Communication

- 1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
- 1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
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- 2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
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- 1.6 Extending Understanding - extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
- 3.1 Reading Familiar Words - automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts
- 3.2 Reading Unfamiliar Words - predict the meaning of and rapidly solve unfamiliar words using different types of cues
- 3.3 Reading Fluently - read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

#### Writing

- 1.2 Developing Ideas - generate ideas about a potential topic, using a variety of strategies and resources
- 1.4 Classifying Ideas - sort ideas and information for their writing in a variety of ways
- 1.5 Organizing Ideas - identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers
- 2.1 Form - write short texts using a variety of forms
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- 3.2 Spelling Unfamiliar Words - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
- 3.4 Punctuation - use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences
- 3.5 Grammar - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words

### The Arts -- Visual Arts

Creative Work - produce two- and three-dimensional works of art

## Lesson 4

### Language

#### Oral Communication

- 1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
- 1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
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- 2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
- 2.4 Appropriate Language** - choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience

#### Reading

- 1.1 Variety of Texts** - read a variety of literary texts
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- 3.3 Reading Fluently** - read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

### The Arts

#### Dance and Drama

**Creative Work** - create works of drama and dance, using appropriate elements

#### Music

**Creative Work** - sing music from a variety of cultures and historical periods

## Lesson 5

### Language

#### Oral Communication

- 1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
- 1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts
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#### Writing

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- 2.1 Form** - write short texts using a variety of forms
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- 2.4 Sentence Fluency** - vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences
- 3.1 Spelling Familiar Words** - spell familiar words correctly
- 3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling
- 3.4 Punctuation** - use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences
- 3.5 Grammar** - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words

### The Arts

#### Visual Arts

- Creative Work** - produce two- and three-dimensional works of art

## Lesson 6

### Language

#### Oral Communication

- 1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
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## The Arts -- Visual Arts

- Creative Work** - produce two- and three-dimensional works of art

## Lesson 7

### Language

#### Oral Communication

- 1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
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- 1.4 Demonstrating Understanding** - demonstrate understanding of a variety of texts by identifying important ideas and some supporting details
- 1.5 Making Inferences/Interpreting Texts** - make inferences about texts using stated and implied ideas from the texts as evidence
- 1.6 Extending Understanding** - extend understanding of texts by connecting the ideas in them to their own knowledge and experience, to other familiar texts, and to the world around them
- 3.1 Reading Familiar Words** - automatically read and understand most high-frequency words, many regularly used words, and words of personal interest or significance, in a variety of reading contexts
- 3.2 Reading Unfamiliar Words** - predict the meaning of and rapidly solve unfamiliar words using different types of cues
- 3.3 Reading Fluently** - read appropriate texts at a sufficient rate and with sufficient expression to convey the sense of the text readily to the reader and an audience

#### Writing

- 1.2 Developing Ideas** - generate ideas about a potential topic, using a variety of strategies and resources
- 1.4 Classifying Ideas** - sort ideas and information for their writing in a variety of ways
- 1.5 Organizing Ideas** - identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers
- 2.1 Form** - write short texts using a variety of forms
- 2.2 Voice** - establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience
- 2.3 Word Choice** - use words and phrases that will help convey their meaning as specifically as possible
- 2.4 Sentence Fluency** - vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences
- 3.1 Spelling Familiar Words** - spell familiar words correctly
- 3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

**3.4 Punctuation** - use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences

**3.5 Grammar** - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words

## The Arts

### Visual Arts

**Creative Work** - produce two- and three-dimensional works of art

## Lesson 8

### Language

#### Oral Communication

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups

**1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts

**1.4 Demonstrating Understanding** - demonstrate an understanding of the information and ideas in a variety of oral texts by identifying important information or ideas and some supporting details

**1.6 Extending Understanding** - extend understanding of oral texts by connecting the ideas in them to their own knowledge and experience; to other familiar texts, including print and visual texts; and to the world around them

**1.7 Analyzing Texts** - identify and explain the importance of significant ideas and information in oral texts

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small- and large-group discussions

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence

**2.4 Appropriate Language** - choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience

**2.7 Visual Aids** - use a variety of appropriate visual aids to support or enhance oral presentations

#### Writing

**1.2 Developing Ideas** - generate ideas about a potential topic, using a variety of strategies and resources

**1.4 Classifying Ideas** - sort ideas and information for their writing in a variety of ways

**1.5 Organizing Ideas** - identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers

**2.1 Form** - write short texts using a variety of forms

**2.2 Voice** - establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience

**2.3 Word Choice** - use words and phrases that will help convey their meaning as specifically as possible

**2.4 Sentence Fluency** - vary sentence structures and maintain continuity by using joining words to combine simple sentences and using words that indicate time and sequence to link sentences

**3.1 Spelling Familiar Words** - spell familiar words correctly

**3.2 Spelling Unfamiliar Words** - spell unfamiliar words using a variety of strategies that involve understanding sound-symbol relationships, word structures, word meanings, and generalizations about spelling

**3.4 Punctuation** - use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences

**3.5 Grammar** - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words

## The Arts

### Visual Arts

**Creative Work** - produce two- and three-dimensional works of art

## Lesson 9

### Language

#### Oral Communication

**1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups

**1.3 Comprehension Strategies** - identify a variety of listening comprehension strategies and use them appropriately before, during, and after listening in order to understand and clarify the meaning of oral texts

**2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small-and large-group discussions

**2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence

**2.4 Appropriate Language** - choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience

#### Writing

**1.2 Developing Ideas** - generate ideas about a potential topic, using a variety of strategies and resources

**1.4 Classifying Ideas** - sort ideas and information for their writing in a variety of ways

**1.5 Organizing Ideas** - identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers

**2.1 Form** - write short texts using a variety of forms

**2.2 Voice** - establish a personal voice in their writing, with a focus on using concrete words and images to convey their attitude or feeling towards the subject or audience

**2.3 Word Choice** - use words and phrases that will help convey their meaning as specifically as possible

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**3.5 Grammar** - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words

## Lesson 10

### Language

#### Oral Communication

- 1.2 Active Listening Strategies** - demonstrate an understanding of appropriate listening behaviour by using active listening strategies in order to contribute meaningfully and work constructively in groups
- 2.2 Interactive Strategies** - demonstrate an understanding of appropriate speaking behaviour in a variety of situations, including small-and large-group discussions
- 2.3 Clarity and Coherence** - communicate orally in a clear, coherent manner, presenting ideas, opinions, and information in a logical sequence
- 2.4 Appropriate Language** - choose a variety of appropriate words and phrases, including descriptive words and some technical vocabulary, and a few elements of style, to communicate their meaning accurately and engage the interest of their audience

#### Writing

- 1.2 Developing Ideas** - generate ideas about a potential topic, using a variety of strategies and resources
- 1.4 Classifying Ideas** - sort ideas and information for their writing in a variety of ways
- 1.5 Organizing Ideas** - identify and order main ideas and supporting details into units that could be used to develop a short, simple paragraph, using graphic organizers
- 2.1 Form** - write short texts using a variety of forms
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- 3.4 Punctuation** - use punctuation to help communicate their intended meaning, with a focus on the use of: quotation marks to indicate direct speech; commas to mark grammatical boundaries within sentences; capital letters and final punctuation to mark the beginning and end of sentences
- 3.5 Grammar** - use parts of speech appropriately to communicate their meaning clearly, with a focus on the use of: proper nouns for titles; the possessive pronouns my, mine, your, yours, his, her, hers, its; action verbs in the present and simple past tenses; adjectives and adverbs; question words

### The Arts

#### Music

- Creative Work** - sing music from a variety of cultures and historical periods



## A Brief Lesson by Lesson Overview Outlining Connections Between the Our Hidden Heroes Program and Character Education

The Hidden Heroes program is an excellent way to *introduce* and *reinforce* the attributes of character and character education as set out by Ontario’s Character Development Initiative. The principles of the *Our Hidden Heroes Program* state that:

- Because we can each make a difference in the world, we have a **responsibility** to do so.
- Small, consistent acts of **kindness** are “doable”, but, they are not always easy – that’s when **persistence** is essential.

The Hidden Heroes program directly encourages students to:

- Treat classmates, family, friends, and school staff **fairly** and **respectfully**
- Work and interact with a variety of classmates (**teamwork**)
- Manage conflict appropriately, including presenting views and arguments **respectfully**, and considering others’ views (**empathy**)
- Be friendly and **kind**
- Be willing to help others (**co-operation**)
- Contribute in accomplishing the assigned task when working in a group situation (**teamwork**)
- Willing to take **responsibility** for maintaining and/or improving personal space, the classroom and other school areas

Character education is closely tied to healthy relationships between people. These positive relationships require strong communication skills including good oral and listening skills. The *Our Hidden Heroes Program* systematically provides instruction in and action-based practice to support students as they develop these skills.

This relationship between socially responsible character attributes and strong communication skills is reflected in the multiplicity of connections Ontario’s language arts curriculum has to the *Our Hidden Heroes Program*.