



South Carolina Academic/Career Development Integration Activity (DRAFT)

Title **Character Analysis (HSS-5)**
Subject **United States Government**

Grade Level(s) 12

SC Content Standard United State Government Standard USG-5. The student will demonstrate an understanding of the concept of personal and civic rights and responsibilities and the role of the citizen in American democracy.

USG-5.4 Explain the process of naturalization in the United States, including naturalization laws and the criteria of length of residency, English language literacy, proof of character, knowledge of United States history, and support for the values and principles of American constitutional government.

National Career Development Guidelines Goal/Indicator

Personal Social Development GOAL PS1. Develop understanding of yourself to build and maintain a positive self-concept.

Indicator PS1. K3. Identify your positive personal characteristics (e.g., honesty, dependability, responsibility, integrity, and loyalty).

Career Development Objectives

1. Students will explain what “proof of character means” in the naturalization laws.
2. Students will identify and document at least 3 positive personal characteristics to demonstrate their “proof of character.”

Assessment

1. Students will write a composition about that aspect of the naturalization laws that deals with “proof of character” and identify and document at least 3 positive personal characteristics to demonstrate their “proof of character.”

Preparation

- Prior Learning—Unit on naturalization laws
- Handouts/Worksheets—*Skills for a Lifetime* handout
- Resources/Materials—Writing materials
- Time Required—30 minutes to introduce the activity, 30 minutes for students to share their compositions, and home assignment (write composition)

* Adapted from *Career Development Tool Kit*, Linda Kobylarz & Associates, 2001. Used with permission.

Procedures

Part One—(30 minutes plus homework assignment)

- This activity deepens students' understanding of the US naturalization laws by having them apply the "proof of character" requirement to themselves.
- Open discussion with a review of the basic elements of the naturalization laws.
- Focus discussion on the "proof of character" requirement. What is "character"? What personal qualities and characteristics do we look for in a US citizen? How would someone demonstrate that they have those qualities?
- Brainstorm a list of the character qualities and write on board.
- Give students the homework assignment. Tell students they are to write a short composition explaining the "proof of character" requirement. They will also identify at least 3 positive personal characteristics of their own with examples of how they demonstrate those characteristics to establish their own "proof of character."

Part Two—Career Development Connections (30 minutes)

- Have students briefly discuss their "proof of character" compositions.
- Give students a copy of the *Skills for a Lifetime* handout and review it.
- Explain that the skills and personal qualities listed are those that employers value in all employees. How are they similar to what is needed to demonstrate "proof of character"? In effect, employers are looking for "good citizens" on the job.
- Brainstorm ways that students can build their portfolio of positive personal qualities so they will be able to easily demonstrate those qualities in a job interview and on a resume.
- Remind students that each of us is unique and has special abilities, skills, and qualities. Point out that these qualities are what make us successful in our personal lives, in our relationships with others, in school, and at work.
- Optional: The student's composition can serve as an artifact in a career portfolio.

Crosswalks

SC Career Guidance Standard/Competency

Learning to Work Standard 1. Students will understand the relationship among personal qualities, education and training, and the world of work.

Competency 1.1. Demonstrate a positive attitude towards self.

Key Employability Skills

Communication Skills—Writing

Creative Thinking—Generates new ideas

Self-Esteem—Believes in self, has positive view of self

► SKILLS FOR A LIFETIME ◀

Foundation Skills—Basic Academics	
Reading	Understands written materials
Writing	Communicates thoughts, ideas, and information through writing
Arithmetic/Mathematics	Performs basic computations and chooses appropriate mathematical techniques to solve problems
Listening	Interprets and responds to verbal messages and cues
Speaking	Organizes ideas and communicates orally
Foundation Skills—Thinking Skills	
Creative Thinking	Generates new ideas, tries new things
Problem Solving	Defines, understands, and solves a problem
Decision Making	Specifies a goal, gathers information, identifies alternatives, considers risks, chooses best alternative
Seeing Things in the Mind's Eye	Creates a mental picture from information
Knowing How to Learn	Asks questions, uses resources, researches information
Reasoning	Understands the relationship between things and uses that knowledge to solve a problem
Foundation Skills—Personal Qualities	
Responsibility	Completes tasks on time, has materials ready, is dependable
Self -Esteem	Believes in self, has positive view of self
Sociability	Meets new people, is friendly, is polite
Self Management	Sets priorities and goals, controls behavior and attitude
Integrity/Honesty	Makes ethical choices
Workplace Know—How Skills	
Managing Resources	Managing time, money, materials, and being organized
Interpersonal-Teamwork	Contributes to group effort, cooperates
Interpersonal-Teaches Others	Helps others to learn new skills
Interpersonal-Serves Customers	Works to satisfy customers
Interpersonal-Leadership	Persuades and convinces others, plans to achieve goals
Interpersonal-Negotiates	Works towards agreements with others
Interpersonal-Diversity	Works well with others different than self, sees other's point of view
Information	Obtains, evaluates, organizes, interprets, and communicates information
Technology	Using computers and other technology to process and convey information
Understanding Systems	Knowing how social, organizational, and technology systems work

2002 Linda Kobylarz & Associates. Used with permission.

