

## VIRTUE EDUCATION

	Classroom-level	Grade-wide
<b>KG</b>	<ul style="list-style-type: none"> <li>• Discussing how characters are showing virtue in books</li> <li>• Unity Day - writing about justice</li> <li>• "Prudent scholars do what"?</li> <li>• "Check their work!"</li> </ul>	<ul style="list-style-type: none"> <li>• BITS</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Morning meeting - highlighting virtue of the month</li> <li>• Encouraging using virtues during instruction in regard to behavior/expectations</li> </ul>	
<b>2</b>	<ul style="list-style-type: none"> <li>• Noticing and recognizing ways students are showing virtue</li> <li>• Classroom rules education</li> <li>• Virtue of the month, writing in response to it</li> <li>• Writing curriculum, writing paragraphs in regard to virtue</li> </ul>	
<b>3</b>	<ul style="list-style-type: none"> <li>• Noticing virtue in reading/history</li> </ul>	
<b>4</b>	<ul style="list-style-type: none"> <li>• Slideshow of expectations at the beginning of the year</li> </ul>	
<b>5</b>	<ul style="list-style-type: none"> <li>• How virtues relate to careers in science</li> <li>• Beginning of the year, to build on/introduce definitions</li> <li>• Writing assignments often connected to virtue</li> <li>• During seminars - heroism especially</li> <li>• Quote of the day related to virtue</li> </ul>	<ul style="list-style-type: none"> <li>• Regularly talking about using virtues when working on academic instruction</li> </ul>
<b>6-12 ENGLISH/ RHETORIC</b>	<ul style="list-style-type: none"> <li>• Positive communications home focused on student growth</li> <li>• Daily expectation of agon</li> <li>• Application of virtues as related to specific texts</li> </ul>	

	<ul style="list-style-type: none"> <li>● Virtues are embedded in curriculum</li> <li>● Specific virtue comments, praise, feedback on assignments</li> <li>● Classroom expectations aligned to virtue</li> <li>● Teacher observations</li> <li>● Teachers share personal anecdotes and models virtuous living</li> <li>● Mental health discussions and check-ins</li> <li>● Acknowledge current world events</li> <li>● Positive emails to student/parent that praise specific growth</li> <li>● Utilizing "kairos" or, the right timing to discuss virtues as they arise.</li> <li>● Daily repetitions to start or end class like "I'm proud of you" that are teacher specific.</li> <li>● Teachers acknowledging their own mistakes and growth opportunities.</li> <li>● Mental Health discussions and check-ins within the classroom setting.</li> <li>● Acknowledging current world events as a way to reflect on virtue in 2024.</li> </ul>	
<b>6-12 MATH</b>	<ul style="list-style-type: none"> <li>● Merits for exceptional virtuous behavior and scholarship</li> <li>● Connect fortitude to mental math</li> <li>● Model virtues in classroom</li> <li>● Virtuous expectations and justification of class expectations and rules</li> </ul>	
<b>6-12 HISTORY</b>	<ul style="list-style-type: none"> <li>● Teachers share personal anecdotes</li> </ul>	

	<ul style="list-style-type: none"> <li>• Teach good and evil deeds throughout history</li> <li>• Examine virtues in the context of curriculum, formal assignments built around virtues</li> <li>• Use excellent work as exemplars</li> <li>• Class-wide virtue recognition</li> <li>• Merits and parent communication for good citizenship</li> <li>• Notes of congratulation for great work</li> </ul>	
<b>6-12 SCIENCE</b>	<ul style="list-style-type: none"> <li>• Posted virtues</li> <li>• Positive messages home</li> <li>• Examine virtues in the context of curriculum</li> <li>• Connections between students' efforts and famous science efforts</li> <li>• Public recognition and/or congratulations for high performance</li> </ul>	
<b>6-12 LANGUAGES</b>	<ul style="list-style-type: none"> <li>• Examine virtues in the context of curriculum</li> <li>• Literary examples of virtue</li> </ul>	
<b>6-12 SPECIALISTS</b>	<ul style="list-style-type: none"> <li>• Emails home and merits for good citizenship/virtuous behavior</li> <li>• Modeling virtues in classroom environment and culture.</li> <li>• Upholding school's behavior standards.</li> <li>• Speaking about the "off-shoots" of virtues; and what they look like in our classroom (self-control, fairness, respect, integrity, citizenship, perseverance).</li> </ul>	
<b>6-12 SPECIAL EDUCATION</b>	<ul style="list-style-type: none"> <li>• Virtue of the week objective to connect to in classes</li> <li>• Connecting objective to social</li> </ul>	

	<p>skills conversations</p> <ul style="list-style-type: none"> <li>• Staff members modeling virtues</li> <li>• Calling out students who are displaying objective of the week</li> <li>• Connecting objective to real life situations at home &amp; in community</li> <li>• Completing Self-Reflections</li> <li>• Completing class routines</li> <li>• Working through challenges with students</li> <li>• Completing daily school work by House/due date</li> <li>• Following classroom rules/expectations</li> <li>• Daily check-ins with students</li> <li>• Progress reporting</li> </ul>	
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**LOWER SCHOOL SCHOOL-WIDE:**

- Posters in common areas written in terms of virtue

**UPPER SCHOOL SCHOOL-WIDE:**

- Reflection during Detention
- Work / Dean of Students re: demerits
- Merits emailed and printed for each student
- Weekly House Activities centered on Virtues

**VIRTUE RECOGNITION/CELEBRATIONS**

	Classroom-level	Grade-wide
<b>KG</b>	<ul style="list-style-type: none"> <li>• Knight Notes</li> <li>• Scholar Tickets</li> </ul>	<ul style="list-style-type: none"> <li>• Noodle jar</li> <li>• Secret Scholar</li> </ul>
<b>1</b>	<ul style="list-style-type: none"> <li>• Rockstar Tickets</li> <li>• Stickers</li> </ul>	<ul style="list-style-type: none"> <li>• Marble jar</li> <li>• Secret Scholar</li> </ul>
<b>2</b>	<ul style="list-style-type: none"> <li>• Secret Scholar of the Week</li> <li>• Star box drawing</li> </ul>	<ul style="list-style-type: none"> <li>• Secret Scholar</li> </ul>

<b>3</b>	<ul style="list-style-type: none"> <li>• Bonus bingo</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom currency to earn "money" for auction 2x/year</li> </ul>
<b>4</b>	<ul style="list-style-type: none"> <li>• Presenting virtue shout-outs in front of the class</li> <li>• Temperance trophy</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Perks</li> <li>• Marble Jar</li> </ul>
<b>5</b>	<ul style="list-style-type: none"> <li>• Notes to HR and math students praising/pointing out success</li> <li>• History Review Game</li> <li>• Good Behavior tickets</li> </ul>	
<b>LS MISC</b>	<ul style="list-style-type: none"> <li>• Virtue Jars (Latin)</li> <li>• Master Tracker awards (reading)</li> <li>• Rewarding positive behavior</li> </ul>	
<b>6-12 ENGLISH/ RHETORIC</b>	<ul style="list-style-type: none"> <li>• Positive communication home</li> <li>• Praise via feedback on assignments</li> <li>• Using assignments as exemplars</li> </ul>	
<b>6-12 MATH</b>	<ul style="list-style-type: none"> <li>• Merits</li> </ul>	
<b>6-12 HISTORY</b>	<ul style="list-style-type: none"> <li>• Positive communication home</li> <li>• Merits</li> </ul>	
<b>6-12 SCIENCE</b>	<ul style="list-style-type: none"> <li>• Positive communication home</li> <li>• Praise</li> <li>• Letters of reference</li> </ul>	
<b>6-12 LANGUAGES</b>	<ul style="list-style-type: none"> <li>•</li> </ul>	
<b>6-12 SPECIALISTS</b>	<ul style="list-style-type: none"> <li>• Positive communication home</li> </ul>	
<b>6-12 SPECIAL EDUCATION</b>	<ul style="list-style-type: none"> <li>• Student shout outs</li> </ul>	

**LOWER SCHOOL SCHOOL WIDE:**

- Virtue Shout-Outs
- Virtue Assemblies

- Silent Hallway Challenge
- Announcing virtue shout-outs on the announcements
- Encouraging using virtue on the announcements
- Commenting on it within the classroom/common areas when noticed

#### **UPPER SCHOOL SCHOOL-WIDE:**

- Student of the Month based on Virtue and/or Academic Growth
- Certificates at Assembly
- Lunch at end of semester

#### **NARRATIVE SUMMARY:**

Virtue Education at NOVA is comprehensive in the truest sense of the word:

- Students, parents, and staff all participate in the process of developing virtues in NOVA students. This includes classroom environments where students are recognized and celebrated for virtue development, parent communication happens regularly around virtues, and staff share their own experiences with virtuous living.
- Virtue Education is explicitly taught at NOVA, but it is also lived into practice through engagement with both content-based curriculum and assignments as well as through conversations around what it means to be a virtuous person in the communities inside and outside of the school. Teachers and students pay attention to where virtues show up in history, art, mathematics; but they also pay attention to where virtues foster better ways to live their lives in the context of their own communities and current events.
- Recognition and reinforcement of virtuous ways of being is ongoing at NOVA. Virtuous behavior is recognized through merits, parent communication, and public congratulations, reinforcing good citizenship and scholarship. Excellent student work becomes exemplars, lifting up students and helping students develop the ability to be reflective about their own virtue development.