



LESSON 3.18 Academic Integrity

Module #3: Making the Grade

Academically, the ninth grade year often defines a student's entire high school experience. Therefore, it is imperative that all freshmen get off to a great start with their academic work. This can be accomplished through the teaching of study skills, note taking skills, and learning styles and through an increased awareness of resources available to build academic success.

Enduring Understandings

- I. **Academic success in high school requires a toolbox equipped with skills and strategies to use in navigating the completion of academic coursework.**
- II. Knowing about, understanding, and using the many academic resources available will increase the likelihood of a successful high school experience.

Essential Questions

- I. What are habits of mind and how will they help me? (I)
- II. **What can I do to ensure my academic success in high school? (I)**
- III. What resources does my high school have available to help build my academic success? (II)

Lesson Objective(s)

Students will understand the meaning of academic integrity and its importance as a core value in our school.

Lesson 3.16

Lesson 3.17

Lesson 3.18

Lesson 4.1

Lesson 4.2

Directions:

1. Distribute a copy of your school's policy on "academic integrity."
2. Read the policy aloud with students. Briefly discuss the policy with the students.
 - Do students understand the meaning of "cheating" and "plagiarism"?
 - Are there any surprises in the definitions?
 - Do students think cheating is a problem?
 - What can they do to curtail the problem?
3. Distribute the "Academic Integrity Scenarios."
4. Read through each scenario and discuss with the students: Does the scenario depict cheating? You may consider doing this activity in small groups, rather than as a large group.

Materials & Supplies

- Copies of your school's academic integrity policy

FOCUS
POINT

It's important that freshmen know about the support services available in your school. And, it's even more important that freshmen know it's "cool" to take advantage of them. Hearing this from you will be important.

- There are many good books in the market aimed at teenagers that can be a great enhancement to this module.
- Two texts we suggest:
 - *7 Habits of Highly Effective Teens* - Sean Covey
 - *Seven Secrets of How to Study* - Stephen Jones

resources
&
extension

Academic Integrity Scenarios

Scenario #1

Frank was up late studying when a friend asked him what he was studying and who the teacher was. The friend offered Frank a file with old notes and tests from the same course and the same teacher. Frank fell over himself thanking the guy, amazed and grateful for how much help this would be. Frank went back to work feeling refreshed, confident, and equipped to prepare systematically and efficiently.

Scenario #2

Darnell was tired when he left the classroom. It had been the hardest test he'd ever taken. He was glad he'd studied hard and hadn't needed to use the "cheat sheet" he had put together in a panic the night before. Now he felt embarrassed that he had been that desperate. As he walked down the hall he searched his pockets for his "equalizer", intending to throw it away. But, it wasn't in his pocket. Then he realized Mr. Thomas had followed him into the hall. He was walking toward him with the tiny piece of paper in his hand. "Darnell, we need to talk," he said.

Scenario #3

Karen and Beth were the best guards in the conference. When they were in the backcourt together, it seemed they couldn't be beat. Unfortunately, regardless of how good they were on the court, at least half of the pair wasn't cutting it in the classroom. It looked like academic ineligibility was about to break up the dream team. Karen was reluctant, but she thought if she didn't let her teammate see her test, Beth would fail and tournament prospects would dim. She told herself, "It's only a social studies class," as she slowly moved her elbow to reveal the answer column.

Scenario #4

Terence was thrilled with himself and his little plan. The way he looked at it, he could ace this AP level course, boost his GPA, and buy time to work on his college applications. It would all take a weekend at the most. He'd take the book titles to the library, look up the literary criticism on hand, translate it into his own words, get it typed, and submit instant book reviews according to the teacher's schedule. If he finished it all early enough in the year, he figured he could bluff his way through any questions that came up in class.

Scenario #5

You are a very well known athlete in the school. Last night, you were up late practicing for today's game and you didn't do your English assignment. You have English sixth period and your best friend has the same class with the same teacher fourth period. You find her in the morning and get her homework to copy during your third period study hall. What do you think?

Then:

Your plan was to meet up with your friend right after third period to give back her assignment. But your study hall teacher starts talking to you about tonight's big game and you forget to meet your friend. It isn't until sixth period that you realize that you forgot to return her paper and she had to take a zero for the missing assignment (the teacher does not accept late work) and you will get full credit. What do you think?

Scenario #6

You are almost failing your math class, due to your lack of effort. You know that if you turn in this last assignment for the nine-weeks, you can just barely pass. But you didn't take home your book last night and you didn't do the assignment. You decide to ask a friend to let you copy the friend's work. Assignment completed and turned in—you passed for the quarter. What do you think?

Scenario Discussion Questions

1. What attributes can you connect to a person who cheats
2. What do you have to gain by allowing someone to cheat from your work?
3. What do you have to lose by allowing someone to cheat from your work?
4. Knowing the consequences of cheating, why does cheating happen in schools?
5. Do you know of any cheating stories? What happened?