

## **Character Education Vision**

To foster sustainable communities that are caring and ethical.

## **Character Education Mission**

To prepare students to be ethically engaged citizens who care deeply, think critically and act courageously.

## **Character Education Guiding Principles**

- Character Education connects school learning with daily life.
- Character Education will be intentional - specifically taught, infused throughout the curriculum and embedded in what we do.
- Student engagement in character development is fostered through opportunities to think critically and contribute to decision-making.
- Intrinsic motivation is essential to character development.
- All staff accept responsibility to promote and model positive character.
- Staff will communicate with parents and students regarding student character development.
- Parent partnerships are an important part of creating a culture of character.
- Community partnerships can be a powerful tool in creating a culture of character.
- Student engagement in Service Learning is important to character development.
- Character education facilitates the development of self-reflection, which leads to a strong personal identity and an understanding of one's relationship with the world.

## Foundational Descriptors



**Ethic of Care** – This is the core component of Character Education at FFCA. Leading a character education initiative requires a focus on helping students and staff develop an awareness of ethical caring, the skills to care, the courage to act in a caring manner, and the connections that cultivate a caring community.

An ethic of care is based upon a regard and desire for the well being of self and others. Caring is the foundation of ethical or moral behavior and the foundation of relationship. “A care ethic begins with the assumption that it is morally relevant to acknowledge that all humans are specific, concrete individuals rather than abstract, generic beings” (Hankvisky, 2004, p. 32). Care involves a focus on, and prioritizing of, relationship and the skills and qualities necessary for building relationship. This caring relationship involves acceptance and trust. Care involves receptive attention, reciprocity, empathy, feeling, and vulnerability. The development of empathy is fundamental to caring. It is the moral core, motivates care, and has the potential to stop cruelty.

**Virtues Education** – Virtue is a pattern of thought and behavior based on high moral standards. Virtues can be placed into a broader context of values. Societies have values that are shared among many of the participants in that culture and therefore these are considered to be a societal virtue, instead of just an individual’s personal value. The act of defining, exploring, and applying these virtues and values will influence the person that each student will become in the future. It is also the process of having students explore which key virtues and values predominantly guide their decision making, and by understanding this, enabling them to be more aware of the reasons why they make the decisions they do and the impact that they have on others. The core virtues that make up the heart of the FFCA program are: Respect, Responsibility, Self-Discipline, Compassion, and Integrity.

**Values Awareness** - Personal values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable, constructive, etc. Values generate behaviour and help solve common human problems for survival by comparative rankings of value, the results of which provide answers to questions of why people do what they do and in what order they choose to do them. This is a process of having students explore which values predominantly guide their life, and by understanding this, enabling them to be more aware of the reasons

why they make the decisions they do. Examples of some basic values are: friends, family, power, money, humility, hope, influence, education, acceptance, achievement, courtesy, creativity, effectiveness, freedom, diversity, empowerment, individuality, etc.

**Ethical Decision Making** – This is a guiding principle that helps to set the framework for the way that students and adults respond and act in given situations. The basis of ethical decision making is: Human behavior has consequences for the welfare of others. We are capable of acting towards others in such a way as to increase or decrease the quality of their lives. We are capable of helping or harming by the decision that we make. (Paul and Elder, 2003)

### **Building Relationships and Communities**

**Relationships** – Through this foundation student will explore and develop a working understanding that relationships usually involve some level of interdependence. People in a relationship tend to influence each other, share their thoughts and feelings, and engage in activities together. Because of this interdependence, most things that change or impact one member of the relationship may have some level of impact on the other member. By building positive relationships, students will develop an understanding of how relationships support various communities.

**Communities** – Through this foundation students will explore the interworking of what it means to be an active citizen within a classroom, school, and broader community. The student will further investigate and experience the structures, interdependence, common beliefs/values, shared characteristics, and the need for mutual respect that forms sustainable communities that are caring and just.

**Personal and Team Leadership** – Through this foundation students learn the elements that make up an ethical leader and methods that will enhance their influence while becoming responsible citizens. This component builds the students' mastery of self, sense of community and their understanding of the positive influence they can have on their lives and others.

### **Key Processes**

Self-Reflection

Integration into the culture and curriculum

Goal Setting

Experiential Learning

Service Learning

Teacher Directed

Skill Development

Cooperative Learning

Moral Reasoning

Discussion/class meetings

### **Core Virtues**

- Respect
- Responsibility
- Compassion
- Self-Discipline
- Integrity

## Character Education Map at a Glance – Enduring Understandings

<u>Enduring Understanding</u>						<div><div>IT</div>Intentionally Taught</div> <div><div>O/F</div>Opportunities (review/practice) or Fostered</div>													
<ul style="list-style-type: none"><li>How a person thinks, cares, and feels influences their choices.<ul style="list-style-type: none"><li>Students will</li></ul></li></ul>																			
Learning Targets						K	1	2	3	4	5	6	7	8	9	10	11	12	
• understand the difference between chance and choice						IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	IT	IT	O/F	O/F	
• understand that it takes courage to act in accordance with core virtues						IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F	
• understand that it takes courage to act when faced with a moral dilemma										IT	IT	IT	IT	IT	IT	O/F	O/F	O/F	
• understand the connection between thought and action								IT	IT	IT	O/F	O/F	IT	IT	IT	O/F	O/F	O/F	
• understand the meaning of the core virtues and be able to provide examples—what they look like, sound like, and feel like						IT	IT	IT	IT										
• understand the connection between ones actions and the core virtues						IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F
• understand the impact of the core virtues on decision making								IT	IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	O/F	
• understand what values are and how they are developed								IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	O/F	O/F	
• understand their own personal values and be able to develop a personal values framework													IT	IT	IT	IT	IT	IT	
• understand the influence of values on decision making									IT	IT	IT	O/F	O/F	IT	IT	IT	IT	O/F	
• be able to identify types of feelings						IT	IT	IT	IT			IT	IT	IT	IT				
• be able to recognize when their feelings are impacting their choices, either positively or negatively								IT	IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F	
• understand the impact of feelings on decision making—their own and others									IT	IT	IT	O/F	O/F	IT	IT	IT	O/F	O/F	
• understand ethical caring and how it is connected to decision making								IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	O/F	O/F	
• understand what is sensitivity and desensitization (connected to empathy and ethical care)						O/F	O/F	O/F	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F	O/F	
• understand care as a criterion for evaluating and making choices								IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	O/F	O/F	
• understand various learning styles, identify their own, and develop strategies to adapt to various learning environments.										IT	IT	IT	O/F	O/F	IT	IT	IT	O/F	
• understand the need to address various learning styles and skill sets while working in a group setting.													IT	IT	O/F	O/F	IT	IT	

**Enduring Understanding**

- Character is seen in the choices individuals make.
  - Students will

**IT** Intentionally Taught  
**O/F** Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• understand what character is through various examples	IT	IT	IT	IT	O/F	O/F	O/F						
• understand how a person’s character is revealed through his or her choices on a daily basis			IT	IT	IT	IT	O/F	O/F	O/F	IT	IT	O/F	O/F
• understand that actions are more important than words				IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F
• understand that people make relationship choices based on an individual’s character (relationship bank account)				IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	O/F
• understand that the choices they make can create a reputation that differs from the image they want to aspire to					IT	IT	IT	IT	IT	IT	O/F	O/F	O/F
• understand what it means to act as a role model as a positive influence to others				IT	IT	IT	O/F	O/F	IT	IT	O/F	O/F	O/F

**Enduring Understanding**

- There are outcomes for all choices that people make.
  - Students will

**IT** Intentionally Taught  
**O/F** Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• understand the importance of respecting their physical environment	IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F	O/F	IT	IT
• understand that they have an emotional impact on those around them			IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F	O/F
• be able to identify possible outcomes for their actions					IT	IT	IT	IT	IT	O/F	O/F	O/F	O/F
• understand cause and effect	IT	IT	IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F	O/F
• be able to evaluate whether one choice is more ethical than another				IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• understand the positive impacts of making ethical choices			IT	IT	IT	O/F	O/F	IT	IT	IT	IT	IT	IT

### Enduring Understanding

- A person of character is intrinsically motivated to make ethical choices.
  - Students will

**IT** Intentionally Taught  
**O/F** Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• understand what extrinsic and intrinsic motivation is and how each impact a person				IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F
• understand what self-motivation is and what is their internal motivation			IT	IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	O/F
• understand that all choices are effected by a person's motivation						IT	IT	IT	IT	IT	IT	IT	IT
• understand what makes a choice ethical					IT	IT	O/F	O/F	O/F	IT	IT	IT	IT
• understand what conscience is and the role it plays in ethical decision making	IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F

### Enduring Understanding

- All people have value and the right to be respected.
  - Students will

**IT** Intentionally Taught  
**O/F** Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• understand the meaning of respect	IT	IT	IT	IT									
• identify examples of respect-- looks like, sounds like, feels like	IT	IT	IT	IT	O/F	O/F	O/F	O/F	IT	IT	IT	O/F	O/F
• evaluate whether or not a choice is respectful	O/F	O/F	IT	IT	IT	O/F	O/F	O/F	O/F	IT	IT	O/F	O/F
• understand that there are, and indentify, commonalities (interest, celebrations, activities, etc.) between different individuals	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F
• understand the importance of respecting diversity	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• understand that there are common needs (social, emotional, and physical) for all people				IT	IT	IT	IT	O/F	O/F	IT	IT	O/F	O/F
• understand the dangers of objectifying people and how it can lead to oppression					IT	IT	IT	IT	IT	IT	IT	IT	IT
• understand and identify harmful behaviours exhibited by themselves or others (e.g. discrimination, racism, bullying, etc.) which has a negative impact on an individual or a community.					IT	IT	IT	IT	IT	IT	IT	IT	IT
• understand that respecting oneself is critical to being able to respect others								IT	IT	IT	IT	O/F	O/F

### Enduring Understanding

- Care focuses on the well-being of self and others.
  - Students will

**IT** Intentionally Taught  
**O/F** Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• understand what natural and ethical caring is			IT	IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F
• understand that empathy to a person's distress is a natural expression of care				IT	IT	IT	O/F	O/F	O/F	IT	IT	O/F	O/F
• understand what it means to care for someone and to be cared for	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	IT	IT	IT	O/F	O/F
• understand what is empathy and the impact it can have on others				IT	IT	IT	O/F	O/F	IT	IT	IT	O/F	O/F
• understand how certain issues (societal, global, natural disasters, etc.) impact people	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• understand the role that self control plays in a caring relationship	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• understand that forgiveness is an expression of care	O/F	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F			
• understand that forgiveness is a choice necessary for personal well-being									O/F	IT	IT	IT	IT

### Enduring Understanding

- Inclusion is a cornerstone of a caring and just community.
  - Students will

**IT** Intentionally Taught  
**O/F** Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• understand belonging is a human need which is essential for the development of an inclusive and caring community	IT	IT	O/F	O/F	O/F	IT	IT	O/F	O/F	IT	IT	O/F	O/F
• understand inclusion is an important way to express care	IT	IT	IT	O/F	O/F	IT	IT	O/F	O/F	IT	IT	O/F	O/F
• understand the impact that shared and diverse values can have on an inclusive environment							IT	IT	IT	IT	IT	IT	IT
• understand what a stereotype is and the impact that it can have on others				IT	IT	IT	IT	IT	IT	IT	IT	O/F	O/F
• understand what bias is and how it impacts personal understandings and assumptions					IT	IT	IT	IT	IT	IT	IT	IT	IT
• understand their own bias and perspective					IT	IT	IT	IT	IT	IT	IT	IT	IT
• be aware of the perspectives of others				IT	IT	IT	IT	O/F	O/F	O/F	IT	IT	O/F
• understand tolerance and be tolerant of others	IT	IT	IT	IT	O/F	O/F	O/F	IT	O/F	O/F	IT	IT	O/F

**Enduring Understanding**

- People are interdependent; the choices individuals make impact others.
  - Students will

**IT** Intentionally Taught  
**O/F** Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• understand how basic needs are met by others			IT	IT	IT	IT	IT	O/F	O/F	IT	IT	O/F	O/F
• understand the connection between choices made and the impact on others (within and outside their community)	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• understand that the choice not to act, being a bystander, has an impact on others		IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT

**Enduring Understanding**

- Relationships with family, friends, and community have an effect on each person.
  - Students will

**IT** Intentionally Taught  
**O/F** Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• understand the importance of relationships (family, friends, and community)	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	IT	IT	IT	O/F	O/F
• understand that relationships are critical to creating a caring community	O/F	O/F	O/F	IT	IT	O/F	O/F	IT	IT	O/F	O/F	IT	IT
• understand what unconditional care (ethical) is and how it impacts various relationships		IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	IT	IT	IT
• understand the importance of believing that a person has the best possible intentions, until given reason to question			IT	IT	IT	O/F	O/F	O/F	O/F	IT	IT	IT	O/F
• understand that operating from a position of trust sets the stage for building relationships			IT	IT	IT	O/F	O/F	IT	IT	IT	IT	O/F	O/F
• understand how the actions people take and the words people speak on a daily basis build or erode trust	IT	IT	IT	IT	O/F	O/F	O/F	O/F	IT	IT	IT	O/F	O/F
• understand that it takes a longer time to build trust than to erode it	IT	IT	IT	IT	O/F	O/F	O/F	O/F	IT	IT	IT	O/F	O/F
• understand the impact that positive and negative interactions can have on relationships.	IT	IT	IT	IT	O/F	O/F	O/F	O/F	IT	IT	IT	O/F	O/F



## Enduring Understanding

- Optimism contributes to motivation, performance, and well-being.
  - Students will

<b>IT</b>	Intentionally Taught
<b>O/F</b>	Opportunities (review/practice) or Fostered

[illegible]

## Enduring Understanding

- Ethical leadership influences others to contribute their personal best.
  - Students will

IT	Intentionally Taught
O/F	Opportunities (review/practice) or Fostered

[illegible]

## **Character Education Map at a Glance – Essential Skills**

<u>Essential Skills</u>		<div><div>IT</div>Intentionally Taught</div> <div><div>O/F</div>Opportunities (review/practice) or Fostered</div>													
<ul style="list-style-type: none"><li>Ethical decision making<ul style="list-style-type: none"><li>Students will</li></ul></li></ul>															
Learning Target		K	1	2	3	4	5	6	7	8	9	10	11	12	
<ul style="list-style-type: none"><li>identify what criteria goes into making a decision ethical</li></ul>					IT	IT	O/F	O/F	O/F	IT	IT	IT	IT	IT	
<ul style="list-style-type: none"><li>be able to respond rather than react</li></ul>		IT	IT	IT	O/F	O/F	IT	IT	O/F	O/F	O/F	IT	IT	O/F	
<ul style="list-style-type: none"><li>be able to identify positive and negative choices through curricula and real world settings</li></ul>		IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	
<ul style="list-style-type: none"><li>be able to balance self and group benefits when making ethical decisions</li></ul>										IT	IT	IT	IT	IT	

<div> <div> <div>IT</div> <div>O/F</div> </div> <div> <div>Intentionally Taught</div> <div>Opportunities (review/practice) or Fostered</div> </div> </div>													
Essential Skills													
<ul style="list-style-type: none"> <li>Act courageously               <ul style="list-style-type: none"> <li>Students will</li> </ul> </li> </ul>													
Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
be able to identify what constitutes their own comfort zones			IT	IT	IT	IT	O/F	O/F	O/F	O/F	IT	IT	IT
develop and apply strategies that will push them outside of their own comfort zones	IT	IT	IT	O/F	IT	IT	IT	O/F	O/F	IT	IT	IT	IT
be able to identify the benefits of working outside of their comfort zones	IT	IT	IT	O/F	IT	IT	IT	O/F	O/F	IT	IT	IT	IT

[illegible]



### Essential Skills

- Problem solving
  - Students will

**IT** Intentionally Taught  
**O/F** Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• use core virtues to solve problem which might involve a conflict or moral dilemma	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F	O/F
• use of an ethical decision-making methodology based on a solution focused mindset.				IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• chose a solution which has the highest degree of potential success for all (Win-Win)				IT	IT	O/F	O/F	O/F	IT	IT	IT	O/F	O/F
• re-evaluate and reflect upon the solution after its implementation	IT	IT	IT	IT	IT	O/F	O/F	O/F	O/F	IT	IT	IT	IT
• make use of problem solving techniques to select appropriate risk-taking activities for personal growth, or the growth of a group, and empowerment; e.g., increasing freedom means increased responsibility for consequences of choices.							IT	IT	IT	IT	IT	IT	IT
• anticipate potential problems and develop a variety of strategies that can be used to solve or avoid them.					IT	IT	IT	IT	IT	IT	IT	IT	IT

### Essential Skills

- Communication
  - Students will

**IT** Intentionally Taught  
**O/F** Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• be able to listen receptively to gain a deeper understanding of an individual				IT	IT	IT	O/F	O/F	O/F	IT	IT	O/F	O/F
• demonstrate one-on-one active listening and empathetic responses				IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	IT
• practice understanding the other party before attempting to be understood				IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	IT
• be able to analysis communications to determine whether it is ethical in nature (digital, verbal, written, etc.)			IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• be able to speak with care	IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	IT	IT	O/F	O/F
• effectively and caringly communicate through verbal means (texting, email, letter, social media, face to face, etc.)			IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• effectively and caringly communicate through non-verbal means (body language, non-verbal cues, behaviours, etc.)			IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• avoiding assumptions based on intent, bias, context and tone when verbally communicating							IT	IT	IT	IT	IT	IT	IT
• avoiding assumptions based on intent, bias, context and tone when engaging in non-verbally communications							IT	IT	IT	IT	IT	IT	IT
• develop a clear intent and appropriate communication method based on content							IT	IT	IT	IT	IT	IT	IT
• practice non-judgmental discussions					IT	IT	IT	O/F	O/F	IT	IT	IT	IT
• practice non-violent communication—observation, feeling, need, request					IT	IT	IT	O/F	O/F	O/F	IT	IT	IT
• develop an awareness of how moralistic judgments can impact their personal and professional communications										IT	IT	IT	IT



### Essential Skills

- Resiliency
  - Students will

**IT**

Intentionally Taught

**O/F**

Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• develop a criteria for making healthy choices (emotionally, mentally, spiritually, physically, socially)	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• develop a sense of self-efficacy and avoid victimization				IT	IT	O/F	O/F	O/F	IT	IT	IT	O/F	O/F
• develop a strong understanding of self: strengths, areas of growth, personal attributes, guiding principles, etc.	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• develop ways to enhance their personal strengths and attend to areas of growth	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• be able to align their life's passions to the work that they do on a daily basis, while working within their own personal strengths.							IT	IT	IT	IT	IT	IT	IT
• develop a positive self-worth and engage in positive self-talk	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• identify what triggers personal stress				IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• develop skills to cope with stress		IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• be able to find hope in various situations			IT	IT	O/F	O/F	O/F	IT	IT	IT	IT	IT	IT
• use mistakes as learning opportunities (failing forward)	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• identify the things that they have control over and understand how to positively impact these areas					IT	IT	O/F	O/F	O/F	IT	IT	IT	IT
• advocate for themselves and seek help when they need it	IT	IT	IT	IT	IT	O/F	O/F	O/F	O/F	IT	IT	IT	IT
• evaluate when risk taking is beneficial					IT	IT	IT	IT	IT	IT	IT	IT	IT
• demonstrate that calculated risk-taking is essential to personal growth					IT	IT	IT	IT	IT	IT	IT	IT	IT

### Essential Skills

- Conflict resolution
  - Students will

**IT**

Intentionally Taught

**O/F**

Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• apply the steps needed to successfully mediate a disagreement between peers, or a peer and oneself, and bring it to a resolution (e.g. Win-Win, Agree to Disagree).	IT	IT	IT	O/F	O/F	O/F	O/F	IT	IT	IT	IT	O/F	O/F

### Essential Skills

- Reflection
  - Student will

**IT**

Intentionally Taught

**O/F**

Opportunities (review/practice) or Fostered

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• demonstrate the critical elements that make up a strong reflective practice: questioning, making connections, self-assessment and goal setting.	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• develop a personal strategy for capturing these reflections.								IT	IT	IT	IT	IT	O/F



## Digital Awareness

- Students will

<b>IT</b>	Intentionally Taught
<b>F/O</b>	Fostered or Opportunities (review/practice)

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
<ul style="list-style-type: none"> <li>Be able to understand that they are Digital Citizens and are responsible to the world wide community. <i>(Rights &amp; Responsibilities, Communication, Etiquette, Literacy)</i></li> </ul>	IT	IT	IT	IT	F/O	F/O	F/O	F/O	F/O	F/O	F/O	F/O	F/O
<ul style="list-style-type: none"> <li>Be able to identify cyber bullying and be able to recognize the impact on themselves and others. <i>(Etiquette, Law, Security, Health)</i></li> </ul>	IT	IT	IT	IT	IT	IT	F/O	F/O	F/O	F/O	F/O	F/O	F/O
<ul style="list-style-type: none"> <li>Be able to recognize that online activity has implications, leaves a digital footprint for which they are responsible. <i>( Rights &amp; Responsibilities, Law, Access, Commerce, Etiquette)</i></li> </ul>	IT	IT	IT	IT	IT	IT	IT	F/O	F/O	F/O	F/O	F/O	F/O
<ul style="list-style-type: none"> <li>Understand that online activity creates their digital identity and footprint. <i>(Rights &amp; Responsibilities, Access, Etiquette, Security, Law, Communication)</i></li> </ul>				IT	IT	IT	IT	IT	IT	IT	IT	IT	F/O
<ul style="list-style-type: none"> <li>Understand that there are possibilities for dangers and be aware of how to keep themselves and others safe. <i>( Security, Access, Health, Communication, Literacy, Rights and Responsibilities)</i></li> </ul>			IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	F/O
<ul style="list-style-type: none"> <li>Be able to analyze the legitimacy of information, identities, and sources. <i>(Literacy, Rights &amp; Responsibilities ,Law, Commerce)</i></li> </ul>					IT	IT	IT	IT	IT	IT	IT	IT	IT
<ul style="list-style-type: none"> <li>Understand the responsibilities and implications of using online sources, identities, and information. <i>(Rights &amp; Responsibilities, Law, Commerce, Security)</i></li> </ul>								IT	IT	IT	IT	IT	IT