FOUNDATIONS FOR THE FUTURE CHARTER ACADEMY

Character Education Map at a Glance – Essential Skills

Essential Skills
- Ethical decision making
  - Students will

Legend:
- **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
identify what criteria goes into making a decision ethical				IT	IT	O/F	O/F	O/F	IT	IT	IT	IT	IT
be able to respond rather than react	IT	IT	IT	O/F	O/F	IT	IT	O/F	O/F	O/F	IT	IT	O/F
be able to identify positive and negative choices through curricula and real world settings	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
be able to balance self and group benefits when making ethical decisions								IT	IT	IT	IT	IT	IT

Essential Skills
- Act courageously
  - Students will

Legend:
- **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 identify what constitutes their own comfort zones				IT	IT	IT	IT	O/F	O/F	O/F	O/F	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

Essential Skills
- Empathy
  - Students will

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
be able to identify circumstances that different societies and communities face during times of hardship, and imagine what it would be like to live those experiences.			IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
be able to identify and empathize with another person's feelings			IT	IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	IT
able to use body language and feelings associated with it				IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	IT
identify and adjust when personal bias is having an impact on their judgment or empathy						IT	IT	IT	IT	IT	IT	IT	IT
develop an emotional vocabulary—happy, sad, anxious, scared, angry, embarrassed, hurt, excited	IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	IT	IT	O/F	O/F
be able to identify what contributes to and avoid becoming desensitized to ethical issues	O/F	O/F	O/F	O/F	IT	IT	IT	IT	IT	IT	IT	IT	IT
act in a sensitivity manner that demonstrates care	O/F	O/F	O/F	O/F	IT	IT	IT	IT	IT	IT	IT	IT	IT

Essential Skills
- Critical thinking
  - 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
• establish criteria and apply it	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• identify the difference between facts and inference	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• identify cause and effect			IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• be able to identify and adjust when a stereotype is impacting a decision	O/F	O/F	O/F	O/F	IT	IT	IT	IT	IT	IT	IT	IT	IT
• identify and apply a variety of thinking strategies—list for and against, stand back to get the big picture, talk through a confusing issue with another person, use models, metaphors, drawings and symbols, use graphic organizers	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• develop habits of mind—open-mindedness, fair-mindedness, independent-mindedness, inquiring/critical attitude, commitment to open discussion, empathy, respect for high quality products and performances, attention to detail, curiosity, intellectual work ethic, and honest response	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT

Essential Skills
- Social skills
  - 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 an awareness of socially acceptable behaviours and act with these manners on a daily basis.	IT	IT	IT	IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	IT
• develop strategies to address and confront 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	IT	IT	IT	IT
• be able to read social cues within a given social context and act in a caring manner.			IT	IT	IT	IT	O/F	O/F	O/F	IT	IT	IT	IT
• analyze behavior patterns to evaluate the effects of caring										IT	IT	IT	IT
• develop an understanding of what is a healthy relationship and develop strategies which will enable them to make and keep these relationships				IT	IT	O/F	O/F	O/F	IT	IT	IT	IT	O/F
• be able to communicate in a way that will promote positive social interactions in various settings (peer, family, community, professional, etc.)	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT

Essential Skills

- Problem solving
  - Students will

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	IT

Essential Skills

- Communication
  - Students will

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
- Collaboration
  - 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
• participate collaboratively by respectfully contributing ideas, inviting the voice of others, listening to the ideas of others, supporting the ideas of others, checking for understanding, and disagreeing politely	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• balance their contribution to ensure that they are not dominating the conversation or group.			IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT

Essential Skills
- Leadership.
  - 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
• identify ways to make a positive change in the world, through the direct influence that one has	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• apply the various ways that they can actively create change in their lives, lives of others, and the world around them.	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• Identify the many ways that they can lead		IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• identify and use leadership based knowledge and skills to understand their own leadership style and how they have been/are being led.							IT	IT	IT	IT	IT	IT	IT
• self-reflect upon the impact that integrity has on a person's ability to lead and act on these reflections.							IT	IT	IT	IT	IT	IT	IT
• determine the difference between power and authority								IT	IT	O/F	O/F	IT	IT
• identify different types of leadership as a way of helping to identify their own personal leadership style								IT	IT	IT	IT	IT	IT
• will identify the strengths and weaknesses of the various forms of leadership								IT	IT	IT	O/F	IT	O/F
• apply and reflect upon the various forms of leadership to given situations to determine when they are and are not effective									IT	IT	IT	IT	IT
• Identify the many ways that they can build a highly effective team								IT	IT	IT	IT	IT	IT

Essential Skills
- Perspective taking
  - 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 bridge relationships by seeing another person's perspective.					IT	IT	IT	IT	IT	IT	IT	IT	IT
• demonstrate walking in another person's shoes.	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	IT
• demonstrate asking questions to clarify a person's perspective.					IT	IT	O/F	O/F	O/F	IT	IT	O/F	O/F

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	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	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	IT	IT
demonstrate that calculated risk-taking is essential to personal growth			IT	IT	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

Essential Skills
- Habit Building
  - 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 a method for successfully instilling a beneficial habit.					IT	IT	IT	IT	IT	IT	IT	IT	IT
• select personal habits in areas of physical, social, mental, and/or emotional health and work towards improvement.					IT	IT	IT	IT	IT	IT	IT	IT	IT
• elicit the help of another student, and help another student, in putting in place an improved habit.					IT	IT	IT	IT	IT	IT	IT	IT	IT

Essential Skills
- Goal Setting
  - 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 the SMART goal framework to create goals associated with school and personal life	IT	IT	IT	IT	IT	IT	O/F	O/F	O/F	O/F	O/F	O/F	O/F
• identify the advantages of setting and following through with SMART life goals					IT	IT	IT	IT	IT	IT	IT	IT	IT
• identify what the possible impacts are of not setting and/or following through with life goals					IT	IT	IT	IT	IT	IT	IT	IT	IT
• set and prioritize with the end in mind SMART life goals (academic, social, emotional, physical, and inspirational)					IT	IT	IT	IT	IT	IT	IT	IT	IT
• develop a plan to meet the created SMART life goals					IT	IT	IT	IT	IT	IT	IT	IT	IT
• implement, evaluate and adjust plans to meet attainable goals					IT	IT	IT	IT	IT	IT	IT	IT	IT
• help mentor and guide another student through the goal setting process by acting as a mentor.								IT	IT	IT	IT	IT	IT
• will create SMART goals that develop life balance in all areas of focus								IT	IT	IT	IT	IT	IT

Essential Skills
- Establish priorities
  - 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 criteria for establishing priorities with a focus on a balanced lifestyle					IT	IT	IT	IT	IT	IT	IT	IT	IT
• be able to differentiate between the urgent and important and reflect upon prioritizing in relation to time management.					IT	IT	IT	IT	IT	IT	IT	IT	IT
• revise priorities based on criteria					IT	IT	IT	IT	IT	IT	IT	IT	IT
• act to balance long term and short term gratification					IT	IT	IT	IT	IT	IT	IT	IT	IT

Essential Skills
Digital Awareness

* Italicized and Bracketed items shows the correlation with the Nine Elements of Digital Citizenship*
- ○   Students will

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

Learning Target	K	1	2	3	4	5	6	7	8	9	10	11	12
• Be able to understand that they are Digital Citizens and are responsible to the world wide community. (*Rights & Responsibilities, Communication, Etiquette, Literacy*)	IT	IT	IT	IT	F/O	F/O	F/O	F/O	F/O	F/O	F/O	F/O	F/O
• Be able to identify cyber bullying and be able to recognize the impact on themselves and others. (*Etiquette, Law, Security, Health*)	IT	IT	IT	IT	IT	IT	F/O	F/O	F/O	F/O	F/O	F/O	F/O
• Be able to recognize that online activity has implications, leaves a digital footprint for which they are responsible. (*Rights & Responsibilities, Law, Access, Commerce, Etiquette*)	IT	IT	IT	IT	IT	IT	IT	F/O	F/O	F/O	F/O	F/O	F/O
• Understand that online activity creates their digital identity and footprint. (*Rights & Responsibilities, Access, Etiquette, Security, Law, Communication*)				IT	IT	IT	IT	IT	IT	IT	IT	IT	F/O
• Understand that there are possibilities for dangers and be aware of how to keep themselves and others safe. (*Security, Access, Health, Communication, Literacy, Rights and Responsibilities*)			IT	IT	IT	IT	IT	IT	IT	IT	IT	IT	F/O
• Be able to analyze the legitimacy of information, identities, and sources. (*Literacy, Rights & Responsibilities ,Law, Commerce*)					IT	IT	IT	IT	IT	IT	IT	IT	IT
• Understand the responsibilities and implications of using online sources, identities, and information. (*Rights & Responsibilities, Law, Commerce, Security*)								IT	IT	IT	IT	IT	IT