

Proposed Character Education Standards

Strand: Self

Standard: Self-Control & Responsibility

Kindergarten	First	Second	Third	Fourth	Fifth	6-8	9-12
Identify and recognize basic feelings. (Clarification: example of basic feelings may include happy, sad, angry, scared, frustrated, nervous, excited, disappointed)	Describe how my actions can impact others. (Clarification: both positive and negative actions)	Identify my role and responsibilities in the school community. (Clarification: following directions, rules and procedures)	Identify the characteristics of an ethical and responsible decision maker.	Explain how attitudes and thoughts can influence your behavior and can impact others.		Analyze possible solutions to a problem to determine the best outcome for yourself and others.	Analyze how and why an emotion or thought can influence actions in different contexts. (Clarification: contexts could be relationships, workplace, home, school, community).

Standard: Resiliency & Self-Motivation

Kindergarten	First	Second	Third	Fourth	Fifth	6-8	9-12
Identify personal strengths and things I can do independently (Clarification: Sense of pride, working toward intrinsic motivation, experiencing a sense of accomplishment).	Explore personal strengths and identify opportunities for growth.	Explain the importance of setting goals.	Discuss how abilities can be improved through work.		Identify strategies for adjusting to change. (Clarification: coping, grit, new learning)	Identify how continuous learning leads to personal growth. (Clarification: adapting successfully to challenges in individuals, school, workplace and community).	Evaluate the effects of optimism verses pessimism on the ability to succeed and learn.

Strand: Relationships

Standard: Leadership Skills

K	1	2	3	4	5	6-8	9-12
Identify the importance of sharing thoughts and ideas as an individual and as part of a group.	Identify characteristics of a leader.		Identify leadership opportunities within the classroom, school and the community.	Describe the importance of considering the perspective of others when communicating.	Describe ways leaders can apply problem solving strategies and tools in leadership situations.	Explain ways to apply leadership skills in the school and the community.	Assess the impact of leadership skills in the school and the community.

Standard: Kindness, Honesty and Empathy

K	1	2	3	4	5	6-8	9-12
Define the concepts of kindness, honesty and empathy.	Identify the difference between the truth and an untruth.	Describe the benefits of being honest and the outcomes of not being honest.		Identify the benefits of showing kindness and treating others with respect.	Predict the potential outcomes of repeating and/or sharing fictional information.	Describe the benefits of kindness, honesty and empathy on building and sustaining relationships.	Identify ways honesty, empathy and integrity can lead to success in school and in life.

Standard: Cooperation & Conflict Resolution

K	1	2	3	4	5	6-8	9-12
	Identify the benefits of sharing and cooperation.	Identify what a conflict is and how disagreements can happen.	Define conflict resolution and options on how disagreements can be settled. (Clarification: this will include healthy and unhealthy options)	Predict how cooperation and compromise can lead to conflict resolution.	Compare conflict resolution methods to identify potential solutions. (Clarification: negotiation, give and take, analyze pros & cons)	Develop and apply conflict resolution skills in a variety of contexts. (Clarification: contexts could include school, home, workplace and community)	Explain how to generate alternative solutions when solving problems or resolving conflict.