Standards for Interact's CHARACTER QUEST

The nationwide movement for high standards has not only determined what students should learn, but also has mandated that students demonstrate what they know. CHARACTER QUEST is a standards-based program addressing numerous English Language Arts Standards. The cooperative problem-solving assignments also address Applied Learning standards. There are many opportunities to assess student understanding by using the prompts and rubrics provided.

The purpose, lesson plans, and assignments of CHARACTER QUEST also help schools to address Character Education Quality Standards. Students become familiar with the essentials of good character. Students also have many opportunities to work cooperatively, demonstrate civility, integrity, and responsibility, and help other students to attain a common goal.

NCTE Standards for the English Language Arts

Standard 1. Students read a wide range of print and non-print texts to build an understanding of text, of themselves, and of the culture of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace; and for personal fulfillment. Among these texts are fiction and nonfiction, classic, and contemporary works.

Standard 3. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They draw on their prior experience, their interactions with other readers and writers, their knowledge of word meaning and of other texts, their word identification strategies, and their understanding of textual features.

Standard 4. Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate with different audiences for a variety of purposes.

Standard 5. Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

Standard 6. Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and non-print text.

Standard 12. Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

California Applied Learning Standards

Standard 3. Students will understand how to solve problems through teaching and learning. Students will develop and implement a teaching-learning program.

Standard 6. Students will understand how to apply communication skills and techniques. Students will demonstrate ability to communicate orally and in writing.

Standard 8. Students will understand the importance of teamwork. Students will work on teams to achieve project objectives.

Character Education Quality Standards
from Eleven Principles of Effective Character Education
written by the Character Education Partnership

The Character Education Partnership has developed Eleven Principles of Character Education. Many of these principles address an entire school community and go far beyond the scope of this single instructional unit. CHARACTER QUEST introduces participating students to some of these principles.

Principle #2 Character is comprehensively defined to include thinking, feeling, and behavior.
2.1 The school takes deliberate and effective steps to help students acquire a developmentally appropriate understanding of what the core values mean in everyday behavior and to grasp the reasons why some behaviors are right and others wrong.
- Student discussion includes the sources of and/or justification for moral values.

Principle #3 Effective character education requires an intentional, proactive, and comprehensive approach that promotes the core values in all phases of school life.
3.2 Character education is regularly integrated into all subjects.
- Staff integrate character education into the content and educational strategies of all subjects (e.g., English, history, and other humanities-related subjects, as well as math, science, and health).
- Character education is inherent in how classes are conducted (routines) and in how students interact and learn (educational strategies are respectful of students and encourage diligence, autonomy, and logical reasoning).
Principle #4 The school is a caring community.
4.2 The school makes it a high priority to help students form caring attachments to each other.
- Teachers develop a classroom environment in which civility and kindness are the standard and clearly given a priority as high as academic objectives.
- Educational strategies, such as cooperative learning, encourage mutual respect and appreciation of interdependence among students.

Principle #5 To develop character, the school provides students opportunities for moral action.

5.2 The school provides students with repeated and varied opportunities for engaging in moral action within the school and the students engage in these opportunities and are positively affected by them.

- The school effectively provides students with opportunities for moral actions within the school by
  a. Endorsing and encouraging participation in, e.g., cooperative learning, peer or cross-age tutoring, classroom or student body governance, service projects, or work.
  d. Setting aside school time for supporting, engaging in, and individually and collectively reflecting on moral action.