Grades 3-5

Character Development CD

I CORE PRINCIPLES CD.I

A Recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. CD.I.A

1 Discuss and define developmentally appropriate core ethical and performance principles and their importance, such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort. CD.I.A.1

2 Identify and apply personal core ethical and performance principles. CD.I.A.2

B Develop, implement, promote and model core ethical and performance principles. CD.I.B

1 Assess community needs in the larger community; investigate effects on the community; assess positive responsible action; and reflect on personal involvement. CD.I.B.1

2 Interpret ethical reasoning through discussions of individual and community rights and responsibilities. CD.I.B.2

3 Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school. CD.I.B.3

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C Create a caring community. CD.I.C

1 Consider it a high priority to foster caring attachments between fellow students, staff and the community. CD.I.C.1

a Demonstrate and practice characteristics of a caring relationship by treating others with empathy. CD.I.C.1.A

b Illustrate characteristics of a hurtful relationship and the negative impact it has on others. CD.I.C.1.B

c Practice relationships in their family, school and community that are caring. CD.I.C.1.C

2 Demonstrate mutual respect and utilize strategies to build a safe and supportive culture. CD.I.C.2

a Practice empathetic statements and questions. CD.I.C.2.A

b. Demonstrate active listening skills. CD.I.C.2.B

c Utilize multiple media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact. CD.I.C.2.C

3 Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally. CD.I.C.3

a Differentiate between bullying, teasing and harassment. CD.I.C.3.A

b Explain how power, control, popularity, security and fear play into bullying behavior toward others. CD.I.C.3.B

c Describe the role of students in instances of bullying (bystanders, “up standers”, students who bully, targets of bullying). CD.I.C.3.C

d Recognize and model how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice). CD.I.C.3.D

e Identify and understand how certain behaviors can have unintended consequences that cause an individual to become a target of bullying. CD.I.C.3.E

II RESPONSIBLE DECISION-MAKING AND PROBLEM-SOLVING CD.II

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A Develop, implement and model responsible decision-making skills. CD.II.A

1 Consider multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals. CD.II.A.1

a Compare and contrast safe and unsafe situations. CD.II.A.1.A

b Identify how responsible decision-making affects personal/social short-term and long-term goals. CD.II.A.1.B

c Identify choices made and the consequences of those choices. CD.II.A.1.C

d Students recognize consequences of inappropriate behavior. CD.II.A.1.D

2 Organize personal time and manage personal responsibilities effectively. CD.II.A.2

a Create a daily schedule of school work and activities. CD.II.A.2.A

b Identify factors that will inhibit or advance the accomplishment of personal goals. CD.II.A.2.B

c Recognize how, when and who to ask for help. CD.II.A.2.C

3 Play a developmentally appropriate role in classroom management and school governance. CD.II.A.3

a Identify and organize what materials are needed to be prepared for class. CD.II.A.3.A

b. Understand personal relationships with personnel that govern the school. CD.II.A.3.B

c Discuss and model appropriate classroom behavior individually and collectively. CD.II.A.3.C

B Develop, implement and model effective problem-solving skills. CD.II.B

1 Apply self-regulation skills. CD.II.B.1

2 Identify the problem and understand the reason for the problem. CD.II.B.2

3 Identify and analyze desired outcome. CD.II.B.3

4 Generate possible solutions and analyze the pros and cons of each solution. CD.II.B.4

5 Select and implement the best solution. CD.II.B.5

6 Analyze the outcome of the solution. CD.II.B.6

Personal Development PD

I **SELF-AWARENESS** PD.I

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A Understand and analyze thoughts, mindsets and emotions. PD.I.A

1 Critically reflect on behavioral responses depending on context or situation. PD.I.A.1

2 Identify the varying degrees of emotions one can experience in different situations. PD.I.A.2

3 Identify the positives and negatives of emotions that can be experienced with various communication forums. PD.I.A.3

4 Recognize reactions to emotions. PD.I.A.4

B Identify and assess personal qualities and external supports. PD.I.B

1 Describe personal qualities (for example, personal strengths, weaknesses, interests and abilities). PD.I.B.1

2 Identify benefits of various personal qualities (for example, honesty, curiosity and creativity). PD.I.B.2

3 Identify reliable self-help strategies (for example, positive self-talk, problem-solving, time management, self-monitoring). PD.I.B.3

4 Solicit the feedback of others and become an active listener. PD.I.B.4

5 Identify additional external supports (for example, friends, historical figures, media representations). PD.I.B.5

II SELF-MANAGEMENT PD.II

A Understand and practice strategies for managing and regulating thoughts and behaviors. PD.II.A

1 Identify and develop techniques to manage emotions. PD.II.A.1

2 Distinguish between facts and opinions. PD.II.A.2

3 Describe cause and effect relationships. PD.II.A.3

4 Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism and violence) PD.II.A.4

5 Describe consequences/outcomes of both honesty and dishonesty. PD.II.A.5

6 Describe and practice communication components (for example, listening, reflecting and responding). PD.II.A.6

7 Predict possible outcomes to behavioral choices. PD.II.A.7

8 Develop and practice responsibility for personal hygiene. PD.II.A.8

B Reflect on perspectives and emotional responses. PD.II.B

1 Acknowledge personal responsibilities to self and others. PD.II.B.1

2 Recognize and demonstrate environmental responsibilities. PD.II.B.2

3 Examine the personal impact of helping others. PD.II.B.3

4 Reflect on your personal responses to success, challenge, failure and disappointment. PD.II.B.4

5 Understand causes and effects of impulsive behavior. PD.II.B.5

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C Set, monitor, adapt and evaluate personal goals to achieve in school and life. PD.II.C

1 Demonstrate factors that lead to achievement of goals (for example, integrity, motivation and hard work). PD.II.C.1

2 Design action plans for achieving short-term and long-term goals and establish timelines. PD.II.C.2

3 Identify and utilize potential resources for achieving goals (for example, home, school and community support). PD.II.C.3

4 Establish criteria for evaluating, monitoring and adjusting goals. PD.II.C.4

5 Establish criteria for evaluating personal and academic success. PD.II.C.5

Social Development SD

I SOCIAL AWARENESS SD.I

A Recognize the thoughts, feelings and perspectives of others. SD.I.A

1 Describe a range of emotions in others. SD.I.A.1

2 Describe possible sparks for emotions. SD.I.A.2

3 Describe possible behaviors and reactions in response to a specific situation. SD.I.A.3

4 Use “I statements” to let others know that you have heard them. SD.I.A.4

5 Describe how one feels when bullied or left out of an activity or group. SD.I.A.5

B Demonstrate awareness of cultural development and a respect for human dignity and differences. SD.I.B

1 Recognize and develop a respect for individual similarities and differences. SD.I.B.1

2 Develop strategies for building relationships with others who are different from oneself. SD.I.B.2

3 Define and recognize examples of stereotyping, discrimination and prejudice. SD.I.B.3

4 Demonstrate respect for the perspective of others. SD.I.B.4

5 Identify how the unique contributions of underrepresented individuals and groups are related to respect for human dignity. SD.I.B.5

II INTERPERSONAL SKILLS SD.II

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A Demonstrate communication and social skills to interact effectively. SD.II.A

1 Respond appropriately and respectfully in social situations. SD.II.A.1

2 Describe how words, voice tone and body language communicate and can impact relationships positively and negatively. SD.II.A.2

3 Practice refusal skills for protection in unsafe situations. SD.II.A.3

4 Respond positively to constructive feedback. SD.II.A.4

5 Recognize the needs of others and how those needs may differ from their own. SD.II.A.5

6 Recognize the positive and negative impact of peer pressure on self and others in group dynamics. SD.II.A.6

7 Identify a problem in a relationship and seek appropriate assistance. SD.II.A.7

8 Recognize differences in communication practices in face-to-face interactions from social media interactions. SD.II.A.8

B Develop and maintain positive relationships. SD.II.B

1 Recognize characteristics of healthy and unhealthy relationships. SD.II.B.1

2 Understand how personality traits affect relationships. SD.II.B.2

3 Demonstrate a capacity to manage actions and emotional expressions with guidance from adults. SD.II.B.3

4 Understand the positive and negative impact of peer pressure on self and others. SD.II.B.4

C Demonstrate an ability to prevent, manage and resolve interpersonal conflicts. SD.II.C

1 Describe and utilize conflict resolution strategies. SD.II.C.1

2 Describe and apply strategies to be proactive, advocate and resolve conflict in a constructive manner. SD.II.C.2

3 Develop greater active listening and more respectful communication skills. SD.II.C.3