Grades 6-8

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 Compare and contrast personal core principles with personal behavior. CD.I.A.1

2 Illustrate and discuss personal core principles in the context of relationships and of classroom work. CD.I.A.2

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

1 Analyze community needs in the larger community; analyze effects on the community; design positive, responsible action; and reflect on personal involvement. CD.I.B.1

2 Develop ethical reasoning through discussions of ethical issues in content areas. CD.I.B.2

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

4 Practice and receive feedback on responsible actions, including academic and behavioral skills. CD.I.B.4

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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 Analyze characteristics of a caring relationship and hurtful relationship. CD.I.C.1.A

b Compare and contrast characteristics of a caring relationship and hurtful relationship. CD.I.C.1.B

c Engage in and model 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 Compare and contrast different points of view respectfully. CD.I.C.2.A

b Practice effective listening skills to understand values, attitudes and intentions. CD.I.C.2.B

c Model respectful ways to respond to others' points of views. CD.I.C.2.C

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

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 behavior as bullying or not, based on the power of the individuals who are involved. CD.I.C.3.A

b Model positive peer interactions that are void of bullying behaviors. CD.I.C.3.B

c Compare and contrast how bullying affects the targets of bullying, bystanders and the student who bullies. CD.I.C.3.C

d Practice effective strategies to use when bullied, including how to identify and advocate for personal rights. CD.I.C.3.D

e Analyze 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.E

f Apply empathic concern and try to understand the perspective or point of view of others. CD.I.C.3.F

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 Manage safe and unsafe situations. CD.II.A.1.A

b Monitor how responsible decision-making affects progress toward achieving a goal. CD.II.A.1.B

c Students recognize consequences of sexual behavior, including sexual consent and the inability of minors to give consent. CD.II.A.1.C

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

a Analyze daily schedule of school work and activities for effectiveness and efficiency. CD.II.A.2.A

b. Recognize how, when and who to ask for help and utilize the resources available. CD.II.A.2.B

c Monitor factors that will inhibit or advance effective time management. CD.II.A.2.C

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

a Construct and model classroom expectations and routines. CD.II.A.3.A

b Compare and contrast behaviors that do or do not support classroom management. CD.II.A.3.B

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

1 Identify specific feelings about the problem and apply appropriate self-regulation skills. CD.II.B.1

2 State what the problem is, and identify the perspectives of those involved. CD.II.B.2

3 Identify desired outcome and discuss if it is attainable. CD.II.B.3

4 Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation and personal principles. CD.II.B.4

5 Identify best solution and analyze if it is likely to work. CD.II.B.5

6 Generate a plan for carrying out the chosen option. CD.II.B.6

7 Evaluate the effects of the solution. CD.II.B.7

8 Understand resiliency and how to make adjustments and amendments to the plan. CD.II.B.8

Pe **ELF-AWARENESS** PD.I

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

1 Describe common emotions and effective behavioral responses. PD.I.A.1

2 Recognize common stressors and the degree of emotion experienced. PD.I.A.2

3 Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication). PD.I.A.3

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

1 Analyze personality traits, personal strengths, weaknesses, interests, and abilities. PD.I.B.1

2 Inventory personal preferences. PD.I.B.2

3 Describe benefits of various personal qualities, (for example, honesty, curiosity and creativity). PD.I.B.3

4 Describe benefits of reflecting on personal thoughts, feelings and actions. PD.I.B.4

5 Identify self-enhancement/self-preservation strategies. PD.I.B.5

6 Identify common resources and role models for problem-solving. PD.I.B.6

7 Recognize how behavioral choices impact success. PD.I.B.7

8 Identify additional external supports (for example, friends, inspirational characters in literature, historical figures and media representations). PD.I.B.8

II SELF-MANAGEMENT PD.II

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

1 Identify multiple techniques to manage stress and maintain confidence. PD.II.A.1

2 Distinguish between facts and opinions, as well as logical and emotional appeals. PD.II.A.2

3 Recognize effective behavioral responses to strong emotional situations. PD.II.A.3

4 Recognize different models of decision-making (for example, authoritative, consensus, democratic, individual). PD.II.A.4

5 Recognize cause and effect relationships. PD.II.A.5

6 Recognize logical fallacies, bias, hypocrisy, contradiction, distortion and rationalization. PD.II.A.6

7 Practice effective communication (for example, listening, reflecting and responding). PD.II.A.7

8 Recognizing the impact of personal care. PD.II.A.8

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

1 Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture and world). PD.II.B.1

2 Practice environmental responsibilities. PD.II.B.2

3 Practice and reflect on democratic responsibilities. PD.II.B.3

4 Describe positive and negative experiences that shape personal perspectives. PD.II.B.4

5 Demonstrate empathy in a variety of settings and situations. PD.II.B.5

6 Evaluate causes and effects of impulsive behavior. PD.II.B.6

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

1 Analyze factors that lead to the achievement of goals. PD.II.C.1

2 Describe the effect personal habits have on school and personal goals. PD.II.C.2

3 Identify factors that may negatively affect personal success. PD.II.C.3

4 Describe common and creative strategies for overcoming or mitigating obstacles. PD.II.C.4

5 Explain the role of meaningful practice in skill development. PD.II.C.5

6 Design action plans for achieving short-term and long-term goals. PD.II.C.6

7 Utilize school, family, community and other external supports. PD.II.C.7

8 Establish criteria for evaluating goals. PD.II.C.8

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Social Development SD

I SOCIAL AWARENESS SD.I

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

1 Identify ways to express empathy. SD.I.A.1

2 Recognize nonverbal cues in the behaviors of others. SD.I.A.2

3 Demonstrate respect for other people's perspectives. SD.I.A.3

4 Recognize how behaviors impact others' perceptions of oneself. SD.I.A.4

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

1 Analyze the impact of stereotyping, discrimination and prejudice. SD.I.B.1

2 Practice strategies for accepting and respecting similarities and differences. SD.I.B.2

3 Practice "perspective taking" as a strategy to increase acceptance of others. SD.I.B.3

4 Demonstrate a growth mindset and willingness to integrate diverse points of view. SD.I.B.4

5 Analyze how culture impacts historical events. SD.I.B.5

II INTERPERSONAL SKILLS SD.II

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

1 Determine when and how to respond to the needs of others demonstrating empathy, respect and compassion. SD.II.A.1

2 Monitor how facial expressions, body language and tone impact interactions. SD.II.A.2

3 Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation or abusive behavior. SD.II.A.3

4 Engage and respond in personal and social discourse and receive feedback to make decisions that will lead to personal and social change. SD.II.A.4

5 Understand group dynamics and respond appropriately. SD.II.A.5

6 Appraise and demonstrate professionalism and proper etiquette. SD.II.A.6

7 Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications. SD.II.A.7

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

1 Evaluate how self-regulation and relationships impact your life. SD.II.B.1

2 Understand how safe and risky behaviors affect relationships and one's health and well-being. SD.II.B.2

3 Respond in a healthy manner to peer pressure against self and others. SD.II.B.3

4 Identify the impact of social media in relationships. SD.II.B.4

5 Identify the difference between safe and risky behaviors and understand effective responses. SD.II.B.5

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

1 To resolve differences apply conflict resolution skills while being encouraging and affirming. SD.II.C.1

2 Practice greater active listening and respectful communication skills. SD.II.C.2

3 Identify role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions). SD.II.C.3

4 Reflect on previous experiences to gain conflict management skills. SD.II.C.4