K-Grade 2

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 Understand that core ethical and performance principles exist in classrooms, in the community and in homes. CD.I.A.1

2 Identify and apply core principles in everyday behavior. CD.I.A.2

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

1 Recognize and celebrate the natural, beneficial consequences of acts of character. CD.I.B.1

2 Identify community needs in the larger community; discuss effects on the community; and identify positive, responsible action. CD.I.B.2

3 Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate. CD.I.B.3

4 Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school. CD.I.B.4

5 Learn about, receive and accept feedback for responsible actions in academic and behavioral skills. CD.I.B.5

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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 Recognize characteristics of a caring relationship. CD.I.C.1.A

b Recognize characteristics of a hurtful relationship. CD.I.C.1.B

c Identify 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 Demonstrate caring and respect for others. CD.I.C.2.A

b Describe “active listening.” CD.I.C.2.B

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 Recognize and define bullying and teasing. CD.I.C.3.A

b Illustrate or demonstrate the definitions of what “tattling” is and what “telling” or “reporting” is. CD.I.C.3.B

c Model positive peer interactions. CD.I.C.3.C

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

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 Identify and illustrate safe and unsafe situations. CD.II.A.1.A

b State the difference between appropriate and inappropriate behaviors. CD.II.A.1.B

c Explain the consequences and rewards of individual and community actions. CD.II.A.1.C

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

a Identify what activities are scheduled for the day and how much time is spent on each. CD.II.A.2.A

b Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities. CD.II.A.2.B

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

a Participate in individual roles and responsibilities in the classroom and in school. CD.II.A.3.A

b Recognize the various roles of the personnel that govern the school (all staff). CD.II.A.3.B

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

1 Develop self-control skills (for example, stop, take a deep breath and relax). CD.II.B.1

2 Identify and illustrate the problem. CD.II.B.2

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

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

5 Identify and select the best solution. CD.II.B.5

6 Put the solution into action. CD.II.B.6

7 Reflect on the outcome of the solution. CD.II.B.7

Personal Development PD

I SELF-AWARENESS PD.I

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

1 Identify and describe basic emotions. PD.I.A.1

2 Identify a variety of emotions. PD.I.A.2

3 Identify situations within my control that might evoke emotional responses. PD.I.A.3

4 Identify my emotional responses to situations outside of my control. PD.I.A.4

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

1 Identify personal likes and dislikes. PD.I.B.1

2 Identify personal strengths and weaknesses. PD.I.B.2

3 Identify consequences of behavior. PD.I.B.3

4 Ask clarifying questions. PD.I.B.4

5 Identify positive responses to problems (for example, get help, try harder, use a different solution) PD.I.B.5

6 Identify people, places and other resources to go for help (parents, relatives, school personnel). PD.I.B.6

II SELF-MANAGEMENT PD.II

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

1 Identify and demonstrate techniques to manage common stress and emotions. PD.II.A.1

2 Identify and describe how feelings relate to thoughts and behaviors. PD.II.A.2

3 Describe and practice sending effective verbal and nonverbal messages. PD.II.A.3

4 Recognize behavior choices in response to situations. PD.II.A.4

5 Identify healthy personal hygiene habits. PD.II.A.5

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

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

2 Describe responsibilities in school, home and communities. PD.II.B.2

3 Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference and resentment). PD.II.B.3

4 Describe common responses to success, challenge, failure and disappointment. PD.II.B.4

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

1 Understand the process of setting and achieving goals. PD.II.C.1

2 Identify personal goals, school goals and home goals (for example, hopes and dreams). PD.II.C.2

3 Identify factors that lead to goal achievement and success. PD.II.C.3

4 Identify specific steps for achieving a particular goal. PD.II.C.4

Social Development SD

I SOCIAL AWARENESS SD.I

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

1 Label others' feelings based on verbal and nonverbal cues in different situations. SD.I.A.1

2 Label possible sparks for emotions in others. SD.I.A.2

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

4 Demonstrate an ability to listen to others. SD.I.A.4

5 Demonstrate a capacity to care about the feelings of others. SD.I.A.5

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

1 Describe ways that people are similar and different. SD.I.B.1

2 Use respectful language and actions when dealing with conflict or differences of opinions. SD.I.B.2

II INTERPERSONAL SKILLS SD.II

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

1 Initiate and engage in social interactions with peers, and respond and maintain conversations with peers and adults. 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 Demonstrate active listening, sharing and responding skills to identify the feelings and perspectives of others. SD.II.A.3

4 Understand the importance and demonstrate respect for personal space. SD.II.A.4

5 Recognize the difference between helpful and harmful behaviors in relationships. SD.II.A.5

6 Identify and report harmful behaviors in relationships for protection in unsafe situations. SD.II.A.6

7 Practice sharing encouraging comments. SD.II.A.7

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

1 Identify the multiple types of relationships in life. SD.II.B.1

2 Identify and practice appropriate behaviors to maintain positive relationships. SD.II.B.2

3 Develop self-regulation skills to prevent, manage and resolve interpersonal conflicts constructively with guidance from adults. SD.II.B.3

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

1 Identify conflict and the feelings associated with the conflict. SD.II.C.1

2 Identify the feelings and behaviors contributing to the conflict. SD.II.C.2

3 Identify and practice healthy conflict resolution. SD.II.C.3

4 Develop self-regulatory skills to increasingly prevent, manage and resolve interpersonal conflicts constructively. SD.II.C.4