

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**

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**

- 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**
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**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**
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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**

- 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**
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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** 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**
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II INTERPERSONAL SKILLS **SD.II**

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**