

K-2

Character Development

I. Core Principles

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.

1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes)
2. Identify and apply core principles in everyday behavior

Always	Usually	Rarely	Never
4	3	2	1
4	3	2	1

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

1. Recognize and celebrate the natural, beneficial consequences of acts of character.
2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action.
3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.
4. Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.
5. Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills.

Always	Usually	Rarely	Never
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1

C. Create a caring community.

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

- a. Recognize characteristics of a caring relationship.
- b. Recognize characteristics of a hurtful relationship.
- c. Identify relationships in their family, school, and community that are caring.

Always	Usually	Rarely	Never
4	3	2	1
4	3	2	1
4	3	2	1

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

- a. Demonstrate caring and respect for others.

Always	Usually	Rarely	Never
4	3	2	1

b. Describe “active listening”. 4 3 2 1

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

a. Recognize and define bullying and teasing.	4	3	2	1
b. Illustrate or demonstrate what “tattling” is and what “telling” or “reporting” is.	4	3	2	1
c. Model positive peer interactions.	4	3	2	1

II. Responsible Decision Making and Problem Solving

A. Develop, implement, and model responsible decision making skills.

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

a. Identify and illustrate safe and unsafe situations.	4	3	2	1
b. State the difference between appropriate and inappropriate behaviors.	4	3	2	1
c. Explain the consequences and rewards of individual and community actions.	4	3	2	1

2. Organize personal time and manage personal responsibilities effectively.

a. Identify what activities are scheduled for the day and how much time is spent on each.	4	3	2	1
b. Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities.	4	3	2	1

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

a. Participate in individual roles and responsibilities in the classroom and in school.	4	3	2	1
b. Recognize the various roles of the personnel that govern the school (all staff).	4	3	2	1

B. Develop, implement, and model effective problem solving skills.

1. Develop self-control skills (for example, stop, take a deep breath, and relax).	4	3	2	1
2. Identify and illustrate the problem.	4	3	2	1
3. Identify desired outcome.	4	3	2	1

4. Identify possible solutions and the pros and cons of each solution.	4	3	2	1
5. Identify and select the best solution.	4	3	2	1
6. Put the solution into action.	4	3	2	1
7. Reflect on the outcome of the solution.	4	3	2	1

Personal Development

I. Self-Awareness

A. Understand and analyze thoughts and emotions.

	Always	Usually	Rarely	Never
1. Identify and describe basic emotions.	4	3	2	1
2. Identify situations that might evoke emotional responses.	4	3	2	1
3. Identify positive and negative emotions.	4	3	2	1

B. Identify and assess personal qualities and external supports.

	Always	Usually	Rarely	Never
1. Identify personal likes and dislikes	4	3	2	1
2. Identify personal strengths and weaknesses.	4	3	2	1
3. Identify consequences of behavior.	4	3	2	1
4. Ask clarifying questions.	4	3	2	1
5. Identify positive responses to problems (for example, get help, try harder, use a different solution)	4	3	2	1
6. Identify people, places and other resources to go for help (parents, relatives, school personnel).	4	3	2	1

II. Self-Management

A. Understand and practice strategies for managing thoughts and behaviors.

	Always	Usually	Rarely	Never
1. Identify and demonstrate techniques to manage common stress and emotions.	4	3	2	1
2. Identify and describe how feelings relate to thoughts and behaviors.	4	3	2	1
3. Describe and practice sending effective verbal and non-verbal messages.	4	3	2	1
4. Recognize behavior choices in response to situations.	4	3	2	1

B. Reflect on perspectives and emotional responses.

Always	Usually	Rarely	Never
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1. Describe personal responsibilities to self and others.	4	3	2	1
2. Describe responsibilities in school, home, and communities.	4	3	2	1
3. Describe how they react to getting help from others (for examples, surprise, appreciation, gratitude, indifference, resentment)	4	3	2	1
4. Describe common responses to failures and disappointments	4	3	2	1

C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.

	Always	Usually	Rarely	Never
1. Define success and the process of goal setting.	4	3	2	1
2. Identify personal goals, school goals, and home goals (for example, dreams, aspirations, hopes).	4	3	2	1
3. Identify factors that lead to goal achievement and success (for example, confidence, motivation, understanding).	4	3	2	1
4. Identify specific steps for achieving a particular goal.	4	3	2	1

Social Development

I. Social Awareness

A. Be aware of the thoughts, feelings, and perspective of others.

	Always	Usually	Rarely	Never
1. Identify a range of emotions in others (for example, identify "sad" by facial expression; identify "mad" by tone of voice)	4	3	2	1
2. Identify possible causes for emotions (for example, losing dog may make you "sad", your birthday may make you "happy")	4	3	2	1
3. Identify possible behaviours and anticipate reactions in response to a specific situation (for example, sharing candy may make your classmate smile; taking pencil may make your classmate yell at you).	4	3	2	1
4. Identify healthy personal hygiene habits.	4	3	2	1

B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

	Always	Usually	Rarely	Never
1. Describe ways that people are similar and different.	4	3	2	1
2. Use respectful language and actions when dealing with conflict or differences of opinions.	4	3	2	1

II. Interpersonal Skills

A. Demonstrate communication and social skills to interact effectively.

1. Follow rules that respect classmates' needs and use polite language (for example, wait for their turn, stand in line, let classmate finish speaking).
2. Use "I" statements.
3. Pay attention to others when they are speaking.
4. Understand the importance of respecting personal space.
5. Recognize how facial expressions, body language, and tone communicate feelings.
6. Take turns and practice sharing.
7. Practice sharing encouraging comments.
8. Identify and demonstrate good manners.

Always	Usually	Rarely	Never
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1
4	3	2	1

B. Develop and maintain positive relationships.

1. Recognize how various relationships in life are different.
2. Identify and practice appropriate behaviors to maintain positive relationships (for example, personal space, voice volume)

Always	Usually	Rarely	Never
4	3	2	1
4	3	2	1

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

1. Identify conflict.
2. Identify what actions cause conflict.
3. Identify appropriate and inappropriate ways to resolve conflicts.

Always	Usually	Rarely	Never
4	3	2	1
4	3	2	1
4	3	2	1