

BECOMING A COMMUNITY WITH CHARACTER

Linked to K-12 Overview  Content, Key Concepts	Elementary K-3	Elementary 4-5	Middle School	High School
	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Fairness, trust, hope, confidence, keeping promises, empathy	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Initiative, purpose, goals, justice, fairness, friendship, equity, dependability, pride, creativity	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Democracy, pioneering, importance of the environment (spaceship Earth, earth as habitat, ecological environment, global interdependence, ecosystems), perfection and imperfection, prejudice, freedom, citizenship, liberty, home, industriousness, continuity, competence	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Relationships, healthy relationships, fidelity, intimacy, love, commitment, love and loss, caring, knowledge, growth, human commonalities, work/workplace, emotional intelligence, spirituality, ideas, inventions, identity, self-awareness
<b>Emotion</b>	<ul style="list-style-type: none"> <li>Can appropriately express and manage fear, helplessness, anger, affection, excitement, enthusiasm, and disappointment</li> <li>Can differentiate and label negative and positive emotions in self and others</li> <li>Increasing tolerance for frustration</li> </ul>	<ul style="list-style-type: none"> <li>Expressing feelings in positive ways</li> <li>Controlling own anger</li> <li>Labeling observed emotions</li> <li>Harmonizing of others' feelings</li> </ul>	<ul style="list-style-type: none"> <li>Self-aware and self-critical</li> <li>Harmonizing of own feelings</li> </ul>	<p>All areas should be approached as integrative:</p> <ul style="list-style-type: none"> <li>Listening and oral communication</li> <li>Competence in reading, writing, and computation</li> <li>Learning to learn skills</li> <li>Personal management: self-esteem, goal-setting/self-motivation</li> <li>Personal and moral evaluations of self, actions, behaviors</li> <li>Beginning to focus on the future</li> <li>Exploring meaning of one's life, life in general, transcendence</li> <li>Taking care of self, recognizing consequences of risky behaviors (sexual activity, drug use), protecting self from negative consequences</li> <li>Harmonizing of own and others' feelings</li> <li>Adaptability: creative thinking and problem solving, especially in response to barriers/obstacles</li> <li>Earning and budgeting money</li> <li>Planning a career and preparing for adult role</li> <li>Personal career development/goals—pride in work accomplished</li> </ul>
<b>Cognition</b>	<ul style="list-style-type: none"> <li>Beginning to take a reflective perspective—role taking—what is the other seeing? What is the other feeling? What is the other thinking? What is the other intending? What is the other like?</li> <li>Generating alternative possibilities for interpersonal actions</li> <li>Emphasis on attention-sustaining skills, recall and linkage of material, verbalization of coping and problem-solving strategies used</li> </ul>	<ul style="list-style-type: none"> <li>Knowing about healthy foods and exercising</li> <li>Times when cooperation, planning are seen; at times, shows knowledge that there is more than one way to solve a problem</li> <li>Setting goals, anticipation consequences, working to overcome obstacles</li> <li>Focusing on strengths of self and others</li> <li>Ability to think through problem situations and anticipate occurrences</li> </ul>	<ul style="list-style-type: none"> <li>Recognizing the importance of prevention concerning alcohol and other drug abuse</li> <li>Establishing norms for health</li> <li>Setting realistic short-term goals</li> <li>Seeing both sides of issues, disputes, arguments</li> <li>Comparing abilities to others, self, or normative standards; abilities considered in light of others' reactions</li> <li>Acknowledging the importance of self-statements and self-rewards</li> </ul>	
<b>Behavior/ Safety</b>	<ul style="list-style-type: none"> <li>Learning self-management (e.g., when waiting one's turn; when entering and leaving classrooms at the start and end of the day and other transition times; when working on something in a group or alone)</li> <li>Learning social norms about appearance (e.g., washing face or hair, brushing teeth)</li> <li>Recognizing dangers to health and safety (e.g., crossing street, electrical sockets, pills that look like candy)</li> <li>Being physically healthy—adequate nutrition; screening to identify visual, hearing, language problems</li> </ul>	<ul style="list-style-type: none"> <li>Understanding safety issues such as interviewing people at the door when home alone; saying no to strangers on the phone or in person</li> <li>Managing time</li> <li>Showing respect for others</li> <li>Can ask for, give, and receive help</li> <li>Negotiating disputes, deescalating conflicts</li> <li>Admitting mistakes, apologizing when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Initiating own activities</li> <li>Emerging leadership skills</li> </ul>	
<b>Integration/ Safety</b>	<ul style="list-style-type: none"> <li>Integrating feeling and thinking with language, replacing or complementing that which can be expressed only in action, image, or affectivity</li> <li>Differentiating the emotions, needs, and feelings of different people in different contexts—if not spontaneously, then in response to adult prompting and assistance</li> <li>Recognizing and resisting inappropriate touching, sexual behaviors</li> </ul>	<ul style="list-style-type: none"> <li>Ability to calm self down when upset and to verbalize what happened and how one is feeling differently</li> <li>Encouraging perspective taking and empathic identification with others</li> <li>Learning strategies for coping with, communicating about, and managing strong feelings</li> </ul>	<ul style="list-style-type: none"> <li>Being aware of sexual factors, recognizing and accepting body changes, recognizing and resisting inappropriate sexual behaviors</li> <li>Developing skills for analyzing stressful social situations, identifying feelings, goals, carrying out request and refusal skills</li> </ul>	

BECOMING A COMMUNITY WITH CHARACTER

Linked to K-12 Overview  Content, Key Concepts	Elementary K-3	Elementary 4-5	Middle School	High School
	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Fairness, trust, hope, confidence, keeping promises, empathy	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Initiative, purpose, goals, justice, fairness, friendship, equity, dependability, pride, creativity	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Democracy, pioneering, importance of the environment (spaceship Earth, earth as habitat, ecological environment, global interdependence, ecosystems), perfection and imperfection, prejudice, freedom, citizenship, liberty, home, industriousness, continuity, competence	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Relationships, healthy relationships, fidelity, intimacy, love, commitment, love and loss, caring, knowledge, growth, human commonalities, work/workplace, emotional intelligence, spirituality, ideas, inventions, identity, self-awareness
Peer/Social	<ul style="list-style-type: none"> <li>• Being a member of a group: sharing, listening, taking turns, cooperating, negotiating disputes, being considerate and helpful</li> <li>• Initiating interactions</li> <li>• Can resolve conflict without fighting; compromising</li> <li>• Understands justifiable self-defense</li> <li>• Empathetic toward peers; showing emotional distress when others are suffering; developing a sense of helping rather than hurting or neglecting; respecting rather than belittling, and supporting and protecting rather than dominating others; awareness of the thoughts, feeling, and experience of (perspective taking)</li> </ul>	<ul style="list-style-type: none"> <li>• Listening carefully</li> <li>• Conducting a reciprocal conversation</li> <li>• Using tone of voice, eye contact, posture, and language appropriate to peers (and adults)</li> <li>• Skills for making friends, entering peer groups—can judge peers’ feeling, thoughts, plans, actions</li> <li>• Learning to include and exclude others</li> <li>• Expanding peer groups</li> <li>• Friendships based on mutual trust and assistance</li> <li>• Shows altruistic behavior among friends</li> <li>• Becoming assertive, self calming, cooperative</li> <li>• Learning to cope with peer pressure to conform (e.g., dress)</li> <li>• Learning to set boundaries, to deal with secrets</li> <li>• Dealing positively with rejection</li> </ul>	<ul style="list-style-type: none"> <li>• Choosing friends thoughtfully but aware of group norms, popular trends</li> <li>• Developing peer leadership skills</li> <li>• Dealing with conflict among friends</li> <li>• Recognizing and accepting alternatives to aggression and violence</li> <li>• Belonging is recognized as very important</li> </ul>	<ul style="list-style-type: none"> <li>• Effective behavior in peer groups</li> <li>• Peer leadership/responsible membership</li> <li>• Using request and refusal skills</li> <li>• Initiating and maintaining cross-gender friends and romantic relationships</li> <li>• Understanding responsible behavior at social events</li> <li>• Dealing with drinking and driving</li> </ul>
Family	<ul style="list-style-type: none"> <li>• Being a family member; being considerate and helpful, expressing caring, and developing capacity for intimacy</li> <li>• Making contributions at home—chores, responsibilities</li> <li>• Relating to siblings—sharing, taking turns, initiating interactions, negotiating disputes, helping, caring</li> <li>• Internalizing values modeled in family</li> <li>• Self-confident and trusting—what they can expect from adults; believe that they are important; that their needs and wishes matter; that they can succeed; that they can trust their care givers; that adults can be helpful</li> <li>• Intellectual inquisitive—like to explore their home and the world around them</li> <li>• Homes, and communities, free from violence</li> <li>• Home life includes consistent, stimulating contact with caring adults</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding different family forms and structures</li> <li>• Cooperating around household tasks</li> <li>• Acknowledge compliments</li> <li>• Valuing own uniqueness as individual and as family contributor</li> <li>• Sustaining positive interactions with parents and other adult relatives, friends</li> <li>• Showing affection and negative feelings appropriately</li> <li>• Being close, establishing intimacy and boundaries</li> <li>• Accepting failure/difficulty and continuing effort</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizing conflict between parents’ and peers’ values (e.g., dress, importance of achievement)</li> <li>• Learning about stages in adults’ and parents’ lives</li> <li>• Valuing of rituals</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming independent</li> <li>• Talking with parents about daily activities, learning self-disclosure skills</li> <li>• Preparing for parenting, family responsibilities</li> </ul>

BECOMING A COMMUNITY WITH CHARACTER

Linked to K-12 Overview  Content, Key Concepts	Elementary K-3	Elementary 4-5	Middle School	High School
	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Fairness, trust, hope, confidence, keeping promises, empathy	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Initiative, purpose, goals, justice, fairness, friendship, equity, dependability, pride, creativity	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Democracy, pioneering, importance of the environment (spaceship Earth, earth as habitat, ecological environment, global interdependence, ecosystems), perfection and imperfection, prejudice, freedom, citizenship, liberty, home, industriousness, continuity, competence	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Relationships, healthy relationships, fidelity, intimacy, love, commitment, love and loss, caring, knowledge, growth, human commonalities, work/workplace, emotional intelligence, spirituality, ideas, inventions, identity, self-awareness
Reasonable Expectations	<ul style="list-style-type: none"> <li>• Paying attention to teachers</li> <li>• Understanding similarities and differences (e.g., skin color, physical disabilities)</li> <li>• Working to the best of one's ability</li> <li>• Using words effectively, especially for feelings</li> <li>• Cooperating</li> <li>• Responding positively to approval</li> <li>• Thinking out loud, asking questions</li> <li>• Expressing self in art, music games, dramatic play</li> <li>• Likes starting more than finishing</li> <li>• Deriving security in repetition, routines</li> <li>• Ability to articulate likes and dislikes, has clear sense of strengths, areas of mastery, can articulate these, and as opportunities to engage in these</li> <li>• Exploring the environment</li> <li>• Self-confident and trusting—what they can expect from adults in the school; believing that they are important; that there needs and wishes matter; that they can succeed; that they can trust adults in school; that adults in school can be helpful</li> </ul>	<ul style="list-style-type: none"> <li>• Setting academic goals, planning study time, completing assignments</li> <li>• Learning to work on teams</li> <li>• Accepting similarities and differences (e.g., appearance, ability levels)</li> <li>• Cooperating, helping—especially younger child</li> <li>• Bouncing back from mistakes</li> <li>• Ability to work hard on projects</li> <li>• Beginning, carrying through on, and completing tasks</li> <li>• Good problem solving</li> <li>• Forgiving after anger</li> <li>• Generally truthful</li> <li>• Showing pride in accomplishments</li> <li>• Can clam down after being upset, losing one's temper, or crying</li> <li>• Ability to follow directions from school tasks, routines</li> <li>• Carrying out commitments to classmates, teachers</li> <li>• Showing appropriate helpfulness</li> <li>• Knowing how to ask for help</li> <li>• Refusing negative peer pressure</li> </ul>	<ul style="list-style-type: none"> <li>• Will best accept modified rules</li> <li>• Enjoys novelty over repetition</li> <li>• Can learn planning and management skills to complete school requirements</li> </ul>	<ul style="list-style-type: none"> <li>• Making a realistic academic plan, recognizing personal strengths, persisting to achieve goals in spite of setbacks</li> <li>• Planning career/post-high school pathways</li> <li>• Group effectiveness; interpersonal skills, negotiation, teamwork</li> <li>• Organizational effectiveness and leadership—making a contribution to classroom and school</li> </ul>
Environment	<ul style="list-style-type: none"> <li>• Clear classroom school rules</li> <li>• Opportunities for responsibility in the classroom</li> <li>• Authority clear, fair, 'deserving of respect'</li> <li>• Frequent teacher redirection</li> <li>• Classrooms and school-related locations free from violence and threat</li> <li>• School life includes consistent, stimulating contact with caring adults</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunities to comfort peer or classmate in distress, help new person feel accepted/included</li> <li>• Varying types of student products (de-emphasize written reports)</li> <li>• Opportunities to participate in setting policy</li> <li>• Clear expectations about truancy, substance use, violent behavior</li> <li>• Opportunities for setting, reviewing personal norms/standards</li> <li>• Group/academic/extracurricular membership</li> </ul>	<ul style="list-style-type: none"> <li>• Guidance/structures for goal setting, future planning, post school transition</li> <li>• Opportunities for participating in school service and other nonacademic involvement</li> <li>• Being a role model for younger students</li> </ul>	

BECOMING A COMMUNITY WITH CHARACTER

Linked to K-12 Overview  Content, Key Concepts	Elementary K-3	Elementary 4-5	Middle School	High School
	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Fairness, trust, hope, confidence, keeping promises, empathy	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Initiative, purpose, goals, justice, fairness, friendship, equity, dependability, pride, creativity	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Democracy, pioneering, importance of the environment (spaceship Earth, earth as habitat, ecological environment, global interdependence, ecosystems), perfection and imperfection, prejudice, freedom, citizenship, liberty, home, industriousness, continuity, competence	Honesty, Integrity, Respect, Responsibility, Compassion, and Courage Relationships, healthy relationships, fidelity, intimacy, love, commitment, love and loss, caring, knowledge, growth, human commonalities, work/workplace, emotional intelligence, spirituality, ideas, inventions, identity, self-awareness
<b>Community</b>	<ul style="list-style-type: none"> <li>• Curiosity about how and why things happen</li> <li>• Recognizing a pluralistic society (e.g., aware of holidays, customs, cultural groups)</li> <li>• Accepting responsibility for the environment</li> <li>• Participating in community events (e.g., religious observances, recycling)</li> </ul>	<ul style="list-style-type: none"> <li>• Joining groups outside the school</li> <li>• Learning about, accepting cultural, community differences</li> <li>• Helping people in need</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding and accepting differences in one's community</li> <li>• Identifying and resisting negative group influences</li> <li>• Developing involvement in community projects</li> <li>• Apprenticing/training for leadership roles</li> </ul>	<ul style="list-style-type: none"> <li>• Contribution to community service or environmental projects</li> <li>• Accepting responsibility for the environment</li> <li>• Understanding elements of employment</li> <li>• Understanding issues of government</li> </ul>
<b>Events Triggering Preventive Services</b>	<ul style="list-style-type: none"> <li>• Coping with divorce</li> <li>• Dealing with death in the family</li> <li>• Becoming a big brother or big sister</li> <li>• Dealing with family moves</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with divorce</li> <li>• Dealing with death in the family</li> <li>• Becoming a big brother or big sister</li> <li>• Dealing with family moves</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with divorce</li> <li>• Dealing with death in the family</li> <li>• Becoming a big brother or big sister</li> <li>• Dealing with family moves</li> </ul>	<ul style="list-style-type: none"> <li>• Coping with divorce</li> <li>• Dealing with death in the family</li> <li>• Dealing with a classmate's drug use or delinquent behavior, injury or death due to violence, pregnancy, suicide, HIV/AIDS</li> <li>• Transition from high school to workplace, college, living away from home.</li> </ul>