

Anchorage District Standards Aligned with Conscious Discipline®

Table A

Anchorage Standard	Conscious Discipline®	Conscious Discipline® Skill Description
1. Self-Awareness (I am)		
1A. Students demonstrate awareness of their emotions.	<p>Chapter 1: “Composure,” pp. 23-54</p> <ul style="list-style-type: none"> a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start <p>Chapter 3: “Assertiveness,” pp. 89-130</p> <ul style="list-style-type: none"> f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals 	<p>Being the person you want others to become. Composure is self-control in action. Self-control is guiding yourself from the lower centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p>
1B. Students demonstrate awareness of their personal traits.	<p>Chapter 2: “Encouragement,” pp. 55-87</p> <ul style="list-style-type: none"> c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual <p>Chapter 4: “Choices,” pp. 131-156</p> <ul style="list-style-type: none"> g. Picture Rule Cards q. Daily Routine 	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.</p> <p>Building self-esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized</p>
1C. Students demonstrate awareness of their external supports.	<p>Chapter 2: “Encouragement,” pp. 55-87</p> <ul style="list-style-type: none"> c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual 	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.</p>

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	<p>Chapter 4: “Choices,” pp. 131-156 g. Picture Rule Cards q. Daily Routine</p>	<p>Building self-esteem and willpower while reducing impulsivity. Empowering children while setting limits so that learning is optimized</p>
<p>1D. Students have a sense of personal responsibility.</p>	<p>Chapter 1: “Composure,” pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start</p> <p>Chapter 2: “Encouragement,” pp. 55-87 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 7: “Consequences,” pp. 223-251 j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments</p>	<p>Being the person you want others to become. Composure is self-control in action. Self-control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>
<p>2. Self-Management (I can)</p>		
<p>2A. Students demonstrate ability to manage their emotions constructively.</p>	<p>Chapter 1: “Composure,” pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start</p> <p>Chapter 3: “Assertiveness,” pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals</p>	<p>Being the person you want others to become. Composure is self-control in action. Self-control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p>

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	<p>Chapter 5: “Positive Intent,” pp. 157-186 h. Celebration Center r. Cheer Card Rituals</p> <p>Chapter 7: “Consequences,” pp. 223-251 j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments</p>	<p>Seeing the best in others while improving self-image and building trust. Cooperation is fostered by joining with someone to solve a problem.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>
2B. Students demonstrate honesty/integrity.	<p>Chapter 2: “Encouragement,” pp. 55-87 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 7: “Consequences,” pp. 223-251 j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments</p>	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>
2C. Students use effective decision-making skills.	<p>Chapter 1: “Composure,” pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start</p> <p>Chapter 2: “Encouragement,” pp. 55-87 c. Meaningful Jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual</p> <p>Chapter 4: “Choices,” pp. 131-156</p>	<p>Being the person you want others to become. Composure is self-control in action. Self-control is guiding yourself from the lower centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.</p> <p>Building self-esteem and willpower while reducing</p>

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	<ul style="list-style-type: none"> g. Picture Rule Cards q. Daily Routine <p>Chapter 7: “Consequences,” pp. 223-251</p> <ul style="list-style-type: none"> j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments 	<p>impulsivity. Empowering children while setting limits so that learning is optimized.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>
2D. Students demonstrate ability to set and achieve goals.	<p>Chapter 1: “Composure,” pp. 23-54</p> <ul style="list-style-type: none"> a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start <p>Chapter 7: “Consequences,” pp. 223-251</p> <ul style="list-style-type: none"> j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments 	<p>Being the person you want others to become. Composure is self-control in action. Self-control is guiding yourself from the lower centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>

3. Social Awareness (I care)		
3A. Students demonstrate awareness of other people’s emotions and perspectives.	<p>Chapter 6: “Empathy,” pp. 187-222</p> <ul style="list-style-type: none"> i. We Care Center s. Absent Child & Welcome Back Rituals 	<p>Helping children accept and process their feelings so they can see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p>
3B. Students demonstrate consideration for others and a desire to positively contribute to their community.	<p>Chapter 2: “Encouragement,” pp. 55-87</p> <ul style="list-style-type: none"> c. Meaningful jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual 	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all learning.</p>
3C. Students demonstrate an awareness of cultural issues and a respect for human dignity and differences.	<p>Chapter 2: “Encouragement,” pp. 55-87</p> <ul style="list-style-type: none"> c. Meaningful jobs d. Friends and Family e. Ways to Be Helpful 	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a</p>

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	<ul style="list-style-type: none"> m. Appreciation Ritual n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual <p>Chapter 6: “Empathy,” pp. 187-222</p> <ul style="list-style-type: none"> i. We Care Center s. Absent Child & Welcome Back Rituals 	<p>School Family™, are the motivation and cradle of all learning.</p> <p>Helping children accept and process their feelings so they can see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p>
3D. Students can read social cues.	<p>Chapter 1: “Composure,” pp. 23-54</p> <ul style="list-style-type: none"> a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start <p>Chapter 3: “Assertiveness,” pp. 89-130</p> <ul style="list-style-type: none"> f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals 	<p>Being the person you want others to become. Composure is self-control in action. Self-control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p>

4. Social Management (I will)		
4A. Students use positive communication and social skills to interact effectively with others.	<p>Chapter 1: “Composure,” pp. 23-54</p> <ul style="list-style-type: none"> a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start <p>Chapter 3: “Assertiveness,” pp. 89-130</p> <ul style="list-style-type: none"> f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals 	<p>Being the person you want others to become. Composure is self-control in action. Self-control is guiding yourself from the lowers centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p>
4B. Students develop constructive relationships.	<p>Chapter 2: “Encouragement,” pp. 55-87</p> <ul style="list-style-type: none"> c. Meaningful jobs d. Friends and Family e. Ways to Be Helpful m. Appreciation Ritual 	<p>Creating a sense of belonging for all children by building the School Family™ which values interdependence. Social successes prime the brain for academic achievement. Relationships, embedded in a School Family™, are the motivation and cradle of all</p>

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	<p>n. New Student & Greeting/Goodbye Rituals o. Kindness Ritual</p>	learning.
<p>4C. Students demonstrate the ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p>	<p>Chapter 1: “Composure,” pp. 23-54 a. Safe Place b. Circle Time/Morning Meetings k. Safe Keeper Ritual l. Brain Smart® Start</p> <p>Chapter 3: “Assertiveness,” pp. 89-130 f. Time Machine/Instant Reply p. S.T.A.R. & Wish Well Rituals</p> <p>Chapter 6: “Empathy,” pp. 187-222 i. We Care Center s. Absent Child & Welcome Back Rituals</p> <p>Chapter 7: “Consequences,” pp. 223-251 j. Class Meetings/Circle Time t. Connecting Rituals & Group Commitments</p>	<p>Being the person you want others to become. Composure is self-control in action. Self-control is guiding yourself from the lower centers of your brain to the higher centers of your brain so that you may choose how to respond to life events.</p> <p>Setting limits respectfully by focusing on the behavior you want; teaching others how to treat you.</p> <p>Helping children accept and process their feelings so they can see the world from others’ perspectives. Empathy wires the brain for self-control, allowing children access to higher cognitive processes.</p> <p>Helping children learn from their mistakes by helping them reflect on their choices and motivate them to make changes in their behavior.</p>