



Social-Emotional Character Development Standards



Adopted by the Kansas State Board of Education, April 17, 2012 Revised July, 2018

SOCIAL-EMOTIONAL CHARACTER DEVELOPMENT STANDARDS

Effective social-emotional character development programs (SECD) impact thousands of Kansas students each year. Such vital programs, an integral part of each school's educational program, must be designed to address the individual needs of students as we seek to realize the State Board Vision: "Kansas leads the world in the success of each student."

The State Board Goal has set the social-emotional goal that "Each student develops the social, emotional, and character competencies that promote learning and success in life." This in turn, will ensure that each student will also have the academic preparation, cognitive preparation, technical skills and employability skills to be successful in postsecondary education or the workforce, without remediation. Our SECD Standards will raise the bar to that end by establishing a framework for evidenced-based practices.

Research has demonstrated that implementing SECD strategies:

- Increases prosocial behavior.
- Reduces problem behaviors.
- Increases social and emotional skills.
- Improves attitudes about self and others.
- Increases academic success.

Additionally, and in light of, parallel current initiatives, such as school mental health, trauma-sensitive schools, bullying prevention, youth suicide prevention, child sexual abuse prevention and school safety, SECD is crucial to ensuring the success of each student.

The Kansas SECD Revised Standards provide administrators, counselors, social workers, school psychologists and classroom teachers the framework necessary to ensure the success of each student in Kansas.

The SECD Standards were first approved by the Kansas State Board of Education in 2012. We are grateful for the prior work done by the Illinois Social, Emotional Learning Standards and the Social and Emotional Learning (SEL) Standards and Benchmarks for the Anchorage School District, Alaska, that the writing committee referenced and borrowed from. Kansas was the second state to adopt social-emotional competencies and the first state to integrate social-emotional learning and character development. This integration makes our Kansas SECD Standards unique. Currently, there are three states, including Kansas, that have K-12 social-emotional competencies.

The need to revise the standards has occurred as a result of:

1. Several new prevention statutes (i.e., bullying, youth suicide, opioid abuse) in Kansas.
2. SECD being a State Board Outcome.
3. A need to align SECD with the KSDE School Mental Health Initiative.
4. Emerging social-emotional learning initiatives, research and best practices.

The work of the Standards Revision Committee is built on the research and practices from schools across Kansas, the Collaborative for Academic, Social, and Emotional Learning (CASEL), Character.org, Research and Collaboration (KU), the School Mental Health Advisory Group and participating Kansas education service centers.

The Kansas SECD Standards are aligned with and supportive of:

- The Kansas Multi-Tier System of Supports (MTSS)
- Positive Behavioral Interventions and Supports (PBIS)
- Trauma-sensitive schools
- Kansas State Department of Education and State Board Outcomes
- The Kansas School Mental Health Advisory Group

We further acknowledge the participation of our SECD Standards Revision Committee made up of teachers, counselors, psychologists, administrators, parents, community members, and curriculum and staff developers from over 25 school districts and educational organizations throughout the state. Their passion, expertise and dedication are evident in this work.

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Feedback gathered from over a dozen public comment sessions also informs the standards. More than 300 teachers, administrators, counselors, psychologists and social workers reviewed the work and provided written feedback. Ninety-eight percent of the respondents agreed or strongly agreed that, "The SECD Standards will be useful to me in my position," and "The SECD Standards will support positive change in the climate and culture of Kansas schools."

This work is also informed by the Kansas Multi-Tiered System of Supports; Kansas Model School Counseling Standards, the School Mental Health Initiative and the Kansas Career and Technical Education Initiative. We are grateful for this powerful and important work.

SOCIAL-EMOTIONAL CHARACTER DEVELOPMENT STANDARDS

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SOCIAL-EMOTIONAL CHARACTER DEVELOPMENT STANDARDS

Purpose

Social-Emotional Character Development (SECD) Standards provide a framework to schools for integrating social-emotional learning (SEL) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, career and personal success.

Definition

SECD standards encompass practicing good citizenship as respectful, responsible, empathetic and ethical individuals, through making healthy decisions, practicing personal safety, understanding risk prevention, promoting a positive school culture, problem-solving effectively and valuing excellence.

Core Beliefs

SECD skills are:

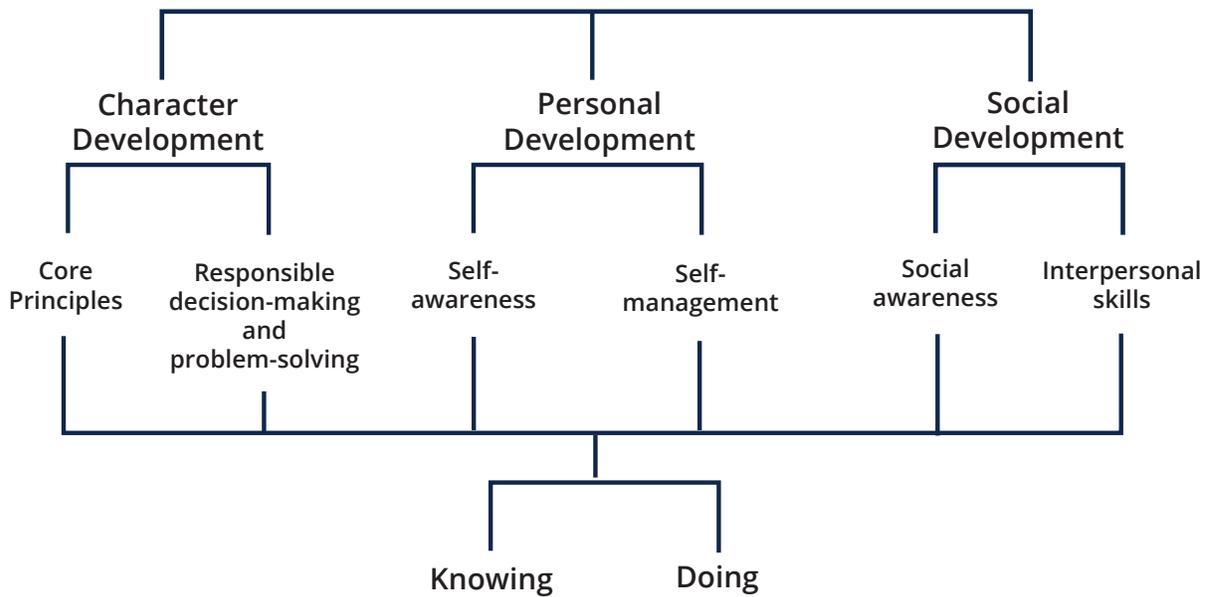
- Teachable and measurable.
- Essential for academic achievement.
- Developed within a continuous growth process throughout life.
- Acquired by students through intentional, integrated efforts of the entire school, family and community.
- Best learned in a respectful, safe and civil school environment where adults are caring role models.

Postsecondary Success Goal

Students who are ready for postsecondary success must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success. Students who are ready for postsecondary success in SECD reflect these descriptions. These are not standards but instead offer a portrait of students who meet the standards in this document.

- They demonstrate character in their actions by treating others with respect and kindness and by giving their best effort.
- They assume responsibility for their thoughts and actions.
- They utilize a growth mindset and continually develop cognitively, emotionally and socially.
- They exhibit the skills to work independently and collaboratively with efficiency and effectiveness.
- They strive for excellence by committing to hard work, persistence and intrinsic motivation.
- They exhibit creativity and innovation, critical thinking and effective problem-solving.
- They use resources, including technology and digital media, effectively, strategically, capably and appropriately.
- They demonstrate an understanding of other perspectives and cultures; showing empathy for the feelings and beliefs of others.
- They model the responsibility of citizenship and exhibit respect for human dignity.

Social-Emotional Character Development Standards

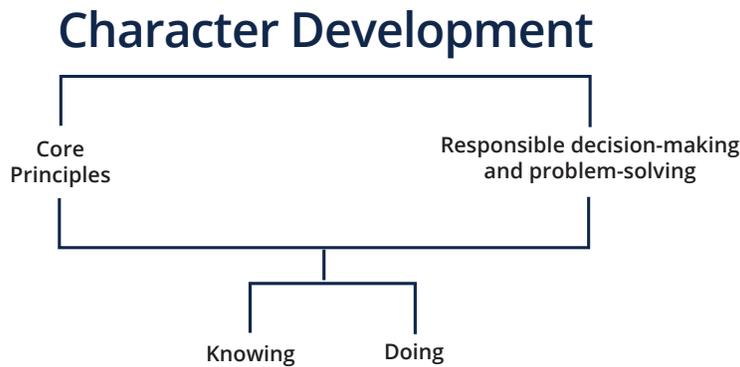


SOCIAL-EMOTIONAL CHARACTER DEVELOPMENT STANDARDS

Character Development

Definition: Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem-solving and responsible decision-making

Rationale: Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability to make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.



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.
- b. Develop, implement, promote and model core ethical and performance principles.
- c. Create a caring community.

II. RESPONSIBLE DECISION-MAKING AND PROBLEM-SOLVING

- a. Develop, implement and model responsible decision-making skills.
- b. Develop, implement and model effective problem-solving skills.

GRADES AND AGES

GRADES	AGES
K-2	5-7
3-5	8-10
6-8	11-13
9-12	14-18 plus

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.

K-GRADE 2

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

GRADES 3-5

1. Discuss and define developmentally appropriate core ethical and performance principles and their importance, such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort.
2. Identify and apply personal core ethical and performance principles.

GRADES 6-8

1. Compare and contrast personal core principles with personal behavior.
2. Illustrate and discuss personal core principles in the context of relationships and of classroom work.

GRADES 9-12

1. Evaluate personal core principles with personal behavior, including ethical and performance principles.
2. Reflect upon personal core principles, appreciate them, and become committed to them.

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

K-GRADE 2

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.

CHARACTER DEVELOPMENT | I. CORE PRINCIPLES

GRADES 3-5

1. Assess community needs in the larger community; investigate effects on the community; assess positive responsible action; and reflect on personal involvement.
2. Interpret ethical reasoning through discussions of individual and community rights and responsibilities.
3. Explain clear and consistent expectations of good character throughout all school activities and in all areas of the school.

GRADES 6-8

1. Analyze community needs in the larger community; analyze effects on the community; design positive, responsible action; and reflect on personal involvement.
2. Develop ethical reasoning through discussions of ethical issues in content areas.
3. Create clear and consistent expectations of good character throughout all school activities and in all areas of the school.
4. Practice and receive feedback on responsible actions, including academic and behavioral skills.

GRADES 9-12

1. Analyze community needs in the larger community; analyze effects on the local and larger community; design and critique positive, responsible action; and reflect on personal and community involvement.
2. Analyze ethical dilemmas in content areas and/or daily experiences.
3. Hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community.
4. Reflect, analyze and receive feedback on responsible actions, including actions using academic and behavioral skills.

C. Create a caring community.

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

K-GRADE 2

- 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.

GRADES 3-5

- a. Demonstrate and practice characteristics of a caring relationship by treating others with empathy.
- b. Illustrate characteristics of a hurtful relationship and the negative impact it has on others.
- c. Practice relationships in their family, school and community that are caring.

GRADES 6-8

- a. Analyze characteristics of a caring relationship and hurtful relationship.
- b. Compare and contrast characteristics of a caring relationship and hurtful relationship.
- c. Engage in and model relationships in their family, school and community that are caring.

GRADES 9-12

- a. Evaluate characteristics of a caring relationship and hurtful relationship.
- b. Manage personal behavior in family, school and community that contributes to caring relationships.

2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.**K-GRADE 2**

- a. Demonstrate caring and respect for others.
- b. Describe “active listening.”

GRADES 3-5

- a. Practice empathetic statements and questions.
- b. Demonstrate active listening skills.
- c. Utilize multiple media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.

GRADES 6-8

- a. Compare and contrast different points of view respectfully.
- b. Practice effective listening skills to understand values, attitudes and intentions.
- c. Model respectful ways to respond to others’ points of views.
- d. Utilize multiple media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.

GRADES 9-12

- a. Communicate respectfully and effectively in diverse environments.
- b. Evaluate active listening skills of all parties involved before, after and during conversations.
- c. Analyze ways to respond to ethical issues in life as they appear in the curriculum.
- d. Utilize multiple media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.

CHARACTER DEVELOPMENT | I. CORE PRINCIPLES

3. Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally.**K-GRADE 2**

- a. Recognize and define bullying and teasing.
- b. Illustrate or demonstrate the definitions of what “tattling” is and what “telling” or “reporting” is.
- c. Model positive peer interactions.

GRADES 3-5

- a. Differentiate between bullying, teasing and harassment.
- b. Explain how power, control, popularity, security and fear play into bullying behavior toward others.
- c. Describe the role of students in instances of bullying (bystanders, “up standers”, students who bully, targets of bullying).
- d. Recognize and model how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice).
- e. Identify and understand how certain behaviors can have unintended consequences that cause an individual to become a target of bullying.

GRADES 6-8

- a. Differentiate behavior as bullying or not, based on the power of the individuals who are involved.
- b. Model positive peer interactions that are void of bullying behaviors.
- c. Compare and contrast how bullying affects the targets of bullying, bystanders and the student who bullies.
- d. Practice effective strategies to use when bullied, including how to identify and advocate for personal rights.
- e. Analyze how a bystander can be part of the problem or part of the solution by becoming an “up stander” (someone who stands up against injustice).
- f. Apply empathic concern and try to understand the perspective or point of view of others.

GRADES 9-12

- a. Appraise and evaluate behavior as relational aggression and/or bullying.
- b. Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting.
- c. Conclude how to act in accordance with the principle of respect for all human beings.
- d. Evaluate how bullying behavior impacts personal experiences beyond high school and in the workforce.
- e. Analyze and evaluate effectiveness of bullying intervention and reporting strategies.

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.

K-GRADE 2

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

GRADES 3-5

- a. Compare and contrast safe and unsafe situations.
- b. Identify how responsible decision-making affects personal/social short-term and long-term goals.
- c. Identify choices made and the consequences of those choices.
- d. Students recognize consequences of inappropriate behavior.

GRADES 6-8

- a. Manage safe and unsafe situations.
- b. Monitor how responsible decision-making affects progress toward achieving a goal.
- c. Students recognize consequences of sexual behavior, including sexual consent and the inability of minors to give consent.

GRADES 9-12

- a. Assess lessons learned from experiences and mistakes while demonstrating the ability to build resiliency.
- b. Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement.
- c. Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make or have made.
- d. Evaluate situations that are safe or unsafe and how to avoid unsafe practices.
- e. Effectively analyze and evaluate evidence, arguments, claims and beliefs.
- f. Students recognize consequences of sexual behavior, including sexual consent, pregnancy and the inability of minors to give consent.

2. Organize personal time and manage personal responsibilities effectively.**K-GRADE 2**

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

GRADES 3-5

- a. Create a daily schedule of school work and activities.
- b. Identify factors that will inhibit or advance the accomplishment of personal goals.
- c. Recognize how, when and who to ask for help.

GRADES 6-8

- a. Analyze daily schedule of school work and activities for effectiveness and efficiency.
- b. Recognize how, when and who to ask for help and utilize the resources available.
- c. Monitor factors that will inhibit or advance effective time management.

AGES 9-12

- a. Utilize time and materials to complete assignments on schedule.
- b. Anticipate possible obstacles to completing tasks on schedule.
- c. Organize and prioritize personal schedule.
- d. Advocate for personal needs in accomplishing goals.
- e. Recognize how, when and who to ask for help and utilize the resources available.

3. Play a developmentally appropriate role in classroom management and school governance.**K-GRADE 2**

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

GRADES 3-5

- a. Identify and organize what materials are needed to be prepared for class.
- b. Understand personal relationships with personnel that govern the school.
- c. Discuss and model appropriate classroom behavior individually and collectively.

GRADES 6-8

- a. Construct and model classroom expectations and routines.
- b. Compare and contrast behaviors that do or do not support classroom management.

GRADES 9-12

- a. Analyze the purpose and impact of classroom and school-wide activities, policies, and routines
- b. Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.

CHARACTER DEVELOPMENT | II. RESPONSIBLE DECISION-MAKING AND PROBLEM-SOLVING

B. Develop, implement and model effective problem-solving skills.**K-GRADE 2**

1. Develop self-control skills (for example, stop, take a deep breath and relax).
2. Identify and illustrate the problem.
3. Identify desired outcome.
4. Identify possible solutions and the pros and cons of each solution.
5. Identify and select the best solution.
6. Put the solution into action.
7. Reflect on the outcome of the solution.

GRADES 3-5

1. Apply self-regulation skills.
2. Identify the problem and understand the reason for the problem.
3. Identify and analyze desired outcome.
4. Generate possible solutions and analyze the pros and cons of each solution.
5. Select and implement the best solution.
6. Analyze the outcome of the solution.

GRADES 6-8

1. Identify specific feelings about the problem and apply appropriate self-regulation skills.
2. State what the problem is, and identify the perspectives of those involved.
3. Identify desired outcome and discuss if it is attainable.
4. Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation and personal principles.
5. Identify best solution and analyze if it is likely to work.
6. Generate a plan for carrying out the chosen option.
7. Evaluate the effects of the solution.
8. Understand resiliency and how to make adjustments and amendments to the plan.

GRADES 9-12

1. Identify personal feelings and the feelings of others involved with a problem and apply appropriate self-regulation and empathy skills.
2. Identify, analyze and state what the problem is and identify and consider the perspectives of those involved.
3. Identify desired outcome and analyze if it is attainable.
4. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles.
5. Identify and ask systematic questions that clarify various points of view and lead to the best solution.
6. Use resiliency to reflect on past problems, identify ways to improve and implement changes.
7. Apply improvement strategies to future projects and situations.

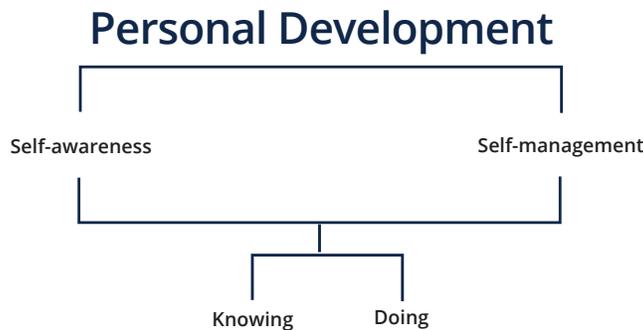
SOCIAL-EMOTIONAL CHARACTER DEVELOPMENT STANDARDS

Personal Development

Focus is on skill development through personal understanding - using the lens of intrapersonal learning.

Definition: Developing skills that help students identify, understand and effectively manage and regulate their thoughts, mindsets, feelings and behaviors.

Rationale: Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one's responses. Personal thoughts, feelings and mindsets impact management of experiences and determine behavior outcomes.



I. SELF-AWARENESS

Understanding and expressing personal thoughts, mindsets and emotions in constructive ways.

Students will:

- A. Understand and analyze thoughts, mindsets and emotions.
- B. Identify and assess personal qualities and external supports

II. SELF-MANAGEMENT

Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.

Students will:

- A. Understand and practice strategies for managing thoughts and behaviors,, such as resiliency.
- B. Reflect on perspectives and emotional responses.
- C. Set, monitor, adapt and evaluate goals to achieve in school and life.

GRADES AND AGES

<u>GRADES</u>	<u>AGES</u>
K-2	5-7
3-5	8-10
6-8	11-13
9-12	14-18 plus

I. SELF-AWARENESS

A. Understand and analyze thoughts, mindsets and emotions.

K-GRADE 2

1. Identify and describe basic emotions.
2. Identify a variety of emotions.
3. Identify situations within my control that might evoke emotional responses.
4. Identify my emotional responses to situations outside of my control.

GRADES 3-5

1. Critically reflect on behavioral responses depending on context or situation.
2. Identify the varying degrees of emotions one can experience in different situations.
3. Identify the positives and negatives of emotions that can be experienced with various communication forums.
4. Recognize reactions to emotions.

GRADES 6-8

1. Describe common emotions and effective behavioral responses.
2. Recognize common stressors and the degree of emotion experienced.
3. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication).

GRADES 9-12

1. Analyze complex emotions.
2. Evaluate degree of personal emotion from common experiences.
3. Recognize direct positive and negative reactions to emotions/stress (for example, fight-or-flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating).
4. Recognize indirect, negative reactions to emotion/stress (for example, substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotion, bullying, risk-taking behaviors).
5. Interpret/anticipate how positive and negative expressions of emotions affect others in the interdependent world.

B. Identify and assess personal qualities and external supports.**K-GRADE 2**

1. Identify personal likes and dislikes.
2. Identify personal strengths and weaknesses.
3. Identify consequences of behavior.
4. Ask clarifying questions.
5. Identify positive responses to problems (for example, get help, try harder, use a different solution)
6. Identify people, places and other resources to go for help (parents, relatives, school personnel).

GRADES 3-5

1. Describe personal qualities (for example, personal strengths, weaknesses, interests and abilities).
2. Identify benefits of various personal qualities (for example, honesty, curiosity and creativity).
3. Identify reliable self-help strategies (for example, positive self-talk, problem-solving, time management, self-monitoring).
4. Solicit the feedback of others and become an active listener.
5. Identify additional external supports (for example, friends, historical figures, media representations).

GRADES 6-8

1. Analyze personality traits, personal strengths, weaknesses, interests, and abilities.
2. Inventory personal preferences.
3. Describe benefits of various personal qualities, (for example, honesty, curiosity and creativity).
4. Describe benefits of reflecting on personal thoughts, feelings and actions.
5. Identify self-enhancement/self-preservation strategies.
6. Identify common resources and role models for problem-solving.
7. Recognize how behavioral choices impact success.
8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures and media representations).

GRADES 9-12

1. Evaluate the effects of various personal qualities (for example, honesty and integrity).
2. Analyze reflection and self-enhancement/self-preservation strategies.
3. Analyze resources for problem-solving (additional print and electronic resources or specific subject problem-solving models).
4. Evaluate how behavior choices can affect goal success.
5. Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations, community resources).

II. SELF-MANAGEMENT

Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals

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

K-GRADE 2

1. Identify and demonstrate techniques to manage common stress and emotions.
2. Identify and describe how feelings relate to thoughts and behaviors.
3. Describe and practice sending effective verbal and nonverbal messages.
4. Recognize behavior choices in response to situations.
5. Identify healthy personal hygiene habits.

GRADES 3-5

1. Identify and develop techniques to manage emotions.
2. Distinguish between facts and opinions.
3. Describe cause and effect relationships.
4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism and violence)
5. Describe consequences/outcomes of both honesty and dishonesty.
6. Describe and practice communication components (for example, listening, reflecting and responding).
7. Predict possible outcomes to behavioral choices.
8. Develop and practice responsibility for personal hygiene.

GRADES 6-8

1. Identify multiple techniques to manage stress and maintain confidence.
2. Distinguish between facts and opinions, as well as logical and emotional appeals.
3. Recognize effective behavioral responses to strong emotional situations.
4. Recognize different models of decision-making (for example, authoritative, consensus, democratic, individual).
5. Recognize cause and effect relationships.
6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion and rationalization.
7. Practice effective communication (for example, listening, reflecting and responding).
8. Recognizing the impact of personal care.

PERSONAL DEVELOPMENT | II. SELF-MANAGEMENT

GRADES 9-12

1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence.
2. Analyze accuracy of facts/information/interpretation.
3. Evaluate quality of support for opinions.
4. Evaluate logical and emotional appeals.
5. Analyze cause and effect relationships.
6. Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion and rationalization.
7. Apply effective listening skills in a variety of setting and situations.
8. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems and receiver problems).

B. Reflect on perspectives and emotional responses.**K-GRADE 2**

1. Describe personal responsibilities to self and others.
2. Describe responsibilities in school, home and communities.
3. Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference and resentment).
4. Describe common responses to success, challenge, failure and disappointment.

GRADES 3-5

1. Acknowledge personal responsibilities to self and others.
2. Recognize and demonstrate environmental responsibilities.
3. Examine the personal impact of helping others.
4. Reflect on your personal responses to success, challenge, failure and disappointment.
5. Understand causes and effects of impulsive behavior.

GRADES 6-8

1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture and world).
2. Practice environmental responsibilities.
3. Practice and reflect on democratic responsibilities.
4. Describe positive and negative experiences that shape personal perspectives.
5. Demonstrate empathy in a variety of settings and situations.
6. Evaluate causes and effects of impulsive behavior.

GRADES 9-12

1. Analyze personal responsibilities.
2. Practice environmental responsibility.
3. Analyze consequences of ignoring environmental responsibilities.
4. Analyze civil/democratic responsibilities.
5. Analyze experiences that shape their perspectives.
6. Demonstrate empathy in a variety of settings, contexts and situations.
7. Predict the potential outcome of impulsive behavior.

C. Set, monitor, adapt and evaluate personal goals to achieve in school and life.**K-GRADE 2**

1. Understand the process of setting and achieving goals.
2. Identify personal goals, school goals and home goals (for example, hopes and dreams).
3. Identify factors that lead to goal achievement and success.
4. Identify specific steps for achieving a particular goal.

GRADES 3-5

1. Demonstrate factors that lead to achievement of goals (for example, integrity, motivation and hard work).
2. Design action plans for achieving short-term and long-term goals and establish timelines.
3. Identify and utilize potential resources for achieving goals (for example, home, school and community support).
4. Establish criteria for evaluating, monitoring and adjusting goals.
5. Establish criteria for evaluating personal and academic success.

GRADES 6-8

1. Analyze factors that lead to the achievement of goals.
2. Describe the effect personal habits have on school and personal goals.
3. Identify factors that may negatively affect personal success.
4. Describe common and creative strategies for overcoming or mitigating obstacles.
5. Explain the role of meaningful practice in skill development.
6. Design action plans for achieving short-term and long-term goals.
7. Utilize school, family, community and other external supports.
8. Establish criteria for evaluating goals.

PERSONAL DEVELOPMENT | II. SELF-MANAGEMENT

GRADES 9-12

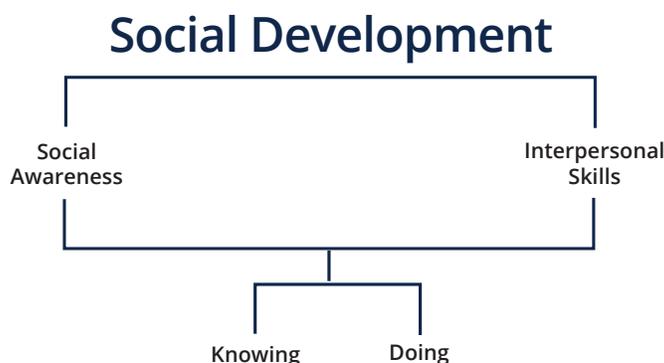
1. Evaluate factors that lead to the achievement of goals.
2. Analyze the effect personal habits have on goals.
3. Reflect on the personal and social results based goal outcome.
4. Analyze and activate strategies used previously to overcome obstacles.
5. Analyze factors that may have negatively affected personal success.
6. Determine the role or meaningful practice in skill development and goal attainment.

SOCIAL-EMOTIONAL CHARACTER DEVELOPMENT STANDARDS

Social Development

Definition: Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations

Rationale: Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings and perspectives of others leads to effective cooperation, communication and conflict resolution.



I. SOCIAL AWARENESS

Students will:

- A. Recognize the thoughts, feelings and perspective of others.
- B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

II. INTERPERSONAL SKILLS

Students will:

- A. Demonstrate communication and social skills to interact effectively.
- B. Develop and maintain positive relationships.
- C. Demonstrate an ability to prevent, manage and resolve interpersonal conflicts.

GRADES AND AGES

GRADES	AGES
K-2	5-7
3-5	8-10
6-8	11-13
9-12	14-18 plus

I. SOCIAL AWARENESS

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

K-GRADE 2

1. Label others' feelings based on verbal and nonverbal cues in different situations.
2. Label possible sparks for emotions in others.
3. Predict possible behaviors and reactions in response to a specific situation.
4. Demonstrate an ability to listen to others.
5. Demonstrate a capacity to care about the feelings of others.

GRADES 3-5

1. Describe a range of emotions in others.
2. Describe possible sparks for emotions.
3. Describe possible behaviors and reactions in response to a specific situation.
4. Use "I statements" to let others know that you have heard them.
5. Describe how one feels when bullied or left out of an activity or group.

GRADES 6-8

1. Identify ways to express empathy.
2. Recognize nonverbal cues in the behaviors of others.
3. Demonstrate respect for other people's perspectives.
4. Recognize how behaviors impact others' perceptions of oneself.

GRADES 9-12

1. Evaluate opposing points of view.
2. Analyze the factors that have influenced different perspectives on an issue.
3. Differentiate between factual and emotional content of a person's communication.
4. Practice empathy for others.
5. Respond to social cues in a manner that contributes to their success in the school and broader community.

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

K-GRADE 2

1. Describe ways that people are similar and different.
2. Use respectful language and actions when dealing with conflict or differences of opinions.

GRADES 3-5

1. Recognize and develop a respect for individual similarities and differences.
2. Develop strategies for building relationships with others who are different from oneself.
3. Define and recognize examples of stereotyping, discrimination and prejudice.
4. Demonstrate respect for the perspective of others.
5. Identify how the unique contributions of underrepresented individuals and groups are related to respect for human dignity.

GRADES 6-8

1. Analyze the impact of stereotyping, discrimination and prejudice.
2. Practice strategies for accepting and respecting similarities and differences.
3. Practice “perspective taking” as a strategy to increase acceptance of others.
4. Demonstrate a growth mindset and willingness to integrate diverse points of view.
5. Analyze how culture impacts historical events.

GRADES 9-12

1. Recognize how personal perspective and biases impact interactions with others.
2. Practice strategies to increase acceptance of others.
3. Evaluate how advocacy for the rights of others contributes to the common good.
4. Participate in cross-cultural activities and reflect on the experience and how it contributed to personal growth and how similar experiences could potentially impact society.
5. Challenge personal perspective with cognitive dissonance to enhance a growth mindset.
6. Evaluate how the unique contributions of underrepresented individuals and groups are related to respect for human dignity.

II. INTERPERSONAL SKILLS

A. Demonstrate communication and social skills to interact effectively.

K-GRADE 2

1. Initiate and engage in social interactions with peers, and respond and maintain conversations with peers and adults.
2. Describe how words, voice tone and body language communicate and can impact relationships positively and negatively.
3. Demonstrate active listening, sharing and responding skills to identify the feelings and perspectives of others.
4. Understand the importance and demonstrate respect for personal space.
5. Recognize the difference between helpful and harmful behaviors in relationships.
6. Identify and report harmful behaviors in relationships for protection in unsafe situations.
7. Practice sharing encouraging comments.

GRADES 3-5

1. Respond appropriately and respectfully in social situations.
2. Describe how words, voice tone and body language communicate and can impact relationships positively and negatively.
3. Practice refusal skills for protection in unsafe situations.
4. Respond positively to constructive feedback.
5. Recognize the needs of others and how those needs may differ from their own.
6. Recognize the positive and negative impact of peer pressure on self and others in group dynamics.
7. Identify a problem in a relationship and seek appropriate assistance.
8. Recognize differences in communication practices in face-to-face interactions from social media interactions.

GRADES 6-8

1. Determine when and how to respond to the needs of others demonstrating empathy, respect and compassion.
2. Monitor how facial expressions, body language and tone impact interactions.
3. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation or abusive behavior.
4. Engage and respond in personal and social discourse and receive feedback to make decisions that will lead to personal and social change.
5. Understand group dynamics and respond appropriately.
6. Appraise and demonstrate professionalism and proper etiquette.
7. Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications.

GRADES 9-12

1. Evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors.
2. Engage in processes of co-regulation to create positive group dynamics.
3. Respond appropriately when self and/or others are threatened with physical or emotional harm.
4. Present oneself professionally and exhibit proper etiquette.
5. Practice constructive strategies in social and other media.

B. Develop and maintain positive relationships.**K-GRADE 2**

1. Identify the multiple types of relationships in life.
2. Identify and practice appropriate behaviors to maintain positive relationships.
3. Develop self-regulation skills to prevent, manage and resolve interpersonal conflicts constructively with guidance from adults.

GRADES 3-5

1. Recognize characteristics of healthy and unhealthy relationships.
2. Understand how personality traits affect relationships.
3. Demonstrate a capacity to manage actions and emotional expressions with guidance from adults.
4. Understand the positive and negative impact of peer pressure on self and others.

GRADES 6-8

1. Evaluate how self-regulation and relationships impact your life.
2. Understand how safe and risky behaviors affect relationships and one's health and well-being.
3. Respond in a healthy manner to peer pressure against self and others.
4. Identify the impact of social media in relationships.
5. Identify the difference between safe and risky behaviors and understand effective responses.

GRADES 9-12

(Grades 14-18+)

1. Practice strategies for maintaining self-regulation and positive relationships.
2. Identify consequences of safe and risky behaviors.
3. Practice refusal strategies and reporting of unhealthy behaviors and relationships.
4. Define the impact of social media on reputation and relationships.
5. Develop understanding of relationships within the context of networking and careers.

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

K-GRADE 2

1. Identify conflict and the feelings associated with the conflict.
2. Identify the feelings and behaviors contributing to the conflict.
3. Identify and practice healthy conflict resolution.
4. Develop self-regulatory skills to increasingly prevent, manage and resolve interpersonal conflicts constructively.

GRADES 3-5

1. Describe and utilize conflict resolution strategies.
2. Describe and apply strategies to be proactive, advocate and resolve conflict in a constructive manner.
3. Develop greater active listening and more respectful communication skills.

GRADES 6-8

Identify roles and associated needs of individuals engaged in conflict and how those are integral to resolution.

1. To resolve differences apply conflict resolution skills while being encouraging and affirming.
2. Practice greater active listening and respectful communication skills.
3. Identify role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions).
4. Reflect on previous experiences to gain conflict management skills.

GRADES 9-12

1. Analyze the role and impact of conflict in society and how conflict has played a role in society.
2. Apply effective and appropriate conflict resolution skills to prevent and resolve conflict.
3. Develop and implement mediation skills to work toward productive outcomes.

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

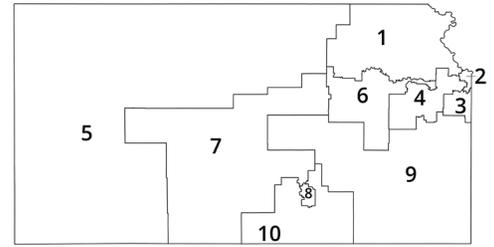
to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth
- Kindergarten readiness
- Individual Plan of Study
- Civic engagement
- Academically prepared for postsecondary
- High school graduation
- Postsecondary success



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