

Kansas Social, Emotional, and Character Development Standards

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.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
1. Understand that core ethical and performance principles exist in classrooms, in the community, and in home.				
2. Identify and apply core principles in everyday behavior.				
3-5 (8-10)				
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.				
6-8 (11-13)				
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.				
9-12 (14-18+)				
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.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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 behavior skills.				
3-5 (8-10)				
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.				
6-8 (11-13)				
1. Analyze community needs in the larger community, analyze effects on the community, assess 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.				
9-12 (14-18+)				
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.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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.				
3-5 (8-10)				
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.				
6-8 (11-13)				
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.				
9-12 (14-18+)				
a. Evaluate characteristics of a caring relationship and hurtful relationship.				
b. Manage personal behavior in family, school, and community that contributes to caring relationships.				

C. Create a caring community. 2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
a. Demonstrate caring and respect for others.				
b. Describe "active listening".				
3-5 (8-10)				
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.				
6-8 (11-13)				
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.				
9-12 (14-18+)				
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.				

C. Create a caring community. 3. Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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.				
3-5 (8-10)				
a. Differentiate between bullying, teasing and harassment.				
b. Explain how power, control, popularity, security and fear play into bullying behavior towards 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.				
6-8 (11-13)				
a. Differentiate behavior as bullying or not, based on the power of the individuals that 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.				
9-12 (14-18+)				
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 work force.				
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.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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.				
3-5 (8-10)				
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.				
6-8 (11-13)				
a. Manage safe and unsafe situations.				
b. Monitor how responsible decision making affects progress towards achieving a goal.				
c. Students recognize consequences of sexual behavior, including sexual consent and the inability of minors to give consent.				
9-12 (14-18+)				
a. Assess lessons learned from experiences and mistakes while demonstrating the ability to build resiliency.				
b. Implement responsible decision making skills when working towards 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 and 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.				

A. Develop, implement, and model responsible decision making skills. 2. Organize personal time and manage personal responsibilities effectively.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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.				
3-5 (8-10)				
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.				
6-8 (11-13)				
a. Analyze daily schedule of school work and activities for effectiveness and efficiency.				
b. Recognize how, when and who to ask for help.				
c. Monitor factors that will inhibit or advance effective time management.				
9-12 (14-18+)				
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.				

A. Develop, implement, and model responsible decision making skills. 3. Play a developmentally appropriate role in classroom management and school governance.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
a. Participate in individual roles and responsibilities in the classroom and in the school.				
b. Recognize the various roles of the personnel that govern the school (all staff).				
3-5 (8-10)				
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.				
6-8 (11-13)				
a. Construct and model classroom expectations and routines.				
b. Compare and contrast behaviors that do or do not support classroom management.				
9-12 (14-18+)				
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.				

B. Develop, implement, and model effective problem solving skills.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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.				
3-5 (8-10)				
1. Apply self-regulation skills.				
2. Identify the problem and understand 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.				
6-8 (11-13)				
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.				

9-12 (14-18+)				
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.				

Personal Development

I. Self-Awareness

A. Understand and analyze thoughts and emotions.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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.				
3-5 (8-10)				
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.				
6-8 (11-13)				
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).				
9-12 (14-18+)				
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.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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).				
3-5 (8-10)				
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).				
6-8 (11-13)				
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).				
9-12 (14-18+)				
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				
A. Understand and practice strategies for managing and regulating thoughts and behaviors.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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 non-verbal messages.				
4. Recognize behavior choices in responses to situations				
5. Identify healthy personal hygiene habits.				
3-5 (8-10)				
1. Identify and develop techniques to manage emotions.				
2. Distinguish between facts and opinions.				
3. Describe cause/effect relationships.				
4. Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, violence).				
5. Describe consequences/outcomes of both honesty and dishonesty.				
6. Describe and practice communication components (for example, listening, reflecting, responding).				
7. Predict possible outcomes to behavioral choices.				
8. Develop and practice responsibility for personal hygiene.				
6-8 (11-13)				
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 strongly emotional situations.				
4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual).				
5. Recognize cause/effect relationships.				

6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.				
7. Practice effective communication (for example, listening, reflecting, responding).				
8. Recognize the impact of personal care.				
9-12 (14-18+)				
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/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 settings and situations.				
8. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, receiver problems).				

B. Reflect on perspectives and emotional responses.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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, resentment).				
4. Describe common responses to success, challenge, failures and disappointments.				
3-5 (8-10)				
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.				
6-8 (11-13)				
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.				
9-12 (14-18+)				
1. Analyze personal responsibilities.				
2. Practice environmental responsibilities.				
3. Analyze consequences of ignoring environmental responsibilities.				
4. Analyze civil/democratic responsibilities.				
5. Analyze experiences that shape personal 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.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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.				
3-5 (8-10)				
1. Demonstrate factors that lead to goal achievement and success (for example, integrity, motivation, 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.				
6-8 (11-13)				
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.				
9-12 (14-18+)				
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 on 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 of meaningful practice in skill development and goal attainment.				

Social Development

I. Social Awareness A. Recognize the thoughts, feelings, and perspective of others.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
1. Label others' feelings based on verbal and non-verbal 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.				
3-5 (8-10)				
1. Describe a range of emotions in others.				
2. Describe possible sparks for emotions.				
3. Describe possible behaviors and reactions 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.				
6-8 (11-13)				
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.				
9-12 (14-18+)				
1. Evaluate opposing points of view.				
2. Analyze the factors that have influenced different perspectives on an issue.				
3. Differentiate between the 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.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
1. Describe ways that people are similar and different.				
2. Use respectful language and actions when dealing with conflict or differences of opinions.				
3-5 (8-10)				
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 under-represented individuals and groups are related to respect for human dignity.				
6-8 (11-13)				
1. Analyze the impact of stereotyping, discrimination, and prejudice.				
2. Practice strategies for accepting and respecting similarities and differences.				
3. Recognize "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.				
9-12 (14-18+)				
1. Recognize how their 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 under-represented individuals and groups are related to respect for human dignity.				

II. Interpersonal Skills

A. Demonstrate communication and social skills to interact effectively.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
1. Initiate and engage in social interactions with peers, 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.				
3-5 (8-10)				
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.				

6-8 (11-13)				
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.				
9-12 (14-18+)				
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.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
1. Identify the multiple types of relationships in life.				
2. Identify and practice appropriate behaviors to maintain positive relationships.				
2. Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.				
3-5 (8-10)				
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.				
6-8 (11-13)				
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.				
9-12 (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.	Exemplary Evidence Above Grade/Age Standard	Proficient Consistent Evidence at Grade/Age Standard	Developing Some Evidence at Grade/Age Standard	Beginning Little to No Evidence at Grade/Age Standard
K-2 (5-7)				
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.				
3-5 (8-10)				
1. Describe and utilize conflict resolution strategies.				
2. Describe and apply strategies to be proactive, advocate and resolve conflict in a constructive manner.				
2. Develop greater active listening and more respectful communication skills.				
6-8 (11-13)				
1. Identify roles and associated needs of individuals engaged in conflict and how those are integral to resolution.				
2. To resolve differences apply conflict resolution skills while being encouraging and affirming.				
3. Practice greater active listening and respectful communication skills.				
4. Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions).				
5. Reflect on previous experiences to gain conflict management skills.				
9-12 (14-18+)				
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.				