

Kansas Social, Emotional, and Character Development Model Standards
Adopted April 2012
Aligned to Kansas College and Career Readiness Standards

Social Emotional and Character Development Model Standards		CCR ELA Standards	Mathematical Practices Standards	History, Gov. and SS Standards	Next Gen. Science Standards	5 R'S (21 ST Century Accr. Model)
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.				5.4		Responsive – School Climate
3-5	1. Discuss and define developmentally appropriate core ethical and performance principles and their importance (for example, respect, fairness, kindness, honesty, treating others as they wish to be treated, giving their best effort)	SL.3-5.1a				
	2. Identify and apply personal core ethical and performance principles.	SL.3-5.3	Standard 1			
B. Develop, implement, promote, and model core ethical and performance principles.				2.2	DUM	Relationships
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.					
C. Create a caring community.				2.1		Relationships
1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community.				3.4		
3-5	a. Demonstrate and practice characteristics of a caring relationship.					
	b. Illustrate characteristics of a hurtful relationship.					
	c. Practice relationships in their family, school, and community that are caring.					

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2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.				2.3		Responsive - School Culture
3-5	a. Practice empathetic statements and questions. b. Demonstrate active listening skills.	SL.3-5.1c SL.3-5.1b				
3. Take steps to prevent peer cruelty and violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally.				2.4	AQDP, EAE	Responsive - Leadership
3-5	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 demonstrate ways a target of bullying can be a part of the solution.					
I. Responsible Decision Making and Problem Solving						
A. Develop, implement, and model responsible decision making skills.				1.4	DUM	Responsive - Leadership
1. Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.				1.1, 4.1-4.2	PCOI	
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.					
2. Organize personal time and manage personal responsibilities effectively.						
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 and when to ask for help.					
3. Play a developmentally appropriate role in classroom management and school governance.				1.2		
3-5	a. Identify and organize what materials are needed to be prepared for					

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	<p>class.</p> <p>b. Understand personal relationships with personnel that govern the school.</p> <p>c. Discuss and model appropriate classroom behavior individually and collectively.</p>					
B. Develop, implement, and model effective problem solving skills.				4.3-4.4	AQDP	Relevance – Curriculum, Instruction
3-5	<ol style="list-style-type: none"> 1. Apply self-control 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. 	SL.3-5.4	Standard 6 Standard 7			
Personal Development						
I. Self-Awareness: Understanding and expressing personal thoughts and emotions in constructive ways.						
A. Understand and analyze thoughts and emotions.					AID	Rigor – Data; Relationships
3-5	<ol style="list-style-type: none"> 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. 	SL.K-2.5				
B. Identify and express personal qualities and external supports.						Relationships Responsive
3-5	<ol style="list-style-type: none"> 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. 	SL.K-2.2 SL.K-2.3				

	5. Identify additional external supports (for example, friends, historical figures, media representations).					
II.	Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.					SL.9-12.5
A.	Understand and practice strategies for managing thoughts and behaviors.				PCOI	Relationships Relevance
3-5	<ol style="list-style-type: none"> 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. 	SL.K-2.6				
B.	Reflect on perspectives and emotional responses.		SL.9-12.6	3.1	AID	Relevance
3-5	<ol style="list-style-type: none"> 1. Acknowledge personal responsibilities to self and others. 2. Recognize and demonstrate environmental and democratic responsibilities. 3. Examine the personal impact of helping others. 4. Understand causes and effects of impulsive behavior. 					
C.	Set, monitor, adapt, and evaluate goals to achieve success in school and life.			4.2	PCOI	Relevance, Responsive
3-5	<ol style="list-style-type: none"> 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 goal acquisition. 5. Establish criteria for evaluating personal and academic success. 					

Social Development						
I. Social Awareness						
A. Be aware of the thoughts, feelings, and perspective of others.				5.1-5.3	AID	Relationships
3-5	<ol style="list-style-type: none"> 1. Describe a range of emotions in others (for example, sadness could be frustration, loneliness, disappointment). 2. Describe possible causes for emotions (for example, there may be multiple reasons for one emotion). 3. Describe possible behaviors and reactions in response to a specific situation (for example, list behaviors that a classmate might show after getting in trouble at school). 4. Develop and practice responsibility for personal hygiene, and describe its impact on social interactions. 					
B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.				1.3, 3.2-3.3	OECI	Relevance, Relationships Responsive
3-5	<ol style="list-style-type: none"> 1. Recognize how culture (for example, ethnicity, SES, gender) affects similarities and differences. 2. Define and recognize examples of stereotyping, discrimination and prejudice. 3. Demonstrate empathy for the perspective of others. 4. Identify how historical events are related to respect for human dignity. 		Standard 8			
II. Interpersonal Skills						
A. Demonstrate communication and social skills to interact effectively.				3.3	OECI	Relationships Relevance
3-5	<ol style="list-style-type: none"> 1. Respond appropriately to social situations. 2. Use "I" statements with rationale. 3. Listen actively and listen for understanding. 4. React to feedback. 5. Recognize the needs of others and how those needs may differ from their own. 6. Recognize how facial expressions, body language, and tone impact interactions. 7. Recognize group dynamics. 8. Practice and evaluate good manners. 					

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	9. Recognize that some of the same norms and practices for face-to-face interactions apply to interactions through social and other media.					
B. Develop and maintain positive relationships.				3.3		Relationships
3-5	1. Recognize characteristics of positive and negative relationships. 2. Understand how personality traits affect relationships. 3. Identify safe and risky behaviors in relationships. 4. Understand the positive and negative impact of peer pressure on self and others.					
C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.				5.1-5.3	EAE	Relationships Relevance
3-5	1. Describe and utilize conflict resolution strategies. 2. Describe and apply ways to be proactive and prevent conflict.		Standard 3			

***KEY:** *connection to Science and Engineering Practices*

AID – Analyzing and Interpreting Data

AQDP – Asking Questions and Defining Problems

CEDS – Constructing Explanations and Designing Solutions

DUM – Developing and Using Models

EAE – Engaging in Argument from Evidence

OECI – Obtaining, Evaluating and Communicating Information

PCOI – Planning and Carrying Out Investigations

UMCT – Using Mathematics and Computational Thinking