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 (21ST 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
K-2	1. Understand that core ethical and performance principles exist (for example, in classrooms, in the community, in homes). 2. Identify and apply core principles in everyday behavior.	SL.K-2.1a SL.K-2.1c	Standard 1			
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) 2. Identify and apply personal core ethical and performance principles.	SL.3-5.1a SL.3-5.3	Standard 1			
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.	SL.6-8.1b SL.6-8.1a	Standard 1			
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.	SL.9-12.1b SL.9-12.1a	Standard 1			
B. Develop, implement, promote, and model core ethical and performance principles.				2.2	DUM	Relationships
K-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					

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	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.					
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.					
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.					
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.				2.1		Relationships
1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community.				3.4		
K-2	a. Recognize characteristics of a caring relationship. b. Recognize characteristics of a hurtful relationship.					

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	c. Identify relationships in their family, school, and community that are caring.					
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.					
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. Analyze relationships in their family, school, and community that are caring.					
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.				2.3		Responsive – School Culture
K-2	a. Demonstrate caring and respect for others. b. Describe "active listening".	SL.K-2.1b				
3-5	a. Practice empathetic statements and questions. b. Demonstrate active listening skills.	SL.3-5.1c SL.3-5.1b				
6-8	a. Compare and contrast different points of view respectfully. b. Practice listening effectively to understand values, attitudes, and intentions. c. Model respectful ways to respond to others' points of views.	SL.6-8.1c SL.6-8.1d				
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.	SL.9-12.1c SL.9-12.1d SL.9-12.2				

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
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
K-2	a. Recognize and define bullying and teasing. b. Illustrate or demonstrate what "tattling" is and what "telling" or "reporting" is. c. Model positive peer interactions.					
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.					
6-8	a. Differentiate behavior as bullying 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 perspective taking.					
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					

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	beyond high school and in the work force. e. Analyze and evaluate effectiveness of bullying intervention and reporting strategies.					
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	
K-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.					
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.					
6-8	a. Manage safe and unsafe situations. b. Monitor how responsible decision making affects progress towards achieving a goal.					
9-12	a. Assess lessons learned from experiences and mistakes. 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. e. Effectively analyze and evaluate evidence, arguments, claims, and beliefs.					
2. Organize personal time and manage personal responsibilities effectively.						
K-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					

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	responsibilities in scheduled activities.					
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.					
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. c. Monitor factors that will inhibit or advance effective time management.					
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.					
3. Play a developmentally appropriate role in classroom management and school governance.				1.2		
K-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).	SL.K-2.4				
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.					
6-8	a. Construct and model classroom rules and routines. b. Compare and contrast behaviors that do or do not support classroom management.					
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.					

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
B. Develop, implement, and model effective problem solving skills.				4.3-4.4	AQDP	Relevance – Curriculum, Instruction
K-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.		Standard 6 Standard 7			
3-5	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			
6-8	1. Identify specific feelings about the problem and apply appropriate self-control 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 how to make adjustments and amendments to the plan.	SL.6-8.3 SL.6-8.4	Standard 6 Standard 7			
9-12	1. Identify personal feelings and the feelings of others involved with a problem and apply appropriate self- control 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.		Standard 6 Standard 7			

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	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. Reflect on past problems and identify ways to improve. 7. Apply improvement strategies to future projects and situations.	SL.9-12.4				
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
K-2	1. Identify and describe basic emotions. 2. Identify situations that might evoke emotional responses. 3. Identify positive and negative emotions.					
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.	SL.K-2.5				
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).					
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,	SL.6-8.5				

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	risk-taking behaviors). 5. Interpret/anticipate how positive and negative expressions of emotions affect others in the interdependent world.					
B. Identify and express personal qualities and external supports.						Relationships Responsive
K-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).					
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).	SL.K-2.2 SL.K-2.3				
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).	SL.3-5.2				

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
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).					
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
K-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 non-verbal messages. 4. Recognize behavior choices in response to situations.					
3-5	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				
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 strongly emotional situations.					

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	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).					
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/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, receiver problems).	SL.6-8.6				
B. Reflect on perspectives and emotional responses.			SL.9-12.6	3.1	AID	Relevance
K-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, resentment) 4. Describe common responses to failures and disappointments.					
3-5	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.					
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.					

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	3. Practice and reflect on democratic responsibilities. 4. Describe experiences that shape their perspectives. 5. Demonstrate empathy in a variety of settings and situations. 6. Evaluate causes and effects of impulsive behavior.					
9-12	1. Analyze personal responsibilities. 2. Practice environmental responsibility. 3. Analyze consequence 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 goals to achieve success in school and life.				4.2	PCOI	Relevance, Responsive
K-2	1. Define success and the process of goal setting. 2. Identify personal goals, school goals, and home goals (for example, dreams, aspirations, hopes). 3. Identify factors that lead to goal achievement and success (for example, confidence, motivation, understanding). 4. Identify specific steps for achieving a particular goal.					
3-5	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.					
6-8	1. Analyze factors that lead to goal achievement and success (for example, managing time, adequate resources, confidence). 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					

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	mitigating obstacles. 5. Explain the role of practice in skill acquisition. 6. Design action plans for achieving short-term and long-term goals. 7. Utilize institutional, community, and external supports. 8. Establish criteria for evaluating goals.					
9-12	1. Evaluate factors that lead to goal achievement and success (for example, integrity, prioritizing, managing time, adequate resources). 2. Analyze the effect personal tendencies have on goals. 3. Analyze and evaluate consequences of failures/successes. 4. Analyze and activate strategies used previously to overcome obstacles including negative peer pressure. 5. Analyze factors that may have negatively affected personal success. 6. Determine the role of practice in skill acquisition and goal achievement. 7. Design plans for achieving short-term and long-term goals and establish formative and summative evaluation criteria.					
	Social Development					
I.	**Social Awareness**					
A. Be aware of the thoughts, feelings, and perspective of others.				5.1-5.3	AID	Relationships
K-2	1. Identify a range of emotions in others (for example, identify "sad" by facial expression; identify "mad" by tone of voice). 2. Identify possible causes for emotions (for example, losing dog may make you "sad," your birthday may make you "happy"). 3. Identify possible behaviors and anticipate reactions in response to a specific situation (for example, sharing candy may make your classmate smile; taking pencil may make your classmate yell at you). 4. Identify healthy personal hygiene habits.					
3-5	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					

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	after getting in trouble at school). 4. Develop and practice responsibility for personal hygiene, and describe its impact on social interactions.					
6-8	1. Describe others' feelings in a variety of situations. 2. Discern nonverbal cues in others' behaviors. 3. Summarize another's point of view. 4. Recognize how their behavior impacts others. 5. Recognize the factors that impact how they are perceived by others.					
9-12	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 what a person says. 4. Demonstrate empathy for others. 5. Analyze the factors that impact how they are perceived by others in various settings. (For example, job interview, family gatherings, and school activities.)					
B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.				1.3, 3.2-3.3	OECI	Relevance, Relationships Responsive
K-2	1. Describe ways that people are similar and different. 2. Use respectful language and actions when dealing with conflict or differences of opinions.		Standard 8			
3-5	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			
6-8	1. Recognize the impact of stereotyping, discrimination, and prejudice. 2. Practice strategies for accepting and respecting similarities and differences.		Standard 8			

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	3. Recognize "perspective taking" as a strategy to increase acceptance of others. 4. Integrate diverse points of view. 5. Analyze how culture impacts historical events.					
9-12	1. Recognize how their perspective and biases impact interactions with others. 2. Determine strategies to increase acceptance of others. 3. Evaluate how advocacy for the rights of others contributes to the common good. 4. Appreciate how cultural similarities and differences contribute to the larger social group. 5. Challenge their perspective. 6. Evaluate now culture impacts historical events.		Standard 8			
II.	**Interpersonal Skills**					
A. Demonstrate communication and social skills to interact effectively.				3.3	OECI	Relationships Relevance
K-2	1. Follow rules that respect classmates' needs and use polite language (for example, wait for their turn, stand in line, let classmate finish speaking). 2. Use "I" statements. 3. Pay attention to others when they are speaking. 4. Understand the importance of respecting personal space. 5. Recognize how facial expressions, body language, and tone communicate feelings. 6. Take turns and practice sharing. 7. Practice sharing encouraging comments. 8. Identify and demonstrate good manners.					
3-5	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.					

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	7. Recognize group dynamics. 8. Practice and evaluate good manners. 9. Recognize that some of the same norms and practices for face-to-face interactions apply to interactions through social and other media.					
6-8	1. Determine when and how to respond to the needs of others. 2. Monitor how facial expressions, body language, and tone impact interactions. 3. Respond to feedback. 4. Analyze social situations and appropriate responses to those situations. 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	1. Evaluate how societal and cultural norms and mores affect personal interactions. 2. Create positive group dynamics. 3. Present oneself professionally and exhibit proper etiquette. 4. Practice strategies to use constructively in social and other media.					
B. Develop and maintain positive relationships.				3.3		Relationships
K-2	1. Recognize how various relationships in life are different. 2. Identify and practice appropriate behaviors to maintain positive relationships (for example, personal space, voice volume)					
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.					
6-8	1. Evaluate how relationships impact your life. 2. Understand how safe and risky behaviors affect relationships. 3. Respond in a healthy manner to peer-pressure on self and others. 4. Identify the impact of social media in relationships.					
9-12	1. Define social-networking and its impact on your life. 2. Identify consequences of safe and risky behaviors.					

Social, Emotional and Character Development Model Standards		CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)
	3. Reflect upon personal role in applying and responding to peer pressure. 4. Develop understanding of relationships within the context of networking and vocational careers.					
C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.				5.1-5.3	EAE	Relationships Relevance
K-2	1. Identify conflict. 2. Identify what actions cause conflict. 3. Identify appropriate and inappropriate ways to resolve conflicts.		Standard 3			
3-5	1. Describe and utilize conflict resolution strategies. 2. Describe and apply ways to be proactive and prevent conflict.		Standard 3			
6-8	1. Explain how conflict can to lead to violence. 2. Understand the role of conflict in everyday life and relationships. 3. Develop self-awareness of their part and actions in creating conflict (for example, spreading rumors, use of social media, wrongful accusations). 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.		Standard 3			
9-12	1. Analyze how conflict has played a role in society. 2. Utilize appropriate conflict resolution skills to prevent, prepare for, and manage conflict (for example, small group settings, workplace conflict) 3. Develop and utilize mediation skills to work toward productive outcomes.		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

Social, Emotional and Character Development Model Standards	CCR ELA Standards	Math Practices Standards	Hist., Gov., and SS Standards	Next Gen Science Standards	5 R's (21st Century Accred.)