

**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 <sup>ST</sup> Century Accr. Model)
<b>I. Core Principles</b>						
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
<b>9-12</b>	1. Evaluate personal core principles with personal behavior (including ethical and performance principles).	SL.9-12.1b				
	2. Reflect upon personal core principles, appreciate them, and become committed to them.	SL.9-12.1a	Standard 1			
B. Develop, implement, promote, and model core ethical and performance principles.				2.2	DUM	Relationships
<b>9-12</b>	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		
<b>9-12</b>	a. Evaluate characteristics of a caring relationship and hurtful relationship.					
	b. Manage personal behavior in family, school, and community that contributes to caring relationships.					

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2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.				2.3		Responsive - School Culture
<b>9-12</b>	<ul style="list-style-type: none"> <li>a. Communicate respectfully and effectively in diverse environments.</li> <li>b. Evaluate active listening skills of all parties involved before, after and during conversations.</li> <li>c. Analyze ways to respond to ethical issues in life as they appear in the curriculum.</li> <li>d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness, and assess its impact.</li> </ul>	<p>SL.9-12.1c</p> <p>SL.9-12.1d</p> <p>SL.9-12.2</p>				
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
<b>9-12</b>	<ul style="list-style-type: none"> <li>a. Appraise and evaluate behavior as relational aggression and/or bullying.</li> <li>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.</li> <li>c. Conclude how to act in accordance with the principle of respect for all human beings.</li> <li>d. Evaluate how bullying behavior impacts personal experiences beyond high school and in the work force.</li> <li>e. Analyze and evaluate effectiveness of bullying intervention and reporting strategies.</li> </ul>					
<b>I. Responsible Decision Making and Problem Solving</b>						
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	
<b>9-12</b>	<ul style="list-style-type: none"> <li>a. Assess lessons learned from experiences and mistakes.</li> <li>b. Implement responsible decision making skills when working towards a goal and assess how these skills lead to goal achievement.</li> <li>c. Utilize skills and habits of applying standards of behavior by asking</li> </ul>					

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	<p>questions about decisions that students or others make, are about to make, or have made.</p> <p>d. Evaluate situations that are safe and unsafe.</p> <p>e. Effectively analyze and evaluate evidence, arguments, claims, and beliefs.</p>					
	2. Organize personal time and manage personal responsibilities effectively.					
9-12	<p>a. Utilize time and materials to complete assignments on schedule.</p> <p>b. Anticipate possible obstacles to completing tasks on schedule.</p> <p>c. Organize and prioritize personal schedule.</p> <p>d. Advocate for personal needs in accomplishing goals.</p>					
	3. Play a developmentally appropriate role in classroom management and school governance.			1.2		
9-12	<p>a. Analyze the purpose and impact of classroom and school-wide activities, policies, and routines</p> <p>b. Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate.</p>					
	B. Develop, implement, and model effective problem solving skills.			4.3-4.4	AQDP	Relevance – Curriculum, Instruction
9-12	<p>1. Identify personal feelings and the feelings of others involved with a problem and apply appropriate self- control and empathy skills.</p> <p>2. Identify, analyze, and state what the problem is and identify and consider the perspectives of those involved.</p> <p>3. Identify desired outcome and analyze if it is attainable.</p> <p>4. Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles.</p> <p>5. Identify and ask systematic questions that clarify various points of view and lead to the best solution.</p> <p>6. Reflect on past problems and identify ways to improve.</p> <p>7. Apply improvement strategies to future projects and situations.</p>	SL.9-12.4	Standard 6 Standard 7			

<b>Personal Development</b>					
<b>I. Self-Awareness: Understanding and expressing personal thoughts and emotions in constructive ways.</b>					
A. Understand and analyze thoughts and emotions.					
				AID	Rigor – Data; Relationships
<b>9-12</b>	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.	SL.6-8.5			
B. Identify and express personal qualities and external supports.					
<b>9-12</b>	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).				Relationships Responsive
<b>II. Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.</b>					
A. Understand and practice strategies for managing thoughts and behaviors.					
				PCOI	Relationships Relevance
<b>9-12</b>	1. Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence. 2. Analyze accuracy of facts/information/interpretation.	SL.6-8.6			

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	<ul style="list-style-type: none"> <li>3. Evaluate quality of support for opinions.</li> <li>4. Evaluate logical and emotional appeals.</li> <li>5. Analyze cause/effect relationships.</li> <li>6. Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion, and rationalization.</li> <li>7. Apply effective listening skills in a variety of setting and situations.</li> <li>8. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, receiver problems).</li> </ul>					
B. Reflect on perspectives and emotional responses.			SL.9-12.6	3.1	AID	Relevance
<b>9-12</b>	<ul style="list-style-type: none"> <li>1. Analyze personal responsibilities.</li> <li>2. Practice environmental responsibility.</li> <li>3. Analyze consequence of ignoring environmental responsibilities.</li> <li>4. Analyze civil/democratic responsibilities.</li> <li>5. Analyze experiences that shape their perspectives.</li> <li>6. Demonstrate empathy in a variety of settings, contexts, and situations.</li> <li>7. Predict the potential outcome of impulsive behavior.</li> </ul>					
C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.				4.2	PCOI	Relevance, Responsive
<b>9-12</b>	<ul style="list-style-type: none"> <li>1. Evaluate factors that lead to goal achievement and success (for example, integrity, prioritizing, managing time, adequate resources).</li> <li>2. Analyze the effect personal tendencies have on goals.</li> <li>3. Analyze and evaluate consequences of failures/successes.</li> <li>4. Analyze and activate strategies used previously to overcome obstacles including negative peer pressure.</li> <li>5. Analyze factors that may have negatively affected personal success.</li> <li>6. Determine the role of practice in skill acquisition and goal achievement.</li> <li>7. Design plans for achieving short-term and long-term goals and establish formative and summative evaluation criteria.</li> </ul>					

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<b>Social Development</b>						
<b>I. Social Awareness</b>						
A. Be aware of the thoughts, feelings, and perspective of others.						
<b>9-12</b>	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.)			5.1-5.3	AID	Relationships
B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.						
<b>9-12</b>	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 how culture impacts historical events.		Standard 8		OECI	Relevance, Relationships Responsive
<b>II. Interpersonal Skills</b>						
A. Demonstrate communication and social skills to interact effectively.						
<b>9-12</b>	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.			3.3	OECI	Relationships Relevance
B. Develop and maintain positive relationships.						
<b>9-12</b>	1. Define social-networking and its impact on your life.			3.3		Relationships

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	<ol style="list-style-type: none"> <li>2. Identify consequences of safe and risky behaviors.</li> <li>3. Reflect upon personal role in applying and responding to peer pressure.</li> <li>4. Develop understanding of relationships within the context of networking and vocational careers.</li> </ol>					
	C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.			5.1-5.3	EAE	Relationships Relevance
<b>9-12</b>	<ol style="list-style-type: none"> <li>1. Analyze how conflict has played a role in society.</li> <li>2. Utilize appropriate conflict resolution skills to prevent, prepare for, and manage conflict (for example, small group settings, workplace conflict)</li> <li>3. Develop and utilize mediation skills to work toward productive outcomes.</li> </ol>		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