

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
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			
B. Develop, implement, promote, and model core ethical and performance principles.				2.2	DUM	Relationships
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.					
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		
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.					

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2. Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.				2.3		Responsive – School Culture
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				
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
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.					
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	
6-8	a. Manage safe and unsafe situations. b. Monitor how responsible decision making affects progress towards achieving a goal.					
2. Organize personal time and manage personal responsibilities effectively.						
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.					

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3. Play a developmentally appropriate role in classroom management and school governance.				1.2		
6-8	a. Construct and model classroom rules and routines. b. Compare and contrast behaviors that do or do not support classroom management.					
B. Develop, implement, and model effective problem solving skills.				4.3-4.4	AQDP	Relevance – Curriculum, Instruction
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			
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
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).					
B. Identify and express personal qualities and external supports.						Relationships Responsive
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,					

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	<p>honesty, curiosity, and creativity).</p> <p>4. Describe benefits of reflecting on personal thoughts, feelings, and actions.</p> <p>5. Identify self-enhancement/self-preservation strategies.</p> <p>6. Identify common resources and role models for problem solving.</p> <p>7. Recognize how behavioral choices impact success.</p> <p>8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).</p>	SL.3-5.2				
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
6-8	<p>1. Identify multiple techniques to manage stress and maintain confidence.</p> <p>2. Distinguish between facts and opinions, as well as logical and emotional appeals.</p> <p>3. Recognize effective behavioral responses to strongly emotional situations.</p> <p>4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual)</p> <p>5. Recognize cause/effect relationships.</p> <p>6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.</p> <p>7. Practice effective communication (for example, listening, reflecting, responding).</p>					
B.	Reflect on perspectives and emotional responses.		SL.9-12.6	3.1	AID	Relevance
6-8	<p>1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world).</p> <p>2. Practice environmental responsibilities.</p> <p>3. Practice and reflect on democratic responsibilities.</p> <p>4. Describe experiences that shape their perspectives.</p> <p>5. Demonstrate empathy in a variety of settings and situations.</p> <p>6. Evaluate causes and effects of impulsive behavior.</p>					

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C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.				4.2	PCOI	Relevance, Responsive
6-8	<ol style="list-style-type: none"> 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 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. 					
Social Development						
I. Social Awareness						
A. Be aware of the thoughts, feelings, and perspective of others.				5.1-5.3	AID	Relationships
6-8	<ol style="list-style-type: none"> 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. 					
B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.				1.3, 3.2-3.3	OECI	Relevance, Relationships Responsive
6-8	<ol style="list-style-type: none"> 1. Recognize 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. Integrate diverse points of view. 5. Analyze how culture impacts historical events. 		Standard 8			

II. Interpersonal Skills						
A. Demonstrate communication and social skills to interact effectively.				3.3	OECI	Relationships Relevance
6-8	<ol style="list-style-type: none"> Determine when and how to respond to the needs of others. Monitor how facial expressions, body language, and tone impact interactions. Respond to feedback. Analyze social situations and appropriate responses to those situations. Understand group dynamics and respond appropriately. Appraise and demonstrate professionalism and proper etiquette. Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications. 					
B. Develop and maintain positive relationships.				3.3		Relationships
6-8	<ol style="list-style-type: none"> Evaluate how relationships impact your life. Understand how safe and risky behaviors affect relationships. Respond in a healthy manner to peer-pressure on self and others. Identify the impact of social media in relationships. 					
C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.				5.1-5.3	EAE	Relationships Relevance
6-8	<ol style="list-style-type: none"> Explain how conflict can lead to violence. Understand the role of conflict in everyday life and relationships. Develop self-awareness of their part and actions in creating conflict (for example, spreading rumors, use of social media, wrongful accusations). Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions). Reflect on previous experiences to gain conflict management skills. 		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

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OECI – Obtaining, Evaluating and Communicating Information

PCOI – Planning and Carrying Out Investigations

UMCT – Using Mathematics and Computational Thinking