

Kansas Social, Emotional, and Character Development Model Standards

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SECD Standards

The Social, Emotional, and Character Development (SECD) Standards Writing Committee acknowledges the skillful facilitation and content knowledge of Dr. Ed Dunkelblau, and the Character Education Partnership (CEP) through the support of a Partnership in Character Education Program (PCEP) grant sponsored by the United States Department of Education. These Standards do not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the Federal Government. Sue Kidd serves as the Coordinator of the PCEP grant and the SECD Standards Writing Committee.

This work is built on the research and practices of the Collaborative for Academic, Social, and Emotional Learning (CASEL), the Character Education Partnership (CEP), and the Institute for Excellence and Ethics (IEE). We are grateful for the prior work done in the creation of the *Illinois Social, Emotional Learning Standards* and the *Social and Emotional Learning (SEL) Standards and Benchmarks for the Anchorage School District, Alaska*.

The Kansas SECD Standards are aligned with and supportive of the Kansas Multi-Tier System of Supports (MTSS) ,Positive Behavioral Interventions and Supports (PBIS), the Kansas Common Core Standards for English Language Arts and Literacy, College and Career Readiness, Safe and Supportive Schools initiatives, and 21st Century Skills.

We further acknowledge the participation of our SECD Writing Committee made up of teachers, counselors, psychologists, administrators, parents, community members, and curriculum and staff developers from over 35 school districts and educational organizations throughout the state. Their passion, expertise, and dedication are evident in this work.

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Feedback gathered at the 2011 Kansas Safe and Prepared Schools Conference held in September and the 2011 KSDE Annual Conference held in November also informs the standards. Eighty-three teachers, administrators, counselors, psychologists, and social workers reviewed the work and provided written feedback. Ninety-eight percent of the respondents *Agreed* or *Strongly Agreed* that, “The SECD Standards will be useful to me in my position,” and “The SECD Standards will support positive change in the climate and culture (Conditions for Learning) of Kansas schools.”

The SECD Writing Committee appreciates the support and challenge provided by the following Kansas State Dept. of Education staff: Dr. Tom Foster, Director, Career, Standards and Assessment Services; Jeannette Nobo, Assistant Director, Career, Standards and Assessment Services; Kent Reed, Counseling Education Program Consultant, Career, Standards and Assessment Services; Vincent Omni, Safe and Supportive Schools Program Coordinator, Research and Evaluation; and Tierney Kirtdoll, Administrative Specialist, Career, Standards and Assessment Services. Their vision, analysis, and support of this work was critical.

This work is also informed by the Common Core Standards, English Language Arts and Mathematics, Council of Chief State School Officers; 11 Principles of Character Education, CEP; the Smart and Good High Schools Report to the Nation, Thomas Lickona, PhD & Matthew Davidson, PhD (2005); The Culture of Excellence and Ethics/Power2Achieve Framework, Institute for Excellence & Ethics (2010-11); Building Academic Success on Social and Emotional Learning; What does the research say”, Zins, Weissberg, Wang, Walberg (2004), Partnership for 21st Century Skills; Kansas Multi-Tiered System of Supports; Kansas Model School Counseling Standards, and the Kansas Career and Technical Education Initiative. We are grateful for this powerful and important work.

SECD Standards

The purpose of the Social, Emotional, and Character Development Standards is to provide schools a framework for integrating social-emotional learning (SEL) with character development so that students will learn, practice and model essential personal life habits that contribute to academic, vocational, and personal success. It is about learning to be caring and civil, to make healthy decisions, to problem solve effectively, to value excellence, to be respectful and responsible, to be good citizens and to be empathic and ethical individuals.

Core Beliefs

- Personal management and relationship skills are vital in all aspects of learning and of life.
- Students are most able to act in respectful and responsible ways when they have learned and practiced a range of social, emotional and character development skills.
- Effective social, emotional and character development skills support academic achievement in students and constructive engagement by staff, families and communities.
- Students learn best in a respectful, safe and civil school environment where adults are caring role models.
- Bullying/Harassment Prevention and safe school initiatives are most sustainable when embedded systemically in **whole school** Social, Emotional, and Character Development (SECD) programming.

College and Career Ready Goal

Students who are college and career ready must identify and demonstrate well-developed social-emotional skills and identified individual and community core principles that assure academic, vocational, and personal success.

Students who are College and Career Ready in Social-Emotional and Character Development reflect these descriptions. These are not standards but instead offer a portrait of students who meet the standards in this document.

- They demonstrate character in their actions by treating others as they wish to be treated and giving their best effort.
- They assume responsibility for their thoughts and actions.
- They demonstrate a growth mindset and continually develop cognitively, emotionally and socially.
- They exhibit the skills to work independently and collaboratively with efficiency and effectiveness.
- They strive for excellence by committing to hard work, persistence and internal motivation.
- They exhibit creativity and innovation, critical thinking and effective problem solving.
- They use resources, including technology and digital media, effectively, strategically capably and appropriately.
- They demonstrate an understanding of other perspectives and cultures.
- They model the responsibility of citizenship and exhibit respect for human dignity.

Character Development

Definition: Developing skills to help students identify, define and live in accordance with core principles that aid in effective problem solving and responsible decision-making.

Rationale: Our schools have the job of preparing our children for American citizenship and participation in an interdependent world. Success in school and life is built upon the ability make responsible decisions, solve problems effectively, and to identify and demonstrate core principles.

I. Core Principles

Students will:

- 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.
- B. Develop, implement, promote, and model core ethical and performance principles.
- C. Create a caring community.

II. Responsible Decision Making and Problem Solving

Students will:

- A. Develop, implement, and model responsible decision making skills.
- B. Develop, implement, and model effective problem solving skills.

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.

K-2	<ul style="list-style-type: none"> 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.
3-5	<ul style="list-style-type: none"> 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.
6-8	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

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

K-2	<ol style="list-style-type: none"> 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 behavioral skills.
3-5	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

K-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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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9-12	<ul style="list-style-type: none"> 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.

K-2	<ul style="list-style-type: none"> a. Demonstrate caring and respect for others. b. Describe “active listening”.
3-5	<ul style="list-style-type: none"> a. Practice empathetic statements and questions. b. Demonstrate active listening skills.
6-8	<ul style="list-style-type: none"> 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.
9-12	<ul style="list-style-type: none"> 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.

3. Take steps to prevent peer cruelty and violence and deal with it effectively when it occurs whether digitally, verbally, physically and/or relationally.

K-2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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.

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9-12	<ul style="list-style-type: none"> 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.
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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.

K-2	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Manage safe and unsafe situations. b. Monitor how responsible decision making affects progress towards achieving a goal.
9-12	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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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9-12	<ul style="list-style-type: none"> 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.
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3. Play a developmentally appropriate role in classroom management and school governance.

K-2	<ul style="list-style-type: none"> 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).
3-5	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> a. Construct and model classroom rules and routines. b. Compare and contrast behaviors that do or do not support classroom management.
9-12	<ul style="list-style-type: none"> 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.

K-2	<ul style="list-style-type: none"> 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	<ul 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.
6-8	<ul style="list-style-type: none"> 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.

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9-12	<ol style="list-style-type: none">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.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.
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Personal Development

Focus is on skill development through personal understanding - using the lens of intrapersonal learning.

Definition: Developing skills that help students identify, understand and effectively manage their thoughts, feelings and behaviors.

Rationale: *Personal and academic success are built upon the ability to consider thoughts, understand feelings and manage one’s responses. Personal thoughts and feelings impact management of experiences and determine behavior outcomes.*

I. Self-Awareness: Understanding and expressing personal thoughts and emotions in constructive ways.

Students will:

- A. Understand and analyze thoughts and emotions.
- B. Identify and assess personal qualities and external supports

II. Self-Management: Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals.

Students will:

- A. Understand and practice strategies for managing thoughts and behaviors.
- B. Reflect on perspectives and emotional responses.
- C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.

Self-Awareness – Understanding and expressing personal thoughts and emotions in constructive ways.

A. Understand and analyze thoughts and emotions.

K-2	<ol style="list-style-type: none"> 1. Identify and describe basic emotions. 2. Identify situations that might evoke emotional responses. 3. Identify positive and negative emotions.
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.
6-8	<ol style="list-style-type: none"> 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).

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9-12	<ol style="list-style-type: none"> 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.
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B. Identify and assess personal qualities and external supports.

K-2	<ol style="list-style-type: none"> 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	<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. 5. Identify additional external supports (for example, friends, historical figures, media representations).
6-8	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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).

Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals

A. Understand and practice strategies for managing thoughts and behaviors.

K-2	<ol style="list-style-type: none"> 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	<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.
6-8	<ol style="list-style-type: none"> 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).
9-12	<ol style="list-style-type: none"> 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. 8. Apply effective listening skills in a variety of setting and situations. 9. Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems, receiver problems).

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B. Reflect on perspectives and emotional responses.

K-2	<ol style="list-style-type: none"> 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	<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.
6-8	<ol style="list-style-type: none"> 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 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	<ol style="list-style-type: none"> 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.

K-2	<ol style="list-style-type: none"> 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	<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.

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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.
9-12	<ol style="list-style-type: none"> 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

Focus is on skill development of social awareness and social interaction – using the lens of interpersonal learning.

Definition: *Developing skills that establish and maintain positive relationships and enable communication with others in various settings and situations.*

Rationale: *Building and maintaining positive relationships and communicating well with others are central to success in school and life. Recognizing the thoughts, feelings, and perspectives of others leads to effective cooperation, communication, and conflict resolution.*

I. Social Awareness

Students will:

- A. Be aware of the thoughts, feelings, and perspective of others.
- B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.

II. Interpersonal Skills

Students will:

- A. Demonstrate communication and social skills to interact effectively.
- B. Develop and maintain positive relationships.
- C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.

Social Awareness

- A. Be aware of the thoughts, feelings, and perspective of others.

K-2	<ol style="list-style-type: none"> 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.
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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.
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.
9-12	<ol style="list-style-type: none"> 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.

K-2	<ol style="list-style-type: none"> 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	<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.
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.
9-12	<ol style="list-style-type: none"> 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.

Interpersonal Skills

A. Demonstrate communication and social skills to interact effectively.

K-2	<ol style="list-style-type: none"> 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	<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. 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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.

SECD Standards

B. Develop and maintain positive relationships.

K-2	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 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	<ol style="list-style-type: none"> 1. Define social-networking and its impact on your life. 2. Identify consequences of safe and risky behaviors. 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.

K-2	<ol style="list-style-type: none"> 1. Identify conflict. 2. Identify what actions cause conflict. 3. Identify appropriate and inappropriate ways to resolve conflicts.
3-5	<ol style="list-style-type: none"> 1. Describe and utilize conflict resolution strategies. 2. Describe and apply ways to be proactive and prevent conflict.
6-8	<ol style="list-style-type: none"> 1. Explain how conflict can 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.
9-12	<ol style="list-style-type: none"> 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.

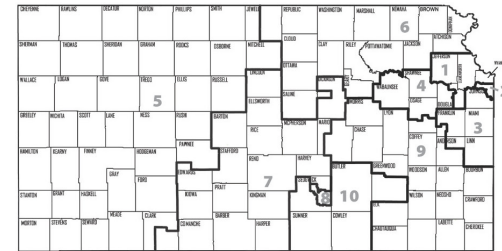


Great students. Great teachers. Great leaders. Great citizens.

The mission of the Kansas State Board of Education is to prepare Kansas students for lifelong success through rigorous academic instruction, 21st century career training, and character development according to each student's gifts and talents. To accomplish this mission the State Board has identified four goals. They are as follows:

- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Collaborate with families, communities, constituent groups, and policy partners.

Adopted 5/2011



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An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

The following person has been designated to handle inquiries regarding the non-discrimination policies:

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