

Kansas Social-Emotional Character Development

K-Grade 2

Character Development **CD**

I CORE PRINCIPLES **CD.I**

- 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. **CD.I.A**
 - 1** Understand that core ethical and performance principles exist in classrooms, in the community and in homes. **CD.I.A.1**
 - 2** Identify and apply core principles in everyday behavior. **CD.I.A.2**
- B** Develop, implement, promote and model core ethical and performance principles. **CD.I.B**
 - 1** Recognize and celebrate the natural, beneficial consequences of acts of character. **CD.I.B.1**
 - 2** Identify community needs in the larger community; discuss effects on the community; and identify positive, responsible action. **CD.I.B.2**
 - 3** Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate. **CD.I.B.3**
 - 4** Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school. **CD.I.B.4**
 - 5** Learn about, receive and accept feedback for responsible actions in academic and behavioral skills. **CD.I.B.5**
- C** Create a caring community. **CD.I.C**
 - 1** Consider it a high priority to foster caring attachments between fellow students, staff and the community. **CD.I.C.1**
 - a** Recognize characteristics of a caring relationship. **CD.I.C.1.A**
 - b** Recognize characteristics of a hurtful relationship. **CD.I.C.1.B**
 - c** Identify relationships in their family, school and community that are caring. **CD.I.C.1.C**
 - 2** Demonstrate mutual respect and utilize strategies to build a safe and supportive culture. **CD.I.C.2**
 - a** Demonstrate caring and respect for others. **CD.I.C.2.A**
 - b** Describe “active listening.” **CD.I.C.2.B**
 - 3** Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally. **CD.I.C.3**
 - a** Recognize and define bullying and teasing. **CD.I.C.3.A**
 - b** Illustrate or demonstrate the definitions of what “tattling” is and what “telling” or “reporting” is. **CD.I.C.3.B**
 - c** Model positive peer interactions. **CD.I.C.3.C**

II RESPONSIBLE DECISION-MAKING AND PROBLEM-SOLVING CD.II

A Develop, implement and model responsible decision-making skills. CD.II.A

- 1** Consider multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals. CD.II.A.1
 - a** Identify and illustrate safe and unsafe situations. CD.II.A.1.A
 - b** State the difference between appropriate and inappropriate behaviors. CD.II.A.1.B
 - c** Explain the consequences and rewards of individual and community actions. CD.II.A.1.C
- 2** Organize personal time and manage personal responsibilities effectively. CD.II.A.2
 - a** Identify what activities are scheduled for the day and how much time is spent on each. CD.II.A.2.A
 - b** Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities. CD.II.A.2.B
- 3** Play a developmentally appropriate role in classroom management and school governance. CD.II.A.3
 - a** Participate in individual roles and responsibilities in the classroom and in school. CD.II.A.3.A
 - b** Recognize the various roles of the personnel that govern the school (all staff). CD.II.A.3.B

B Develop, implement and model effective problem-solving skills. CD.II.B

- 1** Develop self-control skills (for example, stop, take a deep breath and relax). CD.II.B.1
 - 2** Identify and illustrate the problem. CD.II.B.2
 - 3** Identify desired outcome. CD.II.B.3
 - 4** Identify possible solutions and the pros and cons of each solution. CD.II.B.4
 - 5** Identify and select the best solution. CD.II.B.5
 - 6** Put the solution into action. CD.II.B.6
 - 7** Reflect on the outcome of the solution. CD.II.B.7
-

**Personal
Development** PD

I SELF-AWARENESS PD.I

- A Understand and analyze thoughts, mindsets and emotions. PD.I.A
 - 1 Identify and describe basic emotions. PD.I.A.1
 - 2 Identify a variety of emotions. PD.I.A.2
 - 3 Identify situations within my control that might evoke emotional responses. PD.I.A.3
 - 4 Identify my emotional responses to situations outside of my control. PD.I.A.4
- B Identify and assess personal qualities and external supports. PD.I.B
 - 1 Identify personal likes and dislikes. PD.I.B.1
 - 2 Identify personal strengths and weaknesses. PD.I.B.2
 - 3 Identify consequences of behavior. PD.I.B.3
 - 4 Ask clarifying questions. PD.I.B.4
 - 5 Identify positive responses to problems (for example, get help, try harder, use a different solution) PD.I.B.5
 - 6 Identify people, places and other resources to go for help (parents, relatives, school personnel). PD.I.B.6

II SELF-MANAGEMENT PD.II

- A Understand and practice strategies for managing and regulating thoughts and behaviors. PD.II.A
 - 1 Identify and demonstrate techniques to manage common stress and emotions. PD.II.A.1
 - 2 Identify and describe how feelings relate to thoughts and behaviors. PD.II.A.2
 - 3 Describe and practice sending effective verbal and nonverbal messages. PD.II.A.3
 - 4 Recognize behavior choices in response to situations. PD.II.A.4
 - 5 Identify healthy personal hygiene habits. PD.II.A.5
 - B Reflect on perspectives and emotional responses. PD.II.B
 - 1 Describe personal responsibilities to self and others. PD.II.B.1
 - 2 Describe responsibilities in school, home and communities. PD.II.B.2
 - 3 Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference and resentment). PD.II.B.3
 - 4 Describe common responses to success, challenge, failure and disappointment. PD.II.B.4
 - C Set, monitor, adapt and evaluate personal goals to achieve in school and life. PD.II.C
 - 1 Understand the process of setting and achieving goals. PD.II.C.1
 - 2 Identify personal goals, school goals and home goals (for example, hopes and dreams). PD.II.C.2
 - 3 Identify factors that lead to goal achievement and success. PD.II.C.3
 - 4 Identify specific steps for achieving a particular goal. PD.II.C.4
-

Social Development SD

I SOCIAL AWARENESS SD.I

- A Recognize the thoughts, feelings and perspectives of others. SD.I.A
 - 1 Label others' feelings based on verbal and nonverbal cues in different situations. SD.I.A.1
 - 2 Label possible sparks for emotions in others. SD.I.A.2
 - 3 Predict possible behaviors and reactions in response to a specific situation. SD.I.A.3
 - 4 Demonstrate an ability to listen to others. SD.I.A.4
 - 5 Demonstrate a capacity to care about the feelings of others. SD.I.A.5
- B Demonstrate awareness of cultural development and a respect for human dignity and differences. SD.I.B
 - 1 Describe ways that people are similar and different. SD.I.B.1
 - 2 Use respectful language and actions when dealing with conflict or differences of opinions. SD.I.B.2

II INTERPERSONAL SKILLS SD.II

- A** Demonstrate communication and social skills to interact effectively. SD.II.A
 - 1 Initiate and engage in social interactions with peers, and respond and maintain conversations with peers and adults. SD.II.A.1
 - 2 Describe how words, voice tone and body language communicate and can impact relationships positively and negatively. SD.II.A.2
 - 3 Demonstrate active listening, sharing and responding skills to identify the feelings and perspectives of others. SD.II.A.3
 - 4 Understand the importance and demonstrate respect for personal space. SD.II.A.4
 - 5 Recognize the difference between helpful and harmful behaviors in relationships. SD.II.A.5
 - 6 Identify and report harmful behaviors in relationships for protection in unsafe situations. SD.II.A.6
 - 7 Practice sharing encouraging comments. SD.II.A.7
- B** Develop and maintain positive relationships. SD.II.B
 - 1 Identify the multiple types of relationships in life. SD.II.B.1
 - 2 Identify and practice appropriate behaviors to maintain positive relationships. SD.II.B.2
 - 3 Develop self-regulation skills to prevent, manage and resolve interpersonal conflicts constructively with guidance from adults. SD.II.B.3
- C** Demonstrate an ability to prevent, manage and resolve interpersonal conflicts. SD.II.C
 - 1 Identify conflict and the feelings associated with the conflict. SD.II.C.1
 - 2 Identify the feelings and behaviors contributing to the conflict. SD.II.C.2
 - 3 Identify and practice healthy conflict resolution. SD.II.C.3
 - 4 Develop self-regulatory skills to increasingly prevent, manage and resolve interpersonal conflicts constructively. SD.II.C.4