Social Emotional Character Development Standards K-2
Character Development
    I. Core Principles
        A. 1. Understand that core ethical and performance principles exist in classrooms, in the community and in homes.
        A. 2. Identify and apply core principles in everyday behavior.
        B. 1. Recognize and celebrate the natural, beneficial consequences of acts of character.
        B. 2. Identify community needs in the larger community, discuss effects on the community, and identify positive, responsible action.
        B. 3. Learn about ethical reasoning by giving examples of what makes some behaviors appropriate and inappropriate.
        B. 4. Exhibit clear and consistent expectations of good character throughout all school activities and in all areas of the school.
        B. 5. Learn about, receive, and accept feedback for responsible actions in academic and behavioral skills.
        C. 1. a. Recognize characteristics of a caring relationship.
        C. 1. b. Recognize characteristics of a hurtful relationship.
        C. 1. c. Identify relationships in their family, school, and community that are caring.
        C. 2. a. Demonstrate caring and respect for others.
        C. 2. b. Describe "active listening".
        C. 3. a. Recognize and define bullying and teasing.
        C. 3. b. Illustrate or demonstrate the definitions of what "tattling" is and what "telling" or "reporting" is.
        C. 3. c. Model positive peer interactions.
    II. Responsible Decision Making and Problem Solving
        A. 1. a. Identify and illustrate safe and unsafe situations.
        A. 1. b. State the difference between appropriate and inappropriate behaviors.
        A. 1. c. Explain the consequences and rewards of individual and community actions.
        A. 2. a. Identify what activities are scheduled for the day and how much time is spent on each.
        A. 2. b. Identify and perform steps necessary to accomplish personal responsibilities in scheduled activities.
        A. 3. a. Participate in individual roles and responsibilities in the classroom and in school.
        A. 3. b. Recognize the various roles of the personnel that govern the school (all staff).
        B. 1. Develop self-control skills (for example, stop, take a deep breath, and relax).
        B. 2. Identify and illustrate the problem.
        B. 3. Identify desired outcome.
        B. 4. Identify possible solutions and the pros and cons of each solution.
        B. 5. Identify and select the best solution.
        B. 6. Put the solution into action.
        B. 7. Reflect on the outcome of the solution.
Personal Development
    I. Self-Awareness
        A. 1. Identify and describe basic emotions.
        A. 2. Identify a variety of emotions.
        A. 3. Identify situations within my control that might evoke emotional responses.
        A. 4. Identify my emotional responses to situations outside of my control.
        B. 1. Identify personal likes and dislikes.
        B. 2. Identify personal strengths and weaknesses.
        B. 3. Identify consequences of behavior.
        B. 4. Ask clarifying questions.
        B. 5. Identify positive responses to problems (for example, get help, try harder, use a different solution)
        B. 6. Identify people, places and other resources to go for help (parents, relatives, school personnel).
    II. Self-Management
        A. 1. Identify and demonstrate techniques to manage common stress and emotions.
        A. 2. Identify and describe how feelings relate to thoughts and behaviors.

A. 3. Describe and practice sending effective verbal and non-verbal messages.

A. 4. Recognize behavior choices in response to situations.

A. 5. Identify healthy personal hygiene habits.

B. 1. Describe personal responsibilities to self and others.

B. 2. Describe responsibilities in school, home, and communities.

B. 3. Describe how they react to getting help from others (for example, surprise, appreciation, gratitude, indifference and resentment).

B. 4. Describe common responses to success, challenge, failure, and disappointment.

C. 1. Understand the process of setting and achieving goals.

C. 2. Identify personal goals, school goals, and home goals (for example, hopes and dreams).

C. 3. Identify factors that lead to goal achievement and success.

C. 4. Identify specific steps for achieving a particular goal.

Social Development

   I. Social Awareness

A. 1. Label others' feelings based on verbal and non-verbal cues in different situations.

A. 2. Label possible sparks for emotions in others.

A. 3. Predict possible behaviors and reactions in response to a specific situation.

A. 4. Demonstrate an ability to listen to others.

A. 5. Demonstrate a capacity to care about the feelings of others.

B. 1. Describe ways that people are similar and different.

B. 2. Use respectful language and actions when dealing with conflict or differences of opinions.

   II. Interpersonal Skills

A. 1. Initiate and engage in social interactions with peers, respond and maintain conversations with peers and adults.

A. 2. Describe how words, voice tone, and body language communicate and can impact relationships positively and negatively.

A. 3. Demonstrates active listening, sharing, and responding skills to identify the feelings and perspectives of others.

A. 4. Understand the importance and demonstrate respect for personal space.

A. 5. Recognize the difference between helpful and harmful behaviors in relationships.

A. 6. Identify and report harmful behaviors in relationships for protection in unsafe situations.

A. 7. Practice sharing encouraging comments.

B. 1. Identify the multiple types of relationships in life.

B. 2. Identify and practice appropriate behaviors to maintain positive relationships.

B. 3. Develop self-regulation skills to prevent, manage, and resolve interpersonal conflicts constructively with guidance from adults.

C. 1. Identify conflict and the feelings associated with the conflict.

C. 2. Identify the feelings and behaviors contributing to the conflict.

C. 3. Identify and practice healthy conflict resolution.

C. 4. Develop self-regulatory skills to increasingly prevent, manage, and resolve interpersonal conflicts constructively.

KSDE Link to Social Emotional Character Development Page