

Social Emotional Character Development Standards Grades 6-8

Character Development

I. Core Principles

- A. 1. Compare and contrast personal core principles with personal behavior.
- A. 2. Illustrate and discuss personal core principles in the context of relationships and of classroom work.
- B. 1. Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement.
- B. 2. Develop ethical reasoning through discussions of ethical issues in content areas.
- B. 3. Create clear and consistent expectations of good character throughout all school activities and in all areas of the school.
- B. 4. Practice and receive feedback on responsible actions including academic and behavioral skills.
- C. 1. a. Analyze characteristics of a caring relationship and hurtful relationship.
- C. 1. b. Compare and contrast characteristics of a caring relationship and hurtful relationship.
- C. 1. c. Engage in and model relationships in their family, school, and community that are caring.
- C. 2. a. Compare and contrast different points of view respectfully.
- C. 2. b. Practice effective listening skills to understand values, attitudes and intentions.
- C. 2. c. Model respectful ways to respond to others' points of view.
- C. 2. d. Utilize multiple-media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact.
- C. 3. a. Differentiate behavior as bullying based on the power of the individuals that are involved.
- C. 3. b. Model positive peer interactions that are void of bullying behaviors.
- C. 3. c. Compare and contrast how bullying affects the targets of bullying, bystanders, and the student who bullies.
- C. 3. d. Practice effective strategies to use when bullied, including how to identify and advocate for personal rights.
- C. 3. e. Analyze how a bystander can be part of the problem or part of the solution by becoming an "upstander" (someone who stands up against injustice).
- C. 3. f. Apply empathetic concern and try to understand the perspective or point of view of others.

II. Responsible Decision Making and Problem Solving

- A. 1. a. Manage safe and unsafe situations.
- A. 1. b. Monitor how responsible decision making affects progress towards achieving a goal.
- A. 1. c. Students recognize consequences of sexual behavior, including sexual consent and the inability of minors to give consent.
- A. 2. a. Analyze daily schedule of school work and activities for effectiveness and efficiency.
- A. 2. b. Recognize how, when, and who to ask for help and utilize resources available.
- A. 2. c. Monitor factors that will inhibit or advance effective time management.
- A. 3. a. Construct and model classroom rules and routines.
- A. 3. b. Compare and contrast behaviors that do or do not support classroom management.
- B. 1. Identify specific feelings about the problem and apply appropriate self-regulation skills.
- B. 2. State what the problem is and identify the perspective of those involved.
- B. 3. Identify desired outcome and discuss if it is attainable.
- B. 4. Use creativity and innovation to generate multiple possible solutions and discuss each option in relation to resources, situation, and personal principles.
- B. 5. Identify the best solution and analyze if it is likely to work.
- B. 6. Generate a plan for carrying out the chosen option.
- B. 7. Evaluate the effects of the solution.
- B. 8. Understand resiliency how to make adjustments and amendments to the plan.

Personal Development

I. Self-Awareness

- A. 1. Describe common emotions and effective behavioral responses.
- A. 2. Recognize common stressors and the degree of emotion experienced.
- A. 3. Analyze and assess reactions to emotions in multiple domains (for example, in face-to-face or electronic communication).

- B. 1. Analyze personality traits, personal strengths, weaknesses, interests, and abilities.
- B. 2. Inventory personal preferences.
- B. 3. Describe benefits of various personal qualities (for example, honesty, curiosity, and creativity).
- B. 4. Describe benefits of reflecting on personal thoughts, feelings, and actions.
- B. 5. Identify self-enhancement/self-preservation strategies.
- B. 6. Identify common resources and role models for problem solving.
- B. 7. Recognize how behavioral choices impact success.
- B. 8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).

II. Self-Management

- A. 1. Identify multiple techniques to manage stress and maintain confidence.
- A. 2. Distinguish between facts and opinions, as well as logical and emotional appeals.
- A. 3. Recognize effective behavioral responses to strongly emotional situations.
- A. 4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual).
- A. 5. Recognize cause and effect relationships
- A. 6. Recognize logical fallacies, bias, hypocrisy, contradiction, distortion, and rationalization.
- A. 7. Practice effective communication (for example, listening, reflecting, and responding)
- A. 8. Recognizing the impact of personal care.
- B. 1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world).
- B. 2. Practice environmental responsibilities.
- B. 3. Practice and reflect on democratic responsibilities.
- B. 4. Describe positive and negative experiences that shape personal perspectives.
- B. 5. Demonstrate empathy in a variety of settings and situations.
- B. 6. Evaluate causes and effects of impulsive behavior.
- C. 1. Analyze factors that lead to the achievement of goals.
- C. 2. Describe the effect personal habits have on school and personal goals.
- C. 3. Identify factors that may negatively affect personal success.
- C. 4. Describe common and creative strategies for overcoming or mitigating obstacles.
- C. 5. Explain the role of meaningful practice in skill development.
- C. 6. Design action plans for achieving short-term and long-term goals.
- C. 7. Utilize school, family, community, and other external supports.
- C. 8. Establish criteria for evaluating goals.

Social Development

I. Social Awareness

- A. 1. Identify ways to express empathy.
- A. 2. Recognize nonverbal cues in the behaviors of others.
- A. 3. Demonstrate respect for other people's perspectives.
- A. 4. Recognize how behaviors impact others' perceptions of oneself.
- B. 1. Analyze the impact of stereotyping, discrimination, and prejudice.
- B. 2. Practice strategies for accepting and respecting similarities and differences.
- B. 3. Practice "perspective taking" as a strategy to increase acceptance of others.
- B. 4. Demonstrate a growth mindset and willingness to integrate diverse points of view.
- B. 5. Analyze how culture impacts historical events.

II. Interpersonal Skills

- A. 1. Determine when and how to respond to the needs of others demonstrating empathy, respect, and compassion.
- A. 2. Monitor how facial expressions, body language, and tone impact interactions.
- A. 3. Engage in advocacy and/or refusal skills during times of bullying, harassment, intimidation, or abusive behavior.
- A. 4. Engage and respond in personal and social discourse and receive feedback to make decisions that will lead to personal and social change.

- A. 5. Understand group dynamics and respond appropriately.
- A. 6. Appraise and demonstrate professionalism and proper etiquette.
- A. 7. Identify appropriate and inappropriate uses of social and other media and the potential repercussions and implications.
- B. 1. Evaluate how self-regulation and relationships impact your life.
- B. 2. Understand how safe and risky behaviors affect relationships and one's health and well-being.
- B. 3. Respond in a healthy manner to peer pressure against self and others.
- B. 4. Identify the impact of social media in relationships.
- B. 5. Identify the difference between safe and risky behaviors and understand effective responses.
- C. 1. Identify roles and associated needs of individuals engaged in conflict and how those are integral to resolution.
- C. 2. To resolve differences apply conflict resolution skills while being encouraging and affirming.
- C. 3. Practice greater active listening and respectful communication skills.
- C. 4. Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions).
- C. 5. Reflect on previous experiences to gain conflict management skills.

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