



## **Social, Emotional, and Character Development Standards**



***The following standards and information provided by the Kansas State Board of Education [www.ksde.org](http://www.ksde.org)***

“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 empathetic 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 MAY be described as:

- ☀ 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.



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- ☀️ 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.

Please see list below for Schools for Hope lessons that meet each standard.

## **Anchor Standard: Character Development**

### ***I. Core Principles***

#### **Learning Standard**

**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-12)**

**HM lessons: 1-10**

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

**HM lessons: 1-10**

**C. Create a caring community.**

**1. Consider it a high priority to foster caring attachments between fellow students, staff, and the community.**

**HM lessons: 1-10**



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2. Demonstrate mutual respect and utilize strategies to build safe and supportive culture.

**HM lessons:** 1-10

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

**HM lessons:** 1, 2, 3, 4, 8, 9

## ***II. 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.

**HM lessons:** 5, 7, 8, 9

2. Organize personal time and manage personal responsibilities effectively.

**HM lessons:** 7, 8, 9

3. Play a developmentally appropriate role in classroom management and school governance.

**HM lessons:** 10

### **B. Develop, implement, and model effective problem solving skills.**

**HM lessons:** 3, 4, 7, 8, 9

## ***Anchor Standard: Personal Development***

### ***1. Self-Awareness. Understanding and expressing personal thoughts and emotions in constructive ways.***

#### **Learning Standard**


- #### **A. Understand and analyze thoughts and emotions.**

**HM lessons:** 3, 4

- #### **B. Identify and assess personal qualities and external supports.**

**HM lessons:** 1, 2, 5, 6, 9





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

**Learning Standard**

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

**HM lessons:** 3, 4

**B. Reflect on perspectives and emotional responses**

**HM lessons:** 3, 4

**C. Set, monitor, adapt, and evaluate goals to achieve success in school and life.**

**HM lessons:** 2, 5, 7, 8, 9

 ***Anchor Standard: Social Development***

***I. Social Awareness***

**Learning Standard**

**A. Demonstrate awareness of the thoughts, feelings, and perspective of others.**

**HM lessons:** 10

**B. Demonstrate awareness of cultural issues and a respect for human dignity and differences.**

**HM lessons:**





## ***II. Interpersonal Skills***

### **Learning Standard**

**A. Demonstrate communication and social skills to interact effectively.**

**HM lessons:**

**B. Develop and maintain positive relationships.**

**HM lessons:** 2, 4, 5

**C. Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts.**

**HM lessons:** 4, 8, 9

