

**Main Criteria:** Kansas Academic Standards

**Secondary Criteria:** Rising Star Studios

**Subjects:** Health and PE, Language Arts, Social Studies, Social and Emotional Learning

**Grades:** 3, 4

**Correlation Options:** Show Correlated

**Kansas Academic Standards**

**Health and PE**

Grade: **3** - Adopted: **Health 2007; PE 2005**

|                                      |               |  |
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| <b>STANDARD</b>                      | <b>KS.PE.</b> | <b>Physical Education</b>  |
| <b>BENCHMARK</b>                     | <b>KS.2.</b>  | <b>Learning Concepts: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.</b>                                       |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>2.1.</b>   | <b>The student will apply knowledge to improve skill development.</b>  |
| <b>INDICATOR</b>                     | <b>2.1.e.</b> | <b>The student identifies physical and psychological benefits that result from long term participation in physical activity.</b><br><br><u>Rising Star Studios</u><br>Confidence<br>Self-Acceptance                                    |
| <b>STANDARD</b>                      | <b>KS.PE.</b> | <b>Physical Education</b>  |
| <b>BENCHMARK</b>                     | <b>KS.3.</b>  | <b>Active Participation: The student participates regularly in physical activity.</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>3.1.</b>   | <b>The student will participate in a wide variety of physical activities at moderate to vigorous levels both in school and in the community.</b>   |
| <b>INDICATOR</b>                     | <b>3.1.a.</b> | <b>The student identifies at least one activity for participation on a regular basis outside of physical education class.</b><br><br><u>Rising Star Studios</u><br>Independence  |
| <b>INDICATOR</b>                     | <b>3.1.d.</b> | <b>The student accumulates at least 60-minutes of moderate to vigorous physical activity outside of physical education class on most days of the week.</b><br><br><u>Rising Star Studios</u><br>Independence                           |
| <b>STANDARD</b>                      | <b>KS.PE.</b> | <b>Physical Education</b>  |
| <b>BENCHMARK</b>                     | <b>KS.5.</b>  | <b>Personal and Social Behavior: The student exhibits responsible personal and social behavior that respects self and others in physical activity setting.</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>5.1.</b>   | <b>The student will exhibit responsible personal and social behavior while working in diverse groups.</b>  |
| <b>INDICATOR</b>                     | <b>5.1.a.</b> | <b>The student cooperates with all class members by taking turns and sharing equipment.</b><br><br><u>Rising Star Studios</u><br>Cooperation<br>Dependable<br>Fairness<br>Obedience<br>Responsibility<br>Self-Control<br>Self-Reliance |
| <b>INDICATOR</b>                     | <b>5.1.b.</b> | <b>The student accepts the teacher's decision without displaying negative reactions.</b><br><br><u>Rising Star Studios</u><br>Self-Control<br>Sportsmanship  |
| <b>INDICATOR</b>                     | <b>5.1.c.</b> | <b>The student assesses and takes responsibility for behavior choices without blaming others.</b><br><br><u>Rising Star Studios</u><br>Cooperation   |

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|                               |        | Dependable<br>Responsibility<br>Self-Control<br>Self-Reliance   |
| INDICATOR                     | 5.1.d. | The student recognizes and appreciates similar and different skill abilities of peers.<br><br><u>Rising Star Studios</u><br>Sportsmanship   |
| INDICATOR                     | 5.1.e. | The student encourages others regularly and refrains from derogatory statements.<br><br><u>Rising Star Studios</u><br>Cooperation<br>Dependable<br>Responsibility<br>Self-Control<br>Self-Reliance<br>Sportsmanship<br>Uniqueness |
| STANDARD                      | KS.PE. | Physical Education  |
| BENCHMARK                     | KS.6.  | Activity Appreciation: The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.   |
| INDICATOR / PROFICIENCY LEVEL | 6.1.   | The student will value physical activity and recognize its impact on skill-improvement and health.  |
| INDICATOR                     | 6.1.a. | The student identifies positive feelings associated with participation in physical activities.<br><br><u>Rising Star Studios</u><br>Confidence<br>Self-Acceptance   |
| INDICATOR                     | 6.1.c. | The student displays persistence in learning new motor skills.<br><br><u>Rising Star Studios</u><br>Dependable<br>Responsibility<br>Self-Reliance   |

### Kansas Academic Standards

#### Health and PE

Grade: 4 - Adopted: Health 2007; PE 2005

|                               |        |  |
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| STANDARD                      | KS.PE. | Physical Education   |
| BENCHMARK                     | KS.2.  | Learning Concepts: The student demonstrates understanding of movement concepts, principles, strategies, and tactics as they apply to the learning and performance of physical activities.    |
| INDICATOR / PROFICIENCY LEVEL | 2.1.   | The student will apply knowledge to improve skill development.   |
| INDICATOR                     | 2.1.e. | The student identifies physical and psychological benefits that result from long term participation in physical activity.<br><br><u>Rising Star Studios</u><br>Confidence<br>Self-Acceptance |
| STANDARD                      | KS.PE. | Physical Education   |
| BENCHMARK                     | KS.3.  | Active Participation: The student participates regularly in physical activity.   |
| INDICATOR / PROFICIENCY LEVEL | 3.1.   | The student will participate in a wide variety of physical activities at moderate to vigorous levels both in school and in the community.  |
| INDICATOR                     | 3.1.a. | The student identifies at least one activity for participation on a regular basis outside of physical education class.<br><br><u>Rising Star Studios</u><br>Independence                     |
| INDICATOR                     | 3.1.d. | The student accumulates at least 60-minutes of moderate to vigorous physical activity outside of physical education class on most days of the week.  |

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|                                      |               | <u>Rising Star Studios</u><br>Independence  |
| <b>STANDARD</b>                      | <b>KS.PE.</b> | <b>Physical Education</b>   |
| <b>BENCHMARK</b>                     | <b>KS.5.</b>  | <b>Personal and Social Behavior: The student exhibits responsible personal and social behavior that respects self and others in physical activity setting.</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>5.1.</b>   | <b>The student will exhibit responsible personal and social behavior while working in diverse groups.</b>   |
| <b>INDICATOR</b>                     | <b>5.1.a.</b> | The student cooperates with all class members by taking turns and sharing equipment.<br><br><u>Rising Star Studios</u><br>Cooperation<br>Dependable<br>Fairness<br>Obedience<br>Responsibility<br>Self-Control<br>Self-Reliance   |
| <b>INDICATOR</b>                     | <b>5.1.b.</b> | The student accepts the teacher's decision without displaying negative reactions.<br><br><u>Rising Star Studios</u><br>Self-Control<br>Sportsmanship  |
| <b>INDICATOR</b>                     | <b>5.1.c.</b> | The student assesses and takes responsibility for behavior choices without blaming others.<br><br><u>Rising Star Studios</u><br>Cooperation<br>Dependable<br>Responsibility<br>Self-Control<br>Self-Reliance                      |
| <b>INDICATOR</b>                     | <b>5.1.d.</b> | The student recognizes and appreciates similar and different skill abilities of peers.<br><br><u>Rising Star Studios</u><br>Sportsmanship   |
| <b>INDICATOR</b>                     | <b>5.1.e.</b> | The student encourages others regularly and refrains from derogatory statements.<br><br><u>Rising Star Studios</u><br>Cooperation<br>Dependable<br>Responsibility<br>Self-Control<br>Self-Reliance<br>Sportsmanship<br>Uniqueness |
| <b>STANDARD</b>                      | <b>KS.PE.</b> | <b>Physical Education</b>   |
| <b>BENCHMARK</b>                     | <b>KS.6.</b>  | <b>Activity Appreciation: The student values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>6.1.</b>   | <b>The student will value physical activity and recognize its impact on skill-improvement and health.</b>   |
| <b>INDICATOR</b>                     | <b>6.1.a.</b> | The student identifies positive feelings associated with participation in physical activities.<br><br><u>Rising Star Studios</u><br>Confidence<br>Self-Acceptance   |
| <b>INDICATOR</b>                     | <b>6.1.c.</b> | The student displays persistence in learning new motor skills.<br><br><u>Rising Star Studios</u><br>Dependable<br>Responsibility<br>Self-Reliance   |

**Language Arts**

Grade: 3 - Adopted: 2017

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| <b>STANDARD</b>                      | <b>KS.W.3.</b>  | <b>Writing</b>  |
| <b>BENCHMARK</b>                     |                 | <b>Text Types and Purposes</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.3.1.</b>   | <b>Write opinion pieces on topics or texts, supporting a point of view with reasons.</b>  |
| <b>INDICATOR</b>                     | <b>W.3.1.a.</b> | <p>Know the difference between fact and opinion.</p> <p><u>Rising Star Studios</u><br/>Punctuality</p>  |
| <b>INDICATOR</b>                     | <b>W.3.1.b.</b> | <p>Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p><u>Rising Star Studios</u><br/>Punctuality</p>   |
| <b>INDICATOR</b>                     | <b>W.3.1.c.</b> | <p>Provide reasons that support the opinion.</p> <p><u>Rising Star Studios</u><br/>Punctuality</p>  |
| <b>INDICATOR</b>                     | <b>W.3.1.d.</b> | <p>Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p><u>Rising Star Studios</u><br/>Punctuality</p>   |
| <b>STANDARD</b>                      | <b>KS.W.3.</b>  | <b>Writing</b>  |
| <b>BENCHMARK</b>                     |                 | <b>Text Types and Purposes</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.3.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>   |
| <b>INDICATOR</b>                     | <b>W.3.2.a.</b> | <p>Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.</p> <p><u>Rising Star Studios</u><br/>Cooperation<br/>Courtesy<br/>Friendship<br/>Heroic<br/>Self-Discipline<br/>Selflessness<br/>Sportsmanship<br/>Trustworthiness</p>   |
| <b>INDICATOR</b>                     | <b>W.3.2.b.</b> | <p>Develop the topic with facts, definitions, and details.</p> <p><u>Rising Star Studios</u><br/>Bravery<br/>Caring<br/>Citizenship<br/>Consideration<br/>Cooperation<br/>Courage<br/>Courtesy<br/>Enthusiasm<br/>Fairness<br/>Friendliness<br/>Friendship<br/>Goodness<br/>Goodwill<br/>Gratefulness<br/>Heroic<br/>Hygiene<br/>Independence<br/>Initiative<br/>Peacefulness<br/>Self-Acceptance<br/>Self-Discipline<br/>Selflessness<br/>Trustworthiness<br/>Uniqueness<br/>Willpower</p> |
| <b>STANDARD</b>                      | <b>KS.W.3.</b>  | <b>Writing</b>  |

|                                      |                 |   |
|--------------------------------------|-----------------|---|
| <b>BENCHMARK</b>                     |                 | <b>Text Types and Purposes</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.3.3.</b>   | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.   |
| <b>INDICATOR</b>                     | <b>W.3.3.a.</b> | <p>Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.</p> <p><u>Rising Star Studios</u><br/>           Bravery<br/>           Cleanliness<br/>           Confidence<br/>           Courage<br/>           Dignity<br/>           Discovering Talent<br/>           Forgiveness<br/>           Goodness<br/>           Gratefulness<br/>           Integrity<br/>           Kindness<br/>           Loyalty<br/>           Obedience<br/>           Patience<br/>           Promptness<br/>           Punctuality<br/>           Ready<br/>           Resourcefulness<br/>           Respect<br/>           Responsibility<br/>           Restraint<br/>           Self-Control<br/>           Self-Reliance<br/>           Sharing<br/>           Tolerance<br/>           Truthfulness<br/>           Uniqueness</p> |
| <b>INDICATOR</b>                     | <b>W.3.3.b.</b> | <p>Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.</p> <p><u>Rising Star Studios</u><br/>           Bravery<br/>           Confidence<br/>           Courage<br/>           Discovering Talent<br/>           Forgiveness<br/>           Goodness<br/>           Gratefulness<br/>           Integrity<br/>           Loyalty<br/>           Resourcefulness<br/>           Respect<br/>           Restraint<br/>           Self-Reliance<br/>           Sharing</p>   |
| <b>STANDARD</b>                      | <b>KS.W.3.</b>  | <b>Writing</b>  |
| <b>BENCHMARK</b>                     |                 | <b>Production and Distribution of Writing</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.3.4.</b>   | <p>With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p><u>Rising Star Studios</u><br/>           Bravery<br/>           Caring<br/>           Citizenship<br/>           Cleanliness<br/>           Confidence<br/>           Consideration<br/>           Cooperation<br/>           Courage<br/>           Courtesy<br/>           Dignity<br/>           Discovering Talent<br/>           Enthusiasm<br/>           Fairness<br/>           Forgiveness<br/>           Friendliness<br/>           Friendship</p>  |

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|                                      |                  | Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Heroic<br>Hygiene<br>Independence<br>Initiative<br>Integrity<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Peacefulness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom |
| <b>STANDARD</b>                      | <b>KS.W.3.</b>   | <b>Writing</b>  |
| <b>BENCHMARK</b>                     |                  | <b>Research to Build and Present Knowledge</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.3.7.</b>    | Conduct short research projects that build knowledge about a topic.<br><br><u>Rising Star Studios</u><br>Caring<br>Determination  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.3.8.</b>    | Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.<br><br><u>Rising Star Studios</u><br>Confidence   |
| <b>STANDARD</b>                      | <b>KS.W.3.</b>   | <b>Writing</b>  |
| <b>BENCHMARK</b>                     |                  | <b>Language in Writing</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.3.11.</b>   | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>   |
| <b>INDICATOR</b>                     | <b>W.3.11.e.</b> | Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).<br><br><u>Rising Star Studios</u><br>Bravery<br>Cleanliness<br>Confidence<br>Consideration<br>Courage<br>Courtesy<br>Dependable<br>Dignity<br>Discovering Talent<br>Forgiveness<br>Friendship<br>Generosity<br>Goodness<br>Gratefulness<br>Heroic<br>Initiative<br>Integrity  |

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|                               |           | Kindness<br>Loyalty<br>Obedience<br>Patience<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness   |
| INDICATOR                     | W.3.11.f. | Use spelling patterns and generalizations when writing words.<br><br><u>Rising Star Studios</u><br>Bravery<br>Cleanliness<br>Confidence<br>Consideration<br>Courage<br>Courtesy<br>Dependable<br>Dignity<br>Discovering Talent<br>Forgiveness<br>Friendship<br>Generosity<br>Goodness<br>Gratefulness<br>Heroic<br>Initiative<br>Integrity<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness |
| STANDARD                      | KS.W.3.   | Writing   |
| BENCHMARK                     |           | Range of Writing  |
| INDICATOR / PROFICIENCY LEVEL | W.3.12.   | Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Confidence  |

Consideration  
 Courage  
 Courtesy  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Heroic  
 Hygiene  
 Independence  
 Initiative  
 Integrity  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Peacefulness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

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| <b>STANDARD</b>                      | <b>KS.SL.3.</b>  | <b>Speaking and Listening</b>   |
| <b>BENCHMARK</b>                     |                  | <b>Comprehension and Collaboration</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SL.3.1.</b>   | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 3 topics and texts, building on others' ideas and expressing their own clearly.</b>   |
| <b>INDICATOR</b>                     | <b>SL.3.1.a.</b> | <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>Rising Star Studios</u><br/>           Bravery<br/>           Caring<br/>           Citizenship<br/>           Cleanliness<br/>           Commitment<br/>           Confidence<br/>           Consideration<br/>           Cooperation<br/>           Courage<br/>           Courtesy<br/>           Decency<br/>           Dependable<br/>           Determination<br/>           Dignity<br/>           Discovering Talent<br/>           Enthusiasm<br/>           Fairness<br/>           Forgiveness<br/>           Friendliness<br/>           Friendship<br/>           Generosity</p> |



Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

INDICATOR

SL.3.1.b.

Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

Rising Star Studios

Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative

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|           |           | Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom  |
| INDICATOR | SL.3.1.c. | Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness |

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|  |  | Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom |
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| INDICATOR | SL.3.1.d. | Explain their ideas and understanding in light of the discussion.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing |
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|                                      |                 |   |
|--------------------------------------|-----------------|---|
|                                      |                 | Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom   |
| <b>STANDARD</b>                      | <b>KS.SL.3.</b> | <b>Speaking and Listening</b>   |
| <b>BENCHMARK</b>                     |                 | <b>Comprehension and Collaboration</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SL.3.2.</b>  | Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness |

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|                               |          | Willpower<br>Wisdom   |
| INDICATOR / PROFICIENCY LEVEL | SL.3.3.  | <p>Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p><u>Rising Star Studios</u><br/> Bravery<br/> Caring<br/> Citizenship<br/> Cleanliness<br/> Commitment<br/> Confidence<br/> Consideration<br/> Cooperation<br/> Courage<br/> Courtesy<br/> Decency<br/> Dependable<br/> Determination<br/> Dignity<br/> Discovering Talent<br/> Enthusiasm<br/> Fairness<br/> Forgiveness<br/> Friendliness<br/> Friendship<br/> Generosity<br/> Goodness<br/> Goodwill<br/> Gratefulness<br/> Helpfulness<br/> Heroic<br/> Honesty<br/> Hygiene<br/> Imaginative<br/> Independence<br/> Initiative<br/> Integrity<br/> Joyfulness<br/> Kindness<br/> Loyalty<br/> Obedience<br/> Patience<br/> Patriotism<br/> Peacefulness<br/> Perseverance<br/> Politeness<br/> Promptness<br/> Punctuality<br/> Ready<br/> Resourcefulness<br/> Respect<br/> Responsibility<br/> Restraint<br/> Self-Acceptance<br/> Self-Control<br/> Self-Discipline<br/> Self-Reliance<br/> Selflessness<br/> Sharing<br/> Slow To Judge<br/> Sportsmanship<br/> Thankfulness<br/> Tolerance<br/> Trustworthiness<br/> Truthfulness<br/> Uniqueness<br/> Willpower<br/> Wisdom</p> |
| STANDARD                      | KS.SL.3. | Speaking and Listening  |
| BENCHMARK                     |          | Presentation of Knowledge and Ideas   |
| INDICATOR / PROFICIENCY LEVEL | SL.3.4.  | <p>Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.</p> <p><u>Rising Star Studios</u></p>  |

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|                                      |                 | Friendship<br>Sharing   |
| <b>STANDARD</b>                      | <b>KS.SL.3.</b> | <b>Speaking and Listening</b>   |
| <b>BENCHMARK</b>                     |                 | <b>Language in Speaking and Listening</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SL.3.8.</b>  | <p>Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.</p> <p><u>Rising Star Studios</u><br/> Bravery<br/> Caring<br/> Citizenship<br/> Cleanliness<br/> Commitment<br/> Confidence<br/> Consideration<br/> Cooperation<br/> Courage<br/> Courtesy<br/> Decency<br/> Dependable<br/> Determination<br/> Dignity<br/> Discovering Talent<br/> Enthusiasm<br/> Fairness<br/> Forgiveness<br/> Friendliness<br/> Friendship<br/> Generosity<br/> Goodness<br/> Goodwill<br/> Gratefulness<br/> Helpfulness<br/> Heroic<br/> Honesty<br/> Hygiene<br/> Imaginative<br/> Independence<br/> Initiative<br/> Integrity<br/> Joyfulness<br/> Kindness<br/> Loyalty<br/> Obedience<br/> Patience<br/> Patriotism<br/> Peacefulness<br/> Perseverance<br/> Politeness<br/> Promptness<br/> Punctuality<br/> Ready<br/> Resourcefulness<br/> Respect<br/> Responsibility<br/> Restraint<br/> Self-Acceptance<br/> Self-Control<br/> Self-Discipline<br/> Self-Reliance<br/> Selflessness<br/> Sharing<br/> Slow To Judge<br/> Sportsmanship<br/> Thankfulness<br/> Tolerance<br/> Trustworthiness<br/> Truthfulness<br/> Uniqueness<br/> Willpower<br/> Wisdom</p> |
| <b>STANDARD</b>                      | <b>KS.RF.3.</b> | <b>Reading: Foundational</b>  |
| <b>BENCHMARK</b>                     |                 | <b>Fluency</b>  |
| <b>INDICATOR /</b>                   | <b>RF.3.4.</b>  | <b>Read with sufficient accuracy and fluency to support comprehension.</b>  |

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| PROFICIENCY LEVEL             |            |  |
| INDICATOR                     | RF.3.4.a.  | Read on-level text with purpose and understanding.<br><br><u>Rising Star Studios</u><br>Confidence<br>Fairness<br>Helpfulness<br>Initiative<br>Perseverance  |
| STANDARD                      | KS.RL.3.   | Reading: Literature  |
| BENCHMARK                     |            | Key Ideals and Details   |
| INDICATOR / PROFICIENCY LEVEL | RL.3.2.    | Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.<br><br><u>Rising Star Studios</u><br>Helpfulness<br>Initiative<br>Perseverance  |
| INDICATOR / PROFICIENCY LEVEL | RL.3.3.    | Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.<br><br><u>Rising Star Studios</u><br>Helpfulness<br>Initiative<br>Perseverance   |
| STANDARD                      | KS.RL.3.   | Reading: Literature  |
| BENCHMARK                     |            | Craft and Structure  |
| INDICATOR / PROFICIENCY LEVEL | RL.3.4.    | Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.<br><br><u>Rising Star Studios</u><br>Honesty   |
| INDICATOR / PROFICIENCY LEVEL | RL.3.5.    | Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.<br><br><u>Rising Star Studios</u><br>Initiative  |
| STANDARD                      | KS.RL.3.   | Reading: Literature  |
| BENCHMARK                     |            | Language in Reading: Literature  |
| INDICATOR / PROFICIENCY LEVEL | RL.3.12.   | Demonstrate understanding of word relationships and nuances in word meanings.  |
| INDICATOR                     | RL.3.12.a. | Distinguish the literal and figurative meanings of words and phrases in context.<br><br><u>Rising Star Studios</u><br>Honesty  |
| INDICATOR                     | RL.3.12.b. | Identify real-life connections between words and their uses.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness |

Friendliness  
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 Helpfulness  
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 Imaginative  
 Independence  
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 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

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| <b>STANDARD</b>                      | <b>KS.RI.3.</b> | <b>Reading: Informational Text</b>  |
| <b>BENCHMARK</b>                     |                 | <b>Key Ideals and Details</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>RI.3.2.</b>  | Determine the main idea of a text; recount the key details and explain how they support the main idea.<br><br><u>Rising Star Studios</u><br>Confidence<br>Fairness  |
| <b>STANDARD</b>                      | <b>KS.RI.3.</b> | <b>Reading: Informational Text</b>  |
| <b>BENCHMARK</b>                     |                 | <b>Craft and Structure</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>RI.3.5.</b>  | Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.<br><br><u>Rising Star Studios</u><br>Confidence   |
| <b>STANDARD</b>                      | <b>KS.RI.3.</b> | <b>Reading: Informational Text</b>  |
| <b>BENCHMARK</b>                     |                 | <b>Integration of Knowledge and Ideas</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>RI.3.7.</b>  | Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).<br><br><u>Rising Star Studios</u><br>Consideration<br>Patriotism |
| <b>STANDARD</b>                      | <b>KS.RI.3.</b> | <b>Reading: Informational Text</b>  |
| <b>BENCHMARK</b>                     |                 | <b>Language in Reading: Informational</b>   |
| <b>INDICATOR /</b>                   | <b>RI.3.12.</b> | <b>Demonstrate understanding of word relationships and nuances in word</b>  |



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| PROFICIENCY LEVEL |            | meanings.   |
| INDICATOR         | RI.3.12.a. | Distinguish the literal and figurative meanings of words and phrases in context.<br><br><u>Rising Star Studios</u><br>Honesty   |
| INDICATOR         | RI.3.12.b  | Identify real-life connections between words and their uses.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom |
| STANDARD          | KS.RI.3.   | Reading: Informational Text   |
| BENCHMARK         |            | Range of Reading and Level of Text  |
| INDICATOR /       | RI.3.13.   | Read and comprehend high quality informational text of appropriate  |

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| PROFICIENCY LEVEL |  | quantitative and qualitative complexity for Grade 3.<br><u>Rising Star Studios</u><br>Confidence<br>Fairness |
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**Kansas Academic Standards**

**Language Arts**

Grade: 4 - Adopted: 2017

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| <b>STANDARD</b>                      | <b>KS.W.4.</b>  | <b>Writing</b>  |
| <b>BENCHMARK</b>                     |                 | <b>Text Types and Purposes</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.4.1.</b>   | <b>Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</b>  |
| <b>INDICATOR</b>                     | <b>W.4.1.a.</b> | Know the difference between fact and opinion.<br><u>Rising Star Studios</u><br>Punctuality  |
| <b>INDICATOR</b>                     | <b>W.4.1.b.</b> | Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.<br><u>Rising Star Studios</u><br>Punctuality              |
| <b>INDICATOR</b>                     | <b>W.4.1.c.</b> | Provide reasons that are supported by facts and details.<br><u>Rising Star Studios</u><br>Punctuality   |
| <b>INDICATOR</b>                     | <b>W.4.1.d.</b> | Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). Provide a concluding statement or section related to the opinion presented.<br><u>Rising Star Studios</u><br>Punctuality |

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| <b>STANDARD</b>                      | <b>KS.W.4.</b>  | <b>Writing</b>   |
| <b>BENCHMARK</b>                     |                 | <b>Text Types and Purposes</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.4.2.</b>   | <b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>  |
| <b>INDICATOR</b>                     | <b>W.4.2.a.</b> | Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.<br><u>Rising Star Studios</u><br>Cooperation<br>Courtesy<br>Friendship<br>Heroic<br>Self-Discipline<br>Selflessness<br>Trustworthiness   |
| <b>INDICATOR</b>                     | <b>W.4.2.b.</b> | Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.<br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Enthusiasm<br>Fairness<br>Friendliness<br>Friendship<br>Goodness<br>Goodwill<br>Gratefulness<br>Heroic<br>Hygiene |

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|                                      |                 | Independence<br>Initiative<br>Peacefulness<br>Self-Acceptance<br>Self-Discipline<br>Selflessness<br>Trustworthiness<br>Uniqueness<br>Willpower   |
| <b>STANDARD</b>                      | <b>KS.W.4.</b>  | <b>Writing</b>   |
| <b>BENCHMARK</b>                     |                 | <b>Text Types and Purposes</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.4.3.</b>   | <b>Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>   |
| <b>INDICATOR</b>                     | <b>W.4.3.a.</b> | Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.<br><br><u>Rising Star Studios</u><br>Bravery<br>Cleanliness<br>Confidence<br>Courage<br>Dignity<br>Discovering Talent<br>Forgiveness<br>Goodness<br>Gratefulness<br>Integrity<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Control<br>Self-Reliance<br>Sharing<br>Tolerance<br>Truthfulness<br>Uniqueness |
| <b>INDICATOR</b>                     | <b>W.4.3.b.</b> | Use dialogue and description to develop experiences and events or show the responses of characters to situations.<br><br><u>Rising Star Studios</u><br>Bravery<br>Confidence<br>Courage<br>Discovering Talent<br>Forgiveness<br>Goodness<br>Gratefulness<br>Integrity<br>Loyalty<br>Resourcefulness<br>Respect<br>Restraint<br>Self-Reliance<br>Sharing  |
| <b>STANDARD</b>                      | <b>KS.W.4.</b>  | <b>Writing</b>   |
| <b>BENCHMARK</b>                     |                 | <b>Production and Distribution of Writing</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.4.4.</b>   | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Confidence  |

Consideration  
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 Self-Control  
 Self-Discipline  
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 Sharing  
 Slow To Judge  
 Thankfulness  
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 Uniqueness  
 Willpower  
 Wisdom

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| <b>STANDARD</b>                      | <b>KS.W.4.</b>  | <b>Writing</b>   |
| <b>BENCHMARK</b>                     |                 | <b>Research to Build and Present Knowledge</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.4.7.</b>   | Conduct short research projects that build knowledge through investigation of difference aspects of a topic.<br><br><u>Rising Star Studios</u><br>Caring<br>Determination  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.4.8.</b>   | Recall relevant information from experiences or gather information from print and digital sources; take notes and categorize information, and provide a list of sources.<br><br><u>Rising Star Studios</u><br>Confidence   |
| <b>STANDARD</b>                      | <b>KS.W.4.</b>  | <b>Writing</b>   |
| <b>BENCHMARK</b>                     |                 | <b>Research to Build and Present Knowledge</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.4.9.</b>   | Draw evidence from literary or informational texts to support analysis, reflection, and research.  |
| <b>INDICATOR</b>                     | <b>W.4.9.a.</b> | Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).<br><br><u>Rising Star Studios</u><br>Helpfulness<br>Initiative<br>Perseverance |
| <b>STANDARD</b>                      | <b>KS.W.4.</b>  | <b>Writing</b>   |

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| <b>BENCHMARK</b>                     |                  | <b>Language in Writing</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.4.10.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when writing.</b>   |
| <b>INDICATOR</b>                     | <b>W.4.10.i.</b> | <p>Choose punctuation for effect.</p> <p><u>Rising Star Studios</u><br/>           Bravery<br/>           Cleanliness<br/>           Confidence<br/>           Consideration<br/>           Courage<br/>           Courtesy<br/>           Dignity<br/>           Discovering Talent<br/>           Forgiveness<br/>           Friendship<br/>           Generosity<br/>           Goodness<br/>           Gratefulness<br/>           Heroic<br/>           Initiative<br/>           Integrity<br/>           Kindness<br/>           Loyalty<br/>           Obedience<br/>           Patience<br/>           Promptness<br/>           Punctuality<br/>           Ready<br/>           Resourcefulness<br/>           Respect<br/>           Responsibility<br/>           Restraint<br/>           Self-Acceptance<br/>           Self-Control<br/>           Self-Discipline<br/>           Self-Reliance<br/>           Selflessness<br/>           Sharing<br/>           Thankfulness<br/>           Tolerance<br/>           Trustworthiness<br/>           Truthfulness<br/>           Uniqueness</p> |
| <b>STANDARD</b>                      | <b>KS.W.4.</b>   | <b>Writing</b>  |
| <b>BENCHMARK</b>                     |                  | <b>Language in Writing</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>W.4.11.</b>   | <b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>   |
| <b>INDICATOR</b>                     | <b>W.4.11.a.</b> | <p>Use correct capitalization.</p> <p><u>Rising Star Studios</u><br/>           Bravery<br/>           Cleanliness<br/>           Confidence<br/>           Consideration<br/>           Courage<br/>           Courtesy<br/>           Dignity<br/>           Discovering Talent<br/>           Forgiveness<br/>           Friendship<br/>           Generosity<br/>           Goodness<br/>           Gratefulness<br/>           Heroic<br/>           Initiative<br/>           Integrity<br/>           Kindness<br/>           Loyalty<br/>           Obedience<br/>           Patience<br/>           Promptness<br/>           Punctuality</p>  |

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|                               |           | <p>Ready<br/> Resourcefulness<br/> Respect<br/> Responsibility<br/> Restraint<br/> Self-Acceptance<br/> Self-Control<br/> Self-Discipline<br/> Self-Reliance<br/> Selflessness<br/> Sharing<br/> Thankfulness<br/> Tolerance<br/> Trustworthiness<br/> Truthfulness<br/> Uniqueness</p>  |
| INDICATOR                     | W.4.11.d. | <p>Spell grade-appropriate words correctly, consulting references as needed.</p> <p><u>Rising Star Studios</u><br/> Bravery<br/> Cleanliness<br/> Confidence<br/> Consideration<br/> Courage<br/> Courtesy<br/> Dependable<br/> Dignity<br/> Discovering Talent<br/> Forgiveness<br/> Friendship<br/> Generosity<br/> Goodness<br/> Gratefulness<br/> Heroic<br/> Initiative<br/> Integrity<br/> Kindness<br/> Loyalty<br/> Obedience<br/> Patience<br/> Promptness<br/> Punctuality<br/> Ready<br/> Resourcefulness<br/> Respect<br/> Responsibility<br/> Restraint<br/> Self-Acceptance<br/> Self-Control<br/> Self-Discipline<br/> Self-Reliance<br/> Selflessness<br/> Sharing<br/> Thankfulness<br/> Tolerance<br/> Trustworthiness<br/> Truthfulness<br/> Uniqueness</p> |
| STANDARD                      | KS.W.4.   | Writing  |
| BENCHMARK                     |           | Range of Writing   |
| INDICATOR / PROFICIENCY LEVEL | W.4.12.   | <p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Rising Star Studios</u><br/> Bravery<br/> Caring<br/> Citizenship<br/> Cleanliness<br/> Confidence<br/> Consideration<br/> Courage<br/> Courtesy<br/> Dignity<br/> Discovering Talent<br/> Enthusiasm</p>   |

Fairness  
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 Self-Acceptance  
 Self-Control  
 Self-Discipline  
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 Sharing  
 Slow To Judge  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

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| <b>STANDARD</b>                      | <b>KS.SL.4.</b>  | <b>Speaking and Listening</b>   |
| <b>BENCHMARK</b>                     |                  | <b>Comprehension and Collaboration</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SL.4.1.</b>   | <b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 4 topics and texts, building on others' ideas and expressing their own clearly.</b>   |
| <b>INDICATOR</b>                     | <b>SL.4.1.a.</b> | <p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>Rising Star Studios</u><br/>           Bravery<br/>           Caring<br/>           Citizenship<br/>           Cleanliness<br/>           Commitment<br/>           Confidence<br/>           Consideration<br/>           Cooperation<br/>           Courage<br/>           Courtesy<br/>           Decency<br/>           Dependable<br/>           Determination<br/>           Dignity<br/>           Discovering Talent<br/>           Enthusiasm<br/>           Fairness<br/>           Forgiveness<br/>           Friendliness<br/>           Friendship<br/>           Generosity<br/>           Goodness<br/>           Goodwill<br/>           Gratefulness<br/>           Helpfulness<br/>           Heroic<br/>           Honesty</p> |

Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

INDICATOR

SL.4.1.b.

Follow agreed-upon rules for discussions and carry out assigned roles.

Rising Star Studios  
 Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
 Determination  
 Dignity  
 Discovering Talent  
 Enthusiasm  
 Fairness  
 Forgiveness  
 Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness



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|-----------|-----------|--|
|           |           | Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom   |
| INDICATOR | SL.4.1.c. | Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance |

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|           |           | Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom   |
| INDICATOR | SL.4.1.d. | Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness |

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|                                      |                 | Uniqueness<br>Willpower<br>Wisdom  |
| <b>STANDARD</b>                      | <b>KS.SL.4.</b> | <b>Speaking and Listening</b>  |
| <b>BENCHMARK</b>                     |                 | <b>Comprehension and Collaboration</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SL.4.2.</b>  | Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SL.4.3.</b>  | Identify the reasons and evidence a speaker provides to support particular points.<br><br><u>Rising Star Studios</u>   |

Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
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 Discovering Talent  
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| <b>STANDARD</b>                      | <b>KS.SL.4.</b> | <b>Speaking and Listening</b>   |
| <b>BENCHMARK</b>                     |                 | <b>Presentation of Knowledge and Ideas</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SL.4.4.</b>  | <p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Rising Star Studios</u><br/>           Friendship<br/>           Sharing<br/>           Thankfulness</p> |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SL.4.6.</b>  | Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.  |

Rising Star Studios

Bravery  
Caring  
Citizenship  
Cleanliness  
Commitment  
Confidence  
Consideration  
Cooperation  
Courage  
Courtesy  
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Dependable  
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Discovering Talent  
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| <b>STANDARD</b>                      | <b>KS.SL.4.</b>  | <b>Speaking and Listening</b>   |
| <b>BENCHMARK</b>                     |                  | <b>Language in Speaking and Listening</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SL.4.7.</b>   | <b>Demonstrate command of the conventions of standard English grammar and usage when speaking.</b>  |
| <b>INDICATOR</b>                     | <b>SL.4.7.i.</b> | <b>Differentiate between contexts that call for formal English and situations where informal discourse is appropriate.</b><br><br><u>Rising Star Studios</u><br>Bravery<br>Caring |

Citizenship  
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| <b>STANDARD</b>                      | <b>KS.SL.4.</b> | <b>Speaking and Listening</b>   |
| <b>BENCHMARK</b>                     |                 | <b>Language in Speaking and Listening</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>SL.4.8.</b>  | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being and that are basic to a particular topic.<br><br><u>Rising Star Studios</u><br>Helpfulness<br>Initiative<br>Perseverance |
| <b>STANDARD</b>                      | <b>KS.RF.4.</b> | <b>Reading: Foundational</b>  |
| <b>BENCHMARK</b>                     |                 | <b>Fluency</b>  |
| <b>INDICATOR / PROFICIENCY</b>       | <b>RF.4.4.</b>  | <b>Read with sufficient accuracy and fluency to support comprehension.</b>  |

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| LEVEL                         |           |  |
| INDICATOR                     | RF.4.4.a. | Read on-level text with purpose and understanding.<br><br><u>Rising Star Studios</u><br>Confidence<br>Fairness<br>Helpfulness<br>Initiative<br>Perseverance  |
| STANDARD                      | KS.RL.4.  | Reading: Literature  |
| BENCHMARK                     |           | Key Ideas and Details  |
| INDICATOR / PROFICIENCY LEVEL | RL.4.1.   | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.<br><br><u>Rising Star Studios</u><br>Helpfulness<br>Initiative<br>Perseverance  |
| INDICATOR / PROFICIENCY LEVEL | RL.4.2.   | Determine the theme of a story, drama, or poem from details in the text; summarize the text.<br><br><u>Rising Star Studios</u><br>Helpfulness<br>Initiative<br>Perseverance  |
| INDICATOR / PROFICIENCY LEVEL | RL.4.3.   | Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).<br><br><u>Rising Star Studios</u><br>Helpfulness<br>Initiative<br>Perseverance                        |
| STANDARD                      | KS.RL.4.  | Reading: Literature  |
| BENCHMARK                     |           | Craft and Structure  |
| INDICATOR / PROFICIENCY LEVEL | RL.4.6.   | Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.<br><br><u>Rising Star Studios</u><br>Helpfulness  |
| STANDARD                      | KS.RL.4.  | Reading: Literature  |
| BENCHMARK                     |           | Integration of Knowledge and Ideas   |
| INDICATOR / PROFICIENCY LEVEL | RL.4.9.   | Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.<br><br><u>Rising Star Studios</u><br>Helpfulness   |
| STANDARD                      | KS.RI.4.  | Reading: Informational   |
| BENCHMARK                     |           | Key Ideas and Details  |
| INDICATOR / PROFICIENCY LEVEL | RI.4.1.   | Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.<br><br><u>Rising Star Studios</u><br>Confidence<br>Fairness   |
| INDICATOR / PROFICIENCY LEVEL | RI.4.2.   | Determine the main idea of a text and explain how it is supported by key details; summarize the text.<br><br><u>Rising Star Studios</u><br>Confidence<br>Fairness  |
| STANDARD                      | KS.RI.4.  | Reading: Informational   |
| BENCHMARK                     |           | Integration of Knowledge and Ideas   |
| INDICATOR / PROFICIENCY LEVEL | RI.4.7.   | Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. |

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|                               |          | <u>Rising Star Studios</u><br>Consideration<br>Patriotism   |
| INDICATOR / PROFICIENCY LEVEL | RI.4.8.  | Explain how an author uses reasons and evidence to support particular points in a text.<br><br><u>Rising Star Studios</u><br>Confidence<br>Fairness                                 |
| STANDARD                      | KS.RI.4. | Reading: Informational  |
| BENCHMARK                     |          | Language in Reading: Informational  |
| INDICATOR / PROFICIENCY LEVEL | RI.4.10. | Apply acquired skills in writing and speaking.<br><br><u>Rising Star Studios</u><br>Confidence<br>Fairness  |
| STANDARD                      | KS.RI.4. | Reading: Informational  |
| BENCHMARK                     |          | Range of Reading and Level of Text  |
| INDICATOR / PROFICIENCY LEVEL | RI.4.13. | Read and comprehend high quality informational text of appropriate quantitative and qualitative complexity for Grade 4.<br><br><u>Rising Star Studios</u><br>Confidence<br>Fairness |

### Kansas Academic Standards

#### Social Studies

Grade: 3 - Adopted: 2013

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| STANDARD                      | KS.KHGS S. | Kansas History, Government, and Social Studies Standards   |
| BENCHMARK                     | KHGSS.1    | Choices have consequences.   |
| INDICATOR / PROFICIENCY LEVEL | 1.4.       | The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision.<br><br><u>Rising Star Studios</u><br>Citizenship<br>Dependable<br>Patriotism<br>Responsibility                                |
| STANDARD                      | KS.KHGS S. | Kansas History, Government, and Social Studies Standards   |
| BENCHMARK                     | KHGSS.2    | Individuals have rights and responsibilities.  |
| INDICATOR / PROFICIENCY LEVEL | 2.2.       | The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations.<br><br><u>Rising Star Studios</u><br>Citizenship<br>Patriotism |
| INDICATOR / PROFICIENCY LEVEL | 2.4.       | The student will use his/her understanding of rights and responsibilities to address contemporary issues.<br><br><u>Rising Star Studios</u><br>Citizenship<br>Patriotism   |
| STANDARD                      | KS.KHGS S. | Kansas History, Government, and Social Studies Standards   |
| BENCHMARK                     | KHGSS.3    | Societies are shaped by beliefs, ideas, and diversity.   |
| INDICATOR / PROFICIENCY LEVEL | 3.1.       | The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.<br><br><u>Rising Star Studios</u><br>Uniqueness                        |



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| INDICATOR / PROFICIENCY LEVEL | 3.2.       | The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come.<br><br><u>Rising Star Studios</u><br>Uniqueness  |
| INDICATOR / PROFICIENCY LEVEL | 3.3.       | The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues.<br><br><u>Rising Star Studios</u><br>Uniqueness  |
| INDICATOR / PROFICIENCY LEVEL | 3.4.       | The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society.<br><br><u>Rising Star Studios</u><br>Uniqueness  |
| STANDARD                      | KS.KHGS S. | Kansas History, Government, and Social Studies Standards  |
| BENCHMARK                     | KHGSS.5    | Relationships among people, places, ideas, and environments are dynamic.  |
| INDICATOR / PROFICIENCY LEVEL | 5.1.       | The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.<br><br><u>Rising Star Studios</u><br>Uniqueness  |
| STANDARD                      | KS.3.      | Community   |
| BENCHMARK                     | 3.H.       | History (H)   |
| INDICATOR / PROFICIENCY LEVEL |            | Sample Compelling Questions   |
| INDICATOR                     | 3.H.13.    | How do different customs and cultural traditions shape your community? (Standard 3)<br><br><u>Rising Star Studios</u><br>Uniqueness   |
| INDICATOR                     | 3.H.15.    | What drives population shifts in your community? (Standard 5)<br><br><u>Rising Star Studios</u><br>Uniqueness   |
| STANDARD                      | KS.3.      | Community   |
| BENCHMARK                     | 3.CG.      | Civics/Government (CG)  |
| INDICATOR / PROFICIENCY LEVEL |            | Skills  |
| INDICATOR                     | 3.CG.1.    | Seek opportunities and demonstrate characteristics of a leader such as being trustworthy, fair-minded, and forward-looking.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity |

Goodness  
 Goodwill  
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 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

INDICATOR

3.CG.2.

Demonstrate good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.

Rising Star Studios

Bravery  
 Caring  
 Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
 Courage  
 Courtesy  
 Decency  
 Dependable  
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 Dignity  
 Discovering Talent  
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 Gratefulness  
 Helpfulness  
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 Imaginative  
 Independence  
 Initiative

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|           |         | Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom  |
| INDICATOR | 3.CG.4. | Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-lead) with diverse partners on grade three topics and texts, building on others ideas and expressing their own clearly. (KCCRS SL.3.1)<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Cooperation<br>Courage<br>Courtesy<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Helpfulness<br>Honesty<br>Imaginative<br>Initiative<br>Loyalty<br>Patience<br>Patriotism<br>Perseverance<br>Punctuality<br>Ready<br>Respect<br>Restraint<br>Self-Acceptance<br>Sharing<br>Sportsmanship<br>Uniqueness<br>Willpower |
| INDICATOR | 3.CG.5. | Follow agreed upon rules of discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, and text under discussion). (KCCRS SL.3.1b)<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment  |

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 Self-Reliance  
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 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

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| <b>STANDARD</b>                      | <b>KS.3.</b>   | <b>Community</b>   |
| <b>BENCHMARK</b>                     | <b>3.CG.</b>   | <b>Civics/Government (CG)</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> |                | <b>Sample Compelling Questions</b>   |
| <b>INDICATOR</b>                     | <b>3.CG.6.</b> | <b>What are the consequences of choosing to be an active member of your community? (Standard 1)</b><br><br><u>Rising Star Studios</u><br>Citizenship<br>Patriotism |
| <b>INDICATOR</b>                     | <b>3.CG.7.</b> | <b>Why do communities need rules/laws? (Standard 2)</b><br><br><u>Rising Star Studios</u><br>Fairness<br>Obedience   |
| <b>INDICATOR</b>                     | <b>3.CG.8.</b> | <b>Who in your community decides what rules/laws are made and followed?</b>  |

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|           |          | (Standard 3)<br><u>Rising Star Studios</u><br>Fairness<br>Obedience  |
| INDICATOR | 3.CG.10. | What makes someone a good citizen in your community? (Standard 5)<br><u>Rising Star Studios</u><br>Citizenship<br>Patriotism |

**Kansas Academic Standards**

**Social Studies**

Grade: 4 - Adopted: 2013

|                               |            |  |
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| STANDARD                      | KS.KHGS S. | Kansas History, Government, and Social Studies Standards   |
| BENCHMARK                     | KHGSS.1    | Choices have consequences.   |
| INDICATOR / PROFICIENCY LEVEL | 1.4.       | The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision.<br><u>Rising Star Studios</u><br>Citizenship<br>Dependable<br>Patriotism<br>Responsibility                                      |
| STANDARD                      | KS.KHGS S. | Kansas History, Government, and Social Studies Standards   |
| BENCHMARK                     | KHGSS.2    | Individuals have rights and responsibilities.  |
| INDICATOR / PROFICIENCY LEVEL | 2.2.       | The student will analyze the context under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations.<br><u>Rising Star Studios</u><br>Citizenship<br>Patriotism       |
| INDICATOR / PROFICIENCY LEVEL | 2.4.       | The student will use his/her understanding of rights and responsibilities to address contemporary issues.<br><u>Rising Star Studios</u><br>Citizenship<br>Patriotism   |
| STANDARD                      | KS.KHGS S. | Kansas History, Government, and Social Studies Standards   |
| BENCHMARK                     | KHGSS.3    | Societies are shaped by beliefs, ideas, and diversity.   |
| INDICATOR / PROFICIENCY LEVEL | 3.1.       | The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.<br><u>Rising Star Studios</u><br>Uniqueness                              |
| INDICATOR / PROFICIENCY LEVEL | 3.2.       | The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come.<br><u>Rising Star Studios</u><br>Uniqueness |
| INDICATOR / PROFICIENCY LEVEL | 3.3.       | The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues.<br><u>Rising Star Studios</u><br>Uniqueness                                     |
| INDICATOR / PROFICIENCY LEVEL | 3.4.       | The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society.   |

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|                                      |                   | <u>Rising Star Studios</u><br>Uniqueness  |
| <b>STANDARD</b>                      | <b>KS.KHGS S.</b> | <b>Kansas History, Government, and Social Studies Standards</b>   |
| <b>BENCHMARK</b>                     | <b>KHGSS.5</b>    | <b>Relationships among people, places, ideas, and environments are dynamic.</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>5.1.</b>       | The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.<br><br><u>Rising Star Studios</u><br>Uniqueness  |
| <b>STANDARD</b>                      | <b>KS.4.</b>      | <b>Kansas and Regions of the United States</b>  |
| <b>BENCHMARK</b>                     | <b>4.CG.</b>      | <b>Civics/Government (CG)</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> |                   | <b>Skills</b>   |
| <b>INDICATOR</b>                     | <b>4.CG.1.</b>    | Demonstrate cooperation and compromise in roles of leadership and participation.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cooperation<br>Courage<br>Courtesy<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Helpfulness<br>Honesty<br>Imaginative<br>Initiative<br>Loyalty<br>Patience<br>Patriotism<br>Perseverance<br>Punctuality<br>Ready<br>Respect<br>Restraint<br>Self-Acceptance<br>Sharing<br>Sportsmanship<br>Uniqueness<br>Willpower |
| <b>INDICATOR</b>                     | <b>4.CG.2.</b>    | Exhibit good citizenship skills, such as, showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness  |

Friendliness  
 Friendship  
 Generosity  
 Goodness  
 Goodwill  
 Gratefulness  
 Helpfulness  
 Heroic  
 Honesty  
 Hygiene  
 Imaginative  
 Independence  
 Initiative  
 Integrity  
 Joyfulness  
 Kindness  
 Loyalty  
 Obedience  
 Patience  
 Patriotism  
 Peacefulness  
 Perseverance  
 Politeness  
 Promptness  
 Punctuality  
 Ready  
 Resourcefulness  
 Respect  
 Responsibility  
 Restraint  
 Self-Acceptance  
 Self-Control  
 Self-Discipline  
 Self-Reliance  
 Selflessness  
 Sharing  
 Slow To Judge  
 Sportsmanship  
 Thankfulness  
 Tolerance  
 Trustworthiness  
 Truthfulness  
 Uniqueness  
 Willpower  
 Wisdom

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| STANDARD                      | KS.4.   | Kansas and Regions of the United States  |
| BENCHMARK                     | 4.CG.   | Civics/Government (CG)   |
| INDICATOR / PROFICIENCY LEVEL |         | Sample Compelling Questions  |
| INDICATOR                     | 4.CG.5. | What are the consequences of people being good citizens? (Standard 1)<br><br><u>Rising Star Studios</u><br>Citizenship<br>Patriotism |
| STANDARD                      | KS.4.   | Kansas and Regions of the United States  |
| BENCHMARK                     | 4.G.    | Geography (G)  |
| INDICATOR / PROFICIENCY LEVEL |         | Sample Compelling Questions  |
| INDICATOR                     | 4.G.7.  | Why is the population of Kansas and the United States so diverse? (Standard 3)<br><br><u>Rising Star Studios</u><br>Uniqueness       |
| STANDARD                      | KS.4.   | Kansas and Regions of the United States  |
| BENCHMARK                     | 4.E.    | Economics (E)  |
| INDICATOR / PROFICIENCY LEVEL |         | Skills   |
| INDICATOR                     | 4.E.4.  | Define goods, services, consumers, economy, cost/benefit.<br><br><u>Rising Star Studios</u>  |

**Kansas Academic Standards**  
**Social and Emotional Learning**  
 Grade: 3 - Adopted: 2012/Revised 2018

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| <b>STANDARD</b>                      |                  | <b>Character Development</b>   |
| <b>BENCHMARK</b>                     | <b>CD.I.</b>     | <b>Core Principles</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>CD.I.A.</b>   | <b>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>   |
| <b>INDICATOR</b>                     | <b>CD.I.A.1.</b> | <p>Discuss and define developmentally appropriate core ethical and performance principles and their importance such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort.</p> <p><u>Rising Star Studios</u><br/>         Bravery<br/>         Caring<br/>         Citizenship<br/>         Cleanliness<br/>         Commitment<br/>         Confidence<br/>         Consideration<br/>         Cooperation<br/>         Courage<br/>         Courtesy<br/>         Decency<br/>         Dependable<br/>         Determination<br/>         Dignity<br/>         Discovering Talent<br/>         Enthusiasm<br/>         Fairness<br/>         Forgiveness<br/>         Friendliness<br/>         Friendship<br/>         Generosity<br/>         Goodness<br/>         Goodwill<br/>         Gratefulness<br/>         Helpfulness<br/>         Heroic<br/>         Honesty<br/>         Hygiene<br/>         Imaginative<br/>         Independence<br/>         Initiative<br/>         Integrity<br/>         Joyfulness<br/>         Kindness<br/>         Loyalty<br/>         Obedience<br/>         Patience<br/>         Patriotism<br/>         Peacefulness<br/>         Perseverance<br/>         Politeness<br/>         Promptness<br/>         Punctuality<br/>         Ready<br/>         Resourcefulness<br/>         Respect<br/>         Responsibility<br/>         Restraint<br/>         Self-Acceptance<br/>         Self-Control<br/>         Self-Discipline<br/>         Self-Reliance<br/>         Selflessness<br/>         Sharing<br/>         Slow To Judge<br/>         Sportsmanship<br/>         Thankfulness<br/>         Tolerance<br/>         Trustworthiness</p> |



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|                                      |                 | Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom   |
| <b>STANDARD</b>                      |                 | <b>Character Development</b>  |
| <b>BENCHMARK</b>                     | CD.I.           | <b>Core Principles</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | CD.I.B.         | Develop, implement, promote, and model core ethical and performance principles.   |
| <b>INDICATOR</b>                     | CD.I.B.2.       | Interpret ethical reasoning through discussions of individual and community rights and responsibilities.<br><br><u>Rising Star Studios</u><br>Citizenship<br>Patriotism<br>Responsibility |
| <b>STANDARD</b>                      |                 | <b>Character Development</b>  |
| <b>BENCHMARK</b>                     | CD.I.           | <b>Core Principles</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | CD.I.C.         | Create a caring community.  |
| <b>INDICATOR</b>                     | CD.I.C.1.       | Consider it a high priority to foster caring attachments between fellow students, staff, and the community.   |
| <b>INDICATOR</b>                     | CD.I.C.1.<br>a. | Demonstrate and practice characteristics of a caring relationship by treating others with empathy.<br><br><u>Rising Star Studios</u><br>Caring  |
| <b>INDICATOR</b>                     | CD.I.C.1.<br>c. | Practice relationships in their family, school, and community that are caring.<br><br><u>Rising Star Studios</u><br>Friendship  |
| <b>STANDARD</b>                      |                 | <b>Character Development</b>  |
| <b>BENCHMARK</b>                     | CD.I.           | <b>Core Principles</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | CD.I.C.         | Create a caring community.  |
| <b>INDICATOR</b>                     | CD.I.C.2.       | Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.   |
| <b>INDICATOR</b>                     | CD.I.C.2.<br>a. | Practice empathetic statements and questions.<br><br><u>Rising Star Studios</u><br>Caring   |
| <b>STANDARD</b>                      |                 | <b>Character Development</b>  |
| <b>BENCHMARK</b>                     | CD.I.           | <b>Core Principles</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | CD.I.C.         | Create a caring community.  |
| <b>INDICATOR</b>                     | CD.I.C.3.       | Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally.   |
| <b>INDICATOR</b>                     | CD.I.C.3.<br>a. | Differentiate between bullying, teasing, and harassment.<br><br><u>Rising Star Studios</u><br>Kindness<br>Peacefulness  |
| <b>INDICATOR</b>                     | CD.I.C.3.<br>b. | Explain how power, control, popularity, security, and fear play into bullying behavior towards others.<br><br><u>Rising Star Studios</u><br>Kindness<br>Peacefulness                      |
| <b>INDICATOR</b>                     | CD.I.C.3.<br>c. | Describe the role of students in instances of bullying (bystanders, “upstanders”, students who bully, targets of bullying).<br><br><u>Rising Star Studios</u><br>Kindness<br>Peacefulness |

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| INDICATOR                     | CD.I.C.3.<br>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).<br><br><u>Rising Star Studios</u><br>Kindness<br>Peacefulness |
| INDICATOR                     | CD.I.C.3.<br>e.  | Identify and understand how certain behaviors can have unintended consequences that cause an individual to become a target of bullying.<br><br><u>Rising Star Studios</u><br>Kindness<br>Peacefulness                       |
| STANDARD                      |                  | Character Development   |
| BENCHMARK                     | CD.II.           | Responsible Decision Making and Problem Solving   |
| INDICATOR / PROFICIENCY LEVEL | CD.II.A.         | Develop, implement, and model responsible decision making skills.   |
| INDICATOR                     | 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.   |
| INDICATOR                     | CD.II.A.1.<br>a. | Compare and contrast safe and unsafe situations.<br><br><u>Rising Star Studios</u><br>Obedience   |
| INDICATOR                     | CD.II.A.1.<br>b. | Identify how responsible decision-making affects personal/social short-term and long-term goals.<br><br><u>Rising Star Studios</u><br>Determination<br>Perseverance   |
| STANDARD                      |                  | Character Development   |
| BENCHMARK                     | CD.II.           | Responsible Decision Making and Problem Solving   |
| INDICATOR / PROFICIENCY LEVEL | CD.II.A.         | Develop, implement, and model responsible decision making skills.   |
| INDICATOR                     | CD.II.A.2.       | Organize personal time and manage personal responsibilities effectively.  |
| INDICATOR                     | CD.II.A.2.<br>b. | Identify factors that will inhibit or advance the accomplishment of personal goals.<br><br><u>Rising Star Studios</u><br>Determination<br>Perseverance  |
| INDICATOR                     | CD.II.A.2.<br>c. | Recognize how, when and who to ask for help.<br><br><u>Rising Star Studios</u><br>Independence  |
| STANDARD                      |                  | Character Development   |
| BENCHMARK                     | CD.II.           | Responsible Decision Making and Problem Solving   |
| INDICATOR / PROFICIENCY LEVEL | CD.II.A.         | Develop, implement, and model responsible decision making skills.   |
| INDICATOR                     | CD.II.A.3.       | Play a developmentally appropriate role in classroom management and school governance.  |
| INDICATOR                     | CD.II.A.3.<br>a. | Identify and organize what materials are needed to be prepared for class.<br><br><u>Rising Star Studios</u><br>Cleanliness<br>Hygiene   |
| INDICATOR                     | CD.II.A.3.<br>c. | Discuss and model appropriate classroom behavior individually and collectively.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment  |

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|  |  | Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom |
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| <b>STANDARD</b>                      |                  | <b>Character Development</b>  |
| <b>BENCHMARK</b>                     | <b>CD.II.</b>    | <b>Responsible Decision Making and Problem Solving</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>CD.II.B.</b>  | <b>Develop, implement, and model effective problem solving skills.</b>  |
| <b>INDICATOR</b>                     | <b>CD.II.B.1</b> | <b>Apply self-regulation skills.</b><br><u>Rising Star Studios</u><br><b>Self-Control</b>                           |
| <b>STANDARD</b>                      |                  | <b>Personal Development</b>   |
| <b>BENCHMARK</b>                     | <b>PD.I.</b>     | <b>Self-Awareness – Understanding and expressing personal thoughts, mindsets and emotions in constructive ways.</b> |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>PD.I.A.</b>   | <b>Understand and analyze thoughts, mindsets, and emotions.</b>   |
| <b>INDICATOR</b>                     | <b>PD.I.A.1.</b> | <b>Critically reflect on behavioral responses depending on context or situation.</b>                                |

Rising Star Studios

Bravery  
Caring  
Citizenship  
Cleanliness  
Commitment  
Confidence  
Consideration  
Cooperation  
Courage  
Courtesy  
Decency  
Dependable  
Determination  
Dignity  
Discovering Talent  
Enthusiasm  
Fairness  
Forgiveness  
Friendliness  
Friendship  
Generosity  
Goodness  
Goodwill  
Gratefulness  
Helpfulness  
Heroic  
Honesty  
Hygiene  
Imaginative  
Independence  
Initiative  
Integrity  
Joyfulness  
Kindness  
Loyalty  
Obedience  
Patience  
Patriotism  
Peacefulness  
Perseverance  
Politeness  
Promptness  
Punctuality  
Ready  
Resourcefulness  
Respect  
Responsibility  
Restraint  
Self-Acceptance  
Self-Control  
Self-Discipline  
Self-Reliance  
Selflessness  
Sharing  
Slow To Judge  
Sportsmanship  
Thankfulness  
Tolerance  
Trustworthiness  
Truthfulness  
Uniqueness  
Willpower  
Wisdom

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| INDICATOR | PD.I.A.2. | Identify the varying degrees of emotions one can experience in different situations.<br><br><u>Rising Star Studios</u><br>Joyfulness |
| INDICATOR | PD.I.A.4. | Recognize reactions to emotions.<br><br><u>Rising Star Studios</u><br>Consideration  |
| STANDARD  |           | Personal Development   |
| BENCHMARK | PD.I.     | Self-Awareness – Understanding and expressing personal thoughts, mindsets  |

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|                               |           | and emotions in constructive ways.   |
| INDICATOR / PROFICIENCY LEVEL | PD.I.B.   | Identify and assess personal qualities and external supports.  |
| INDICATOR                     | PD.I.B.1. | <p>Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities).</p> <p><u>Rising Star Studios</u><br/> Bravery<br/> Caring<br/> Citizenship<br/> Cleanliness<br/> Commitment<br/> Confidence<br/> Consideration<br/> Cooperation<br/> Courage<br/> Courtesy<br/> Decency<br/> Dependable<br/> Determination<br/> Dignity<br/> Discovering Talent<br/> Enthusiasm<br/> Fairness<br/> Forgiveness<br/> Friendliness<br/> Friendship<br/> Generosity<br/> Goodness<br/> Goodwill<br/> Gratefulness<br/> Helpfulness<br/> Heroic<br/> Honesty<br/> Hygiene<br/> Imaginative<br/> Independence<br/> Initiative<br/> Integrity<br/> Joyfulness<br/> Kindness<br/> Loyalty<br/> Obedience<br/> Patience<br/> Patriotism<br/> Peacefulness<br/> Perseverance<br/> Politeness<br/> Promptness<br/> Punctuality<br/> Ready<br/> Resourcefulness<br/> Respect<br/> Responsibility<br/> Restraint<br/> Self-Acceptance<br/> Self-Control<br/> Self-Discipline<br/> Self-Reliance<br/> Selflessness<br/> Sharing<br/> Slow To Judge<br/> Sportsmanship<br/> Thankfulness<br/> Tolerance<br/> Trustworthiness<br/> Truthfulness<br/> Uniqueness<br/> Willpower<br/> Wisdom</p> |
| INDICATOR                     | PD.I.B.2. | <p>Identify benefits of various personal qualities (for example, honesty, curiosity, and creativity).</p> <p><u>Rising Star Studios</u><br/> Bravery<br/> Caring</p>   |

Citizenship  
 Cleanliness  
 Commitment  
 Confidence  
 Consideration  
 Cooperation  
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| <b>STANDARD</b>                      |                   | <b>Personal Development</b>   |
| <b>BENCHMARK</b>                     | <b>PD.II.</b>     | <b>Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>PD.II.A.</b>   | <b>Understand and practice strategies for managing and regulating thoughts and behaviors.</b>   |
| <b>INDICATOR</b>                     | <b>PD.II.A.4.</b> | <b>Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, and violence)</b><br><br><u><b>Rising Star Studios</b></u><br><b>Citizenship</b><br><b>Patriotism</b><br><b>Responsibility</b> |
| <b>INDICATOR</b>                     | <b>PD.II.A.7.</b> | <b>Predict possible outcomes to behavioral choices.</b>   |

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|                               |            | <u>Rising Star Studios</u><br>Consideration   |
| INDICATOR                     | PD.II.A.8. | Develop and practice responsibility for personal hygiene.<br><br><u>Rising Star Studios</u><br>Cleanliness<br>Hygiene   |
| STANDARD                      |            | Personal Development  |
| BENCHMARK                     | PD.II.     | Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals                         |
| INDICATOR / PROFICIENCY LEVEL | PD.II.B.   | Reflect on perspectives and emotional responses.  |
| INDICATOR                     | PD.II.B.1. | Acknowledge personal responsibilities to self and others.<br><br><u>Rising Star Studios</u><br>Dependable<br>Responsibility   |
| INDICATOR                     | PD.II.B.3. | Examine the personal impact of helping others.<br><br><u>Rising Star Studios</u><br>Cooperation<br>Helpfulness  |
| STANDARD                      |            | Personal Development  |
| BENCHMARK                     | PD.II.     | Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals                         |
| INDICATOR / PROFICIENCY LEVEL | PD.II.C.   | Set, monitor, adapt, and evaluate personal goals to achieve in school and life.   |
| INDICATOR                     | PD.II.C.1. | Demonstrate factors that lead to achievement of goals (for example, integrity, motivation, and hard work).<br><br><u>Rising Star Studios</u><br>Determination<br>Perseverance       |
| INDICATOR                     | PD.II.C.2. | Design action plans for achieving short-term and long-term goals and establish timelines.<br><br><u>Rising Star Studios</u><br>Determination<br>Perseverance                        |
| INDICATOR                     | PD.II.C.3. | Identify and utilize potential resources for achieving goals (for example, home, school, and community support).<br><br><u>Rising Star Studios</u><br>Determination<br>Perseverance |
| INDICATOR                     | PD.II.C.4  | Establish criteria for evaluating, monitoring and adjusting goals.<br><br><u>Rising Star Studios</u><br>Determination<br>Perseverance   |
| STANDARD                      |            | Social Development  |
| BENCHMARK                     | SD.I.      | Social Awareness  |
| INDICATOR / PROFICIENCY LEVEL | SD.I.A.    | Recognize the thoughts, feelings, and perspectives of others.   |
| INDICATOR                     | SD.I.A.1.  | Describe a range of emotions in others.<br><br><u>Rising Star Studios</u><br>Consideration  |
| INDICATOR                     | SD.I.A.2.  | Describe possible sparks for emotions.<br><br><u>Rising Star Studios</u><br>Consideration   |

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| INDICATOR                     | SD.I.A.3. | <p>Describe possible behaviors and reactions in response to a specific situation.</p> <p><u>Rising Star Studios</u><br/> Bravery<br/> Caring<br/> Citizenship<br/> Cleanliness<br/> Commitment<br/> Confidence<br/> Consideration<br/> Cooperation<br/> Courage<br/> Courtesy<br/> Decency<br/> Dependable<br/> Determination<br/> Dignity<br/> Discovering Talent<br/> Enthusiasm<br/> Fairness<br/> Forgiveness<br/> Friendliness<br/> Friendship<br/> Generosity<br/> Goodness<br/> Goodwill<br/> Gratefulness<br/> Helpfulness<br/> Heroic<br/> Honesty<br/> Hygiene<br/> Imaginative<br/> Independence<br/> Initiative<br/> Integrity<br/> Joyfulness<br/> Kindness<br/> Loyalty<br/> Obedience<br/> Patience<br/> Patriotism<br/> Peacefulness<br/> Perseverance<br/> Politeness<br/> Promptness<br/> Punctuality<br/> Ready<br/> Resourcefulness<br/> Respect<br/> Responsibility<br/> Restraint<br/> Self-Acceptance<br/> Self-Control<br/> Self-Discipline<br/> Self-Reliance<br/> Selflessness<br/> Sharing<br/> Slow To Judge<br/> Sportsmanship<br/> Thankfulness<br/> Tolerance<br/> Trustworthiness<br/> Truthfulness<br/> Uniqueness<br/> Willpower<br/> Wisdom</p> |
| INDICATOR                     | SD.I.A.5. | <p>Describe how one feels when bullied or left out of an activity or group.</p> <p><u>Rising Star Studios</u><br/> Kindness<br/> Peacefulness</p>  |
| STANDARD                      |           | Social Development   |
| BENCHMARK                     | SD.I.     | Social Awareness   |
| INDICATOR / PROFICIENCY LEVEL | SD.I.B.   | Demonstrate awareness of cultural development and a respect for human dignity and differences.   |



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| INDICATOR                     | SD.I.B.1.  | Recognize and develop a respect for individual similarities and differences.<br><br><u>Rising Star Studios</u><br>Tolerance<br>Uniqueness |
| INDICATOR                     | SD.I.B.4.  | Demonstrate respect for the perspective of others.<br><br><u>Rising Star Studios</u><br>Consideration<br>Wisdom                           |
| STANDARD                      |            | Social Development  |
| BENCHMARK                     | SD.II.     | Interpersonal Skills  |
| INDICATOR / PROFICIENCY LEVEL | SD.II.B.   | Develop and maintain positive relationships.  |
| INDICATOR                     | SD.II.B.1. | Recognize characteristics of healthy and unhealthy relationships.<br><br><u>Rising Star Studios</u><br>Friendship                         |
| INDICATOR                     | SD.II.B.2. | Understand how personality traits affect relationships.<br><br><u>Rising Star Studios</u><br>Friendship                                   |

**Kansas Academic Standards**  
**Social and Emotional Learning**  
Grade: 4 - Adopted: 2012/Revised 2018

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| STANDARD                      |           | Character Development  |
| BENCHMARK                     | CD.I.     | Core Principles  |
| INDICATOR / PROFICIENCY LEVEL | 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.  |
| INDICATOR                     | CD.I.A.1. | Discuss and define developmentally appropriate core ethical and performance principles and their importance such as respect, responsibility, fairness, kindness, honesty, punctuality, treating others as they wish to be treated and giving their best effort.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness |

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|  |  | Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom |
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| <b>STANDARD</b>                      |           | <b>Character Development</b>   |
| <b>BENCHMARK</b>                     | CD.I.     | <b>Core Principles</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | CD.I.B.   | <b>Develop, implement, promote, and model core ethical and performance principles.</b>   |
| <b>INDICATOR</b>                     | CD.I.B.2. | <b>Interpret ethical reasoning through discussions of individual and community rights and responsibilities.</b><br><br><u>Rising Star Studios</u><br>Citizenship<br>Patriotism<br>Responsibility |

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| <b>STANDARD</b>                      |                 | <b>Character Development</b>  |
| <b>BENCHMARK</b>                     | CD.I.           | <b>Core Principles</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | CD.I.C.         | <b>Create a caring community.</b>   |
| <b>INDICATOR</b>                     | CD.I.C.1.       | <b>Consider it a high priority to foster caring attachments between fellow students, staff, and the community.</b>                                    |
| <b>INDICATOR</b>                     | CD.I.C.1.<br>a. | <b>Demonstrate and practice characteristics of a caring relationship by treating others with empathy.</b><br><br><u>Rising Star Studios</u><br>Caring |
| <b>INDICATOR</b>                     | CD.I.C.1.<br>c. | <b>Practice relationships in their family, school, and community that are caring.</b><br><br><u>Rising Star Studios</u><br>Friendship                 |

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| <b>STANDARD</b>                      |                 | <b>Character Development</b>   |
| <b>BENCHMARK</b>                     | CD.I.           | <b>Core Principles</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | CD.I.C.         | <b>Create a caring community.</b>  |
| <b>INDICATOR</b>                     | CD.I.C.2.       | <b>Demonstrate mutual respect and utilize strategies to build a safe and supportive culture.</b> |
| <b>INDICATOR</b>                     | CD.I.C.2.<br>a. | <b>Practice empathetic statements and questions.</b><br><br><u>Rising Star Studios</u><br>Caring |

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| <b>STANDARD</b> |  | <b>Character Development</b> |
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| <b>BENCHMARK</b>                     | <b>CD.I.</b>             | <b>Core Principles</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>CD.I.C.</b>           | <b>Create a caring community.</b>  |
| <b>INDICATOR</b>                     | <b>CD.I.C.3.</b>         | <b>Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally.</b>   |
| <b>INDICATOR</b>                     | <b>CD.I.C.3.<br/>a.</b>  | <b>Differentiate between bullying, teasing, and harassment.</b><br><br><u>Rising Star Studios</u><br>Kindness<br>Peacefulness  |
| <b>INDICATOR</b>                     | <b>CD.I.C.3.<br/>b.</b>  | <b>Explain how power, control, popularity, security, and fear play into bullying behavior towards others.</b><br><br><u>Rising Star Studios</u><br>Kindness<br>Peacefulness  |
| <b>INDICATOR</b>                     | <b>CD.I.C.3.<br/>c.</b>  | <b>Describe the role of students in instances of bullying (bystanders, “up standers”, students who bully, targets of bullying).</b><br><br><u>Rising Star Studios</u><br>Kindness<br>Peacefulness                                  |
| <b>INDICATOR</b>                     | <b>CD.I.C.3.<br/>d.</b>  | <b>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).</b><br><br><u>Rising Star Studios</u><br>Kindness<br>Peacefulness |
| <b>INDICATOR</b>                     | <b>CD.I.C.3.<br/>e.</b>  | <b>Identify and understand how certain behaviors can have unintended consequences that cause an individual to become a target of bullying.</b><br><br><u>Rising Star Studios</u><br>Kindness<br>Peacefulness                       |
| <b>STANDARD</b>                      |                          | <b>Character Development</b>   |
| <b>BENCHMARK</b>                     | <b>CD.II.</b>            | <b>Responsible Decision Making and Problem Solving</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>CD.II.A.</b>          | <b>Develop, implement, and model responsible decision making skills.</b>   |
| <b>INDICATOR</b>                     | <b>CD.II.A.1.</b>        | <b>Consider multiple factors in decision-making including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals.</b>   |
| <b>INDICATOR</b>                     | <b>CD.II.A.1.<br/>a.</b> | <b>Compare and contrast safe and unsafe situations.</b><br><br><u>Rising Star Studios</u><br>Obedience   |
| <b>INDICATOR</b>                     | <b>CD.II.A.1.<br/>b.</b> | <b>Identify how responsible decision-making affects personal/social short-term and long-term goals.</b><br><br><u>Rising Star Studios</u><br>Determination<br>Perseverance   |
| <b>STANDARD</b>                      |                          | <b>Character Development</b>   |
| <b>BENCHMARK</b>                     | <b>CD.II.</b>            | <b>Responsible Decision Making and Problem Solving</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>CD.II.A.</b>          | <b>Develop, implement, and model responsible decision making skills.</b>   |
| <b>INDICATOR</b>                     | <b>CD.II.A.2.</b>        | <b>Organize personal time and manage personal responsibilities effectively.</b>  |
| <b>INDICATOR</b>                     | <b>CD.II.A.2.<br/>b.</b> | <b>Identify factors that will inhibit or advance the accomplishment of personal goals.</b><br><br><u>Rising Star Studios</u><br>Determination<br>Perseverance  |
| <b>INDICATOR</b>                     | <b>CD.II.A.2.<br/>c.</b> | <b>Recognize how, when and who to ask for help.</b>  |

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|                                      |                          | <u>Rising Star Studios</u><br>Independence   |
| <b>STANDARD</b>                      |                          | <b>Character Development</b>   |
| <b>BENCHMARK</b>                     | <b>CD.II.</b>            | <b>Responsible Decision Making and Problem Solving</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>CD.II.A.</b>          | <b>Develop, implement, and model responsible decision making skills.</b>   |
| <b>INDICATOR</b>                     | <b>CD.II.A.3.</b>        | <b>Play a developmentally appropriate role in classroom management and school governance.</b>  |
| <b>INDICATOR</b>                     | <b>CD.II.A.3.<br/>a.</b> | <b>Identify and organize what materials are needed to be prepared for class.</b><br><br><u>Rising Star Studios</u><br>Cleanliness<br>Hygiene   |
| <b>INDICATOR</b>                     | <b>CD.II.A.3.<br/>c.</b> | <b>Discuss and model appropriate classroom behavior individually and collectively.</b><br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness |

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|                                      |                  | Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom  |
| <b>STANDARD</b>                      |                  | <b>Character Development</b>   |
| <b>BENCHMARK</b>                     | <b>CD.II.</b>    | <b>Responsible Decision Making and Problem Solving</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>CD.II.B.</b>  | <b>Develop, implement, and model effective problem solving skills.</b>   |
| <b>INDICATOR</b>                     | <b>CD.II.B.1</b> | Apply self-regulation skills.<br><br><u>Rising Star Studios</u><br>Self-Control  |
| <b>STANDARD</b>                      |                  | <b>Personal Development</b>  |
| <b>BENCHMARK</b>                     | <b>PD.I.</b>     | <b>Self-Awareness – Understanding and expressing personal thoughts, mindsets and emotions in constructive ways.</b>  |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>PD.I.A.</b>   | <b>Understand and analyze thoughts, mindsets, and emotions.</b>  |
| <b>INDICATOR</b>                     | <b>PD.I.A.1.</b> | Critically reflect on behavioral responses depending on context or situation.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control |

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|                               |           | Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom   |
| INDICATOR                     | PD.I.A.2. | Identify the varying degrees of emotions one can experience in different situations.<br><br><u>Rising Star Studios</u><br>Joyfulness   |
| INDICATOR                     | PD.I.A.4. | Recognize reactions to emotions.<br><br><u>Rising Star Studios</u><br>Consideration  |
| STANDARD                      |           | Personal Development   |
| BENCHMARK                     | PD.I.     | Self-Awareness – Understanding and expressing personal thoughts, mindsets and emotions in constructive ways.   |
| INDICATOR / PROFICIENCY LEVEL | PD.I.B.   | Identify and assess personal qualities and external supports.  |
| INDICATOR                     | PD.I.B.1. | Describe personal qualities (for example, personal strengths, weaknesses, interests, and abilities).<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality |

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|           |           | Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom  |
| INDICATOR | PD.I.B.2. | Identify benefits of various personal qualities (for example, honesty, curiosity, and creativity).<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint<br>Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing |

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|                                      |                   | <p>Slow To Judge<br/>Sportsmanship<br/>Thankfulness<br/>Tolerance<br/>Trustworthiness<br/>Truthfulness<br/>Uniqueness<br/>Willpower<br/>Wisdom</p>   |
| <b>STANDARD</b>                      |                   | <b>Personal Development</b>  |
| <b>BENCHMARK</b>                     | <b>PD.II.</b>     | <b>Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>PD.II.A.</b>   | <b>Understand and practice strategies for managing and regulating thoughts and behaviors.</b>  |
| <b>INDICATOR</b>                     | <b>PD.II.A.4.</b> | <p>Identify and demonstrate civic responsibilities in a variety of situations (for example, bullying, vandalism, and violence)</p> <p><u>Rising Star Studios</u><br/>Citizenship<br/>Patriotism<br/>Responsibility</p> |
| <b>INDICATOR</b>                     | <b>PD.II.A.7.</b> | <p>Predict possible outcomes to behavioral choices.</p> <p><u>Rising Star Studios</u><br/>Consideration</p>  |
| <b>INDICATOR</b>                     | <b>PD.II.A.8.</b> | <p>Develop and practice responsibility for personal hygiene.</p> <p><u>Rising Star Studios</u><br/>Cleanliness<br/>Hygiene</p>   |
| <b>STANDARD</b>                      |                   | <b>Personal Development</b>  |
| <b>BENCHMARK</b>                     | <b>PD.II.</b>     | <b>Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>PD.II.B.</b>   | <b>Reflect on perspectives and emotional responses.</b>  |
| <b>INDICATOR</b>                     | <b>PD.II.B.1.</b> | <p>Acknowledge personal responsibilities to self and others.</p> <p><u>Rising Star Studios</u><br/>Dependable<br/>Responsibility</p>   |
| <b>INDICATOR</b>                     | <b>PD.II.B.3.</b> | <p>Examine the personal impact of helping others.</p> <p><u>Rising Star Studios</u><br/>Cooperation<br/>Helpfulness</p>  |
| <b>STANDARD</b>                      |                   | <b>Personal Development</b>  |
| <b>BENCHMARK</b>                     | <b>PD.II.</b>     | <b>Self-Management – Understanding and practicing strategies for managing thoughts and behaviors, reflecting on perspectives, and setting and monitoring goals</b>   |
| <b>INDICATOR / PROFICIENCY LEVEL</b> | <b>PD.II.C.</b>   | <b>Set, monitor, adapt, and evaluate personal goals to achieve in school and life.</b>   |
| <b>INDICATOR</b>                     | <b>PD.II.C.1.</b> | <p>Demonstrate factors that lead to achievement of goals (for example, integrity, motivation, and hard work).</p> <p><u>Rising Star Studios</u><br/>Determination<br/>Perseverance</p>                                 |
| <b>INDICATOR</b>                     | <b>PD.II.C.2.</b> | <p>Design action plans for achieving short-term and long-term goals and establish timelines.</p> <p><u>Rising Star Studios</u><br/>Determination<br/>Perseverance</p>  |
| <b>INDICATOR</b>                     | <b>PD.II.C.3.</b> | Identify and utilize potential resources for achieving goals (for example, home,   |



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|                               |           | school, and community support).<br><br><u>Rising Star Studios</u><br>Determination<br>Perseverance   |
| INDICATOR                     | PD.II.C.4 | Establish criteria for evaluating, monitoring and adjusting goals.<br><br><u>Rising Star Studios</u><br>Determination<br>Perseverance  |
| STANDARD                      |           | Social Development   |
| BENCHMARK                     | SD.I.     | Social Awareness   |
| INDICATOR / PROFICIENCY LEVEL | SD.I.A.   | Recognize the thoughts, feelings, and perspectives of others.  |
| INDICATOR                     | SD.I.A.1. | Describe a range of emotions in others.<br><br><u>Rising Star Studios</u><br>Consideration   |
| INDICATOR                     | SD.I.A.2. | Describe possible sparks for emotions.<br><br><u>Rising Star Studios</u><br>Consideration  |
| INDICATOR                     | SD.I.A.3. | Describe possible behaviors and reactions in response to a specific situation.<br><br><u>Rising Star Studios</u><br>Bravery<br>Caring<br>Citizenship<br>Cleanliness<br>Commitment<br>Confidence<br>Consideration<br>Cooperation<br>Courage<br>Courtesy<br>Decency<br>Dependable<br>Determination<br>Dignity<br>Discovering Talent<br>Enthusiasm<br>Fairness<br>Forgiveness<br>Friendliness<br>Friendship<br>Generosity<br>Goodness<br>Goodwill<br>Gratefulness<br>Helpfulness<br>Heroic<br>Honesty<br>Hygiene<br>Imaginative<br>Independence<br>Initiative<br>Integrity<br>Joyfulness<br>Kindness<br>Loyalty<br>Obedience<br>Patience<br>Patriotism<br>Peacefulness<br>Perseverance<br>Politeness<br>Promptness<br>Punctuality<br>Ready<br>Resourcefulness<br>Respect<br>Responsibility<br>Restraint |

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|                               |            | Self-Acceptance<br>Self-Control<br>Self-Discipline<br>Self-Reliance<br>Selflessness<br>Sharing<br>Slow To Judge<br>Sportsmanship<br>Thankfulness<br>Tolerance<br>Trustworthiness<br>Truthfulness<br>Uniqueness<br>Willpower<br>Wisdom |
| INDICATOR                     | SD.I.A.5.  | Describe how one feels when bullied or left out of an activity or group.<br><br><u>Rising Star Studios</u><br>Kindness<br>Peacefulness  |
| STANDARD                      |            | Social Development  |
| BENCHMARK                     | SD.I.      | Social Awareness  |
| INDICATOR / PROFICIENCY LEVEL | SD.I.B.    | Demonstrate awareness of cultural development and a respect for human dignity and differences.  |
| INDICATOR                     | SD.I.B.1.  | Recognize and develop a respect for individual similarities and differences.<br><br><u>Rising Star Studios</u><br>Tolerance<br>Uniqueness   |
| INDICATOR                     | SD.I.B.4.  | Demonstrate respect for the perspective of others.<br><br><u>Rising Star Studios</u><br>Consideration<br>Wisdom   |
| STANDARD                      |            | Social Development  |
| BENCHMARK                     | SD.II.     | Interpersonal Skills  |
| INDICATOR / PROFICIENCY LEVEL | SD.II.B.   | Develop and maintain positive relationships.  |
| INDICATOR                     | SD.II.B.1. | Recognize characteristics of healthy and unhealthy relationships.<br><br><u>Rising Star Studios</u><br>Friendship   |
| INDICATOR                     | SD.II.B.2. | Understand how personality traits affect relationships.<br><br><u>Rising Star Studios</u><br>Friendship   |