

Kansas Social-Emotional Character Development

Grades 9-12

Character Development

CD

I CORE PRINCIPLES CD.I

- A Recognize, select and ascribe to a set of core ethical and performance principles as a foundation of good character and be able to define character comprehensively to include thinking, feeling and doing. CD.I.A
 - 1 Evaluate personal core principles with personal behavior, including ethical and performance principles. CD.I.A.1
 - 2 Reflect upon personal core principles, appreciate them, and become committed to them. CD.I.A.2
- B Develop, implement, promote and model core ethical and performance principles. CD.I.B
 - 1 Analyze community needs in the larger community; analyze effects on the local and larger community; design and critique positive, responsible action; and reflect on personal and community involvement. CD.I.B.1
 - 2 Analyze ethical dilemmas in content areas and/or daily experiences. CD.I.B.2
 - 3 Hold self and others accountable for demonstrating behaviors of good character throughout all school activities and in the community. CD.I.B.3
 - 4 Reflect, analyze and receive feedback on responsible actions, including actions using academic and behavioral skills. CD.I.B.4
- C Create a caring community. CD.I.C
 - 1 Consider it a high priority to foster caring attachments between fellow students, staff and the community CD.I.C.1
 - a Evaluate characteristics of a caring relationship and hurtful relationship. CD.I.C.1.A
 - b Manage personal behavior in family, school and community that contributes to caring relationships. CD.I.C.1.B
 - 2 Demonstrate mutual respect and utilize strategies to build a safe and supportive culture. CD.I.C.2
 - a. Communicate respectfully and effectively in diverse environments. CD.I.C.2.A
 - b. Evaluate active listening skills of all parties involved before, after and during conversations. CD.I.C.2.B
 - c. Analyze ways to respond to ethical issues in life as they appear in the curriculum. CD.I.C.2.C
 - d. Utilize multiple media and technologies ethically and respectfully, evaluate its effectiveness and assess its impact. CD.I.C.2.D
 - 3 Take steps to prevent peer cruelty or violence and deal with it effectively when it occurs digitally, verbally, physically and/or relationally. CD.I.C.3
 - a Appraise and evaluate behavior as relational aggression and/or bullying. CD.I.C.3.A

- b** Justify the value of personal rights and those of others to commit to ensuring a safe and nurturing environment within and outside of the school setting. **CD.I.C.3.B**
- c** Conclude how to act in accordance with the principle of respect for all human beings. **CD.I.C.3.C**
- d** Evaluate how bullying behavior impacts personal experiences beyond high school and in the workforce. **CD.I.C.3.D**
- e** Analyze and evaluate effectiveness of bullying intervention and reporting strategies. **CD.I.C.3.E**

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

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

- 1** Consider multiple factors in decision-making, including ethical and safety factors, personal and community responsibilities, and short-term and long-term goals. CD.II.A.1
 - a** Assess lessons learned from experiences and mistakes while demonstrating the ability to build resiliency. CD.II.A.1.A
 - b** Implement responsible decision-making skills when working toward a goal and assess how these skills lead to goal achievement. CD.II.A.1.B
 - c** Utilize skills and habits of applying standards of behavior by asking questions about decisions that students or others make, are about to make or have made. CD.II.A.1.C
 - d** Evaluate situations that are safe or unsafe and how to avoid unsafe practices. CD.II.A.1.D
 - e** Effectively analyze and evaluate evidence, arguments, claims and beliefs. CD.II.A.1.E
 - f** Students recognize consequences of sexual behavior, including sexual consent, pregnancy and the inability of minors to give consent. CD.II.A.1.F

2 Organize personal time and manage personal responsibilities effectively. CD.II.A.2

- a** Utilize time and materials to complete assignments on schedule. CD.II.A.2.A
- b** Anticipate possible obstacles to completing tasks on schedule. CD.II.A.2.B
- c** Organize and prioritize personal schedule. CD.II.A.2.C
- d** Advocate for personal needs in accomplishing goals. CD.II.A.2.D
- e** Recognize how, when and who to ask for help and utilize the resources available. CD.II.A.2.E

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

- a** Analyze the purpose and impact of classroom and school-wide activities, policies, and routines CD.II.A.3.A
- b** Interpret and evaluate the importance of personal roles and responsibilities in the overall school climate. CD.II.A.3.B

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

- 1** Identify personal feelings and the feelings of others involved with a problem and apply appropriate selfregulation and empathy skills. CD.II.B.1
- 2** Identify, analyze and state what the problem is and identify and consider the perspectives of those involved. CD.II.B.2
- 3** Identify desired outcome and analyze if it is attainable. CD.II.B.3

- 4 Use creativity and innovation to generate multiple possible solutions and analyze each option in relation to resources, situation, and personal principles. [CD.II.B.4](#)
 - 5 Identify and ask systematic questions that clarify various points of view and lead to the best solution. [CD.II.B.5](#)
 - 6 Use resiliency to reflect on past problems, identify ways to improve and implement changes. [CD.II.B.6](#)
 - 7 Apply improvement strategies to future projects and situations. [CD.II.B.7](#)
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Personal Development [PD](#)

I SELF-AWARENESS [PD.I](#)

- A Understand and analyze thoughts, mindsets and emotions. [PD.I.A](#)
 - 1 Analyze complex emotions. [PD.I.A.1](#)
 - 2 Evaluate degree of personal emotion from common experiences. [PD.I.A.2](#)
 - 3 Recognize direct positive and negative reactions to emotions/stress (for example, fight-or-flight response, voice volume, tonal quality, shallow/rapid breathing, rapid heart rate, crossed arms, facial distortions, sweating). [PD.I.A.3](#)
 - 4 Recognize indirect, negative reactions to emotion/stress (for example, substance abuse, insomnia, social withdrawal, depression, socially inappropriate displays of emotion, bullying, risk-taking behaviors). [PD.I.A.4](#)
 - 5 Interpret/anticipate how positive and negative expressions of emotions affect others in the interdependent world. [PD.I.A.5](#)
- B Identify and assess personal qualities and external supports. [PD.I.B](#)
 - 1 Evaluate the effects of various personal qualities (for example, honesty and integrity). [PD.I.B.1](#)
 - 2 Analyze reflection and self-enhancement/self-preservation strategies. [PD.I.B.2](#)
 - 3 Analyze resources for problem-solving (additional print and electronic resources or specific subject problem-solving models). [PD.I.B.3](#)
 - 4 Evaluate how behavior choices can affect goal success. [PD.I.B.4](#)
 - 5 Evaluate external supports (for example, friends, acquaintances, archetypal inspirations, historical figures, media representations, community resources). [PD.I.B.5](#)

II SELF-MANAGEMENT PD.II

- A Understand and practice strategies for managing and regulating thoughts and behaviors. PD.II.A
 - 1 Identify and evaluate techniques to successfully manage emotions, stress and maintain confidence. PD.II.A.1
 - 2 Analyze accuracy of facts/information/interpretation. PD.II.A.2
 - 3 Evaluate quality of support for opinions. PD.II.A.3
 - 4 Evaluate logical and emotional appeals. PD.II.A.4
 - 5 Analyze cause and effect relationships. PD.II.A.5
 - 6 Analyze consequences/outcomes of logical fallacies, bias, hypocrisy, contradiction, ambiguity, distortion and rationalization. PD.II.A.6
 - 7 Apply effective listening skills in a variety of setting and situations. PD.II.A.7
 - 8 Recognize barriers to effective listening (for example, environmental distractions, message problems, sender problems and receiver problems). PD.II.A.8
 - B Reflect on perspectives and emotional responses. PD.II.B
 - 1 Analyze personal responsibilities. PD.II.B.1
 - 2 Practice environmental responsibility. PD.II.B.2
 - 3 Analyze consequences of ignoring environmental responsibilities. PD.II.B.3
 - 4 Analyze civil/democratic responsibilities. PD.II.B.4
 - 5 Analyze experiences that shape their perspectives. PD.II.B.5
 - 6 Demonstrate empathy in a variety of settings, contexts and situations. PD.II.B.6
 - 7 Predict the potential outcome of impulsive behavior. PD.II.B.7
 - C Set, monitor, adapt and evaluate personal goals to achieve in school and life. PD.II.C
 - 1 Evaluate factors that lead to the achievement of goals. PD.II.C.1
 - 2 Analyze the effect personal habits have on goals. PD.II.C.2
 - 3 Reflect on the personal and social results based goal outcome. PD.II.C.3
 - 4 Analyze and activate strategies used previously to overcome obstacles. PD.II.C.4
 - 5 Analyze factors that may have negatively affected personal success. PD.II.C.5
 - 6 Determine the role or meaningful practice in skill development and goal attainment. PD.II.C.6
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I SOCIAL AWARENESS SD.I

- A Recognize the thoughts, feelings and perspectives of others. SD.I.A
 - 1 Evaluate opposing points of view. SD.I.A.1
 - 2 Analyze the factors that have influenced different perspectives on an issue. SD.I.A.2
 - 3 Differentiate between factual and emotional content of a person's communication. SD.I.A.3
 - 4 Practice empathy for others. SD.I.A.4
 - 5 Respond to social cues in a manner that contributes to their success in the school and broader community. SD.I.A.5

- B Demonstrate awareness of cultural development and a respect for human dignity and differences. SD.I.B
 - 1 Recognize how personal perspective and biases impact interactions with others. SD.I.B.1
 - 2 Practice strategies to increase acceptance of others. SD.I.B.2
 - 3 Evaluate how advocacy for the rights of others contributes to the common good. SD.I.B.3
 - 4 Participate in cross-cultural activities and reflect on the experience and how it contributed to personal growth and how similar experiences could potentially impact society. SD.I.B.4
 - 5 Challenge personal perspective with cognitive dissonance to enhance a growth mindset. SD.I.B.5
 - 6 Evaluate how the unique contributions of underrepresented individuals and groups are related to respect for human dignity. SD.I.B.6

II INTERPERSONAL SKILLS SD.II

A Demonstrate communication and social skills to interact effectively. SD.II.A

- 1** Evaluate how societal and cultural norms and mores affect personal interactions, decisions and behaviors. SD.II.A.1
- 2** Engage in processes of co-regulation to create positive group dynamics. SD.II.A.2
- 3** Respond appropriately when self and/or others are threatened with physical or emotional harm. SD.II.A.3
- 4** Present oneself professionally and exhibit proper etiquette. SD.II.A.4
- 5** Practice constructive strategies in social and other media. SD.II.A.5

B Develop and maintain positive relationships. SD.II.B

- 1** Practice strategies for maintaining self-regulation and positive relationships. SD.II.B.1
- 2** Identify consequences of safe and risky behaviors. SD.II.B.2
- 3** Practice refusal strategies and reporting of unhealthy behaviors and relationships. SD.II.B.3
- 4** Define the impact of social media on reputation and relationships. SD.II.B.4
- 5** Develop understanding of relationships within the context of networking and careers. SD.II.B.5

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

- 1** Analyze the role and impact of conflict in society and how conflict has played a role in society. SD.II.C.1
- 2** Apply effective and appropriate conflict resolution skills to prevent and resolve conflict. SD.II.C.2
- 3** Develop and implement mediation skills to work toward productive outcomes. SD.II.C.3