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

Skip to main content

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

Skip to main content

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

Skip to main content

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

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

ELF-MANAGEMENT PD.II

Skip to main content

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

Social Development SD I **SOCIAL AWARENESS** SD.I

Skip to main content

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

Skip to main content

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