

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**
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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**

- 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**
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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**