



CHARACTER DEVELOPMENT PROGRAM

KANSAS SOCIAL STUDIES AND SECD (SOCIAL EMOTIONAL CHARACTER DEVELOPMENT) STANDARDS ALIGNMENT

Mission Statement: The Kansas Standards for History, Government, and Social Studies prepare students to be informed, thoughtful, engaged citizens as they enrich their communities, state, nation, world, and themselves.

STANDARD 1: CHOICES HAVE CONSEQUENCES

STANDARD BENCHMARK	SECD STANDARDS	CDP LESSON ALIGNMENT
1.1 The student will recognize and evaluate significant choices and consequences that have impacted our lives and futures.	Core Principles A1. Evaluate personal core principles with personal behavior, including ethical and performance principles. B3. Create clear and consistent expectations of good character throughout all school activities and in all areas of the school.	<ul style="list-style-type: none"> • A1-Selfless Service • A2-Exploring the Six Core Values • B1-Portrait of a Service Member • D3-Honoring Citizen Heroes)
1.2 The student will analyze the context and draw conclusions about choices and consequences.	A2. Reflect upon personal core principles, appreciate them, and become committed to them.	<ul style="list-style-type: none"> • B3-Integrity in Decision-Making (James Fleming) • B12-You, Me, and God (David Bryan, CH) • C12-We Stand on the Shoulders of Giants (Roger Donlon)
1.3 The student will investigate and connect examples of choices and consequences with contemporary issues.	B1. Analyze community needs in the larger community, analyze effects on the community, design positive, responsible action, and reflect on personal involvement.	<ul style="list-style-type: none"> • A4-Citizen Service Before Self Honors: What Does it Mean? • B7-An Unlikely Hero (Gary Littrell)
1.4 The student will use their understanding of choices and consequences to make a claim or advance a thesis using evidence and argument.	B4. Practice and receive feedback on responsible actions including academic and behavioral skills.	<ul style="list-style-type: none"> • B10-What Would You Do? (Chris Mintz, CH) • B4-What is Courage? (Jack Jacobs or Clinton Romesha) • C14-Sacrifice and Memory (Florent Groberg)

STANDARD 2: INDIVIDUALS HAVE RIGHTS AND RESPONSIBILITIES

STANDARD BENCHMARK	SECD STANDARDS	CDP LESSON ALIGNMENT
2.1 The student will recognize and evaluate the rights and responsibilities of people living in societies.	Self-Awareness B1. Analyze personality traits, personal strengths, weaknesses, interests, and abilities. B3. Describe benefits of various personal qualities, (for example, honesty, curiosity, and creativity).	<ul style="list-style-type: none"> • A3-Medal of Honor: What Does it Mean? • B8-Integrity and the Power of Words (Charles Hagemeister) • D2-Defining Citizenship (Kyle Carpenter)
2.2 The student will analyze the context and draw conclusions about rights and responsibilities.	B5. Identify self-enhancement/self-preservation strategies.	<ul style="list-style-type: none"> • A8-Citation Investigation: Analyzing Narrative (Gary Beikirch or any Recipient)
2.3 The student will investigate and connect the rights and responsibilities of individuals with contemporary issues.	B4. Describe benefits of reflecting on personal thoughts, feelings, and actions. B6. Identify common resources and role models for problem solving. B7. Recognize how behavioral choices impact success.	<ul style="list-style-type: none"> • B2-Reflecting on Courage (Robert Howard) • D4-Hero vs. Idol (Sammy Davis, Leroy Petry, Patrick Brody)
2.4 The student will use their understanding of rights and responsibilities to make a claim or advance a thesis using evidence and argument.	B8. Identify additional external supports (for example, friends, inspirational characters in literature, historical figures, and media representations).	<ul style="list-style-type: none"> • D11-Cultural Background and Our Perception (James Swett, Michael Colalilo, George Sakato) • D14-Symbol of My Responsibilities (Tommy Norris)

STANDARD 3: SOCIETIES ARE SHAPED BY THE IDENTITIES, BELIEFS, AND PRACTICES OF INDIVIDUALS AND GROUPS

STANDARD BENCHMARK	SECD STANDARDS	CDP LESSON ALIGNMENT
3.1 The student will recognize and evaluate how societies are shaped by the identities, beliefs, and practices of individuals and groups.	Self-Management A1. Identify multiple techniques to manage stress and maintain confidence. A2. Distinguish between facts and opinions, as well as logical and emotional appeals.	<ul style="list-style-type: none"> D6-Music's Role During War (Michael Thornton) C1-The Sacrifices We Make (John Hawk)
3.2 The student will analyze context and draw conclusions about how societies are shaped by the identities, beliefs, and practices of individuals and groups.	A3. Recognize effective behavioral responses to strongly emotional situations. A4. Recognize different models of decision making (for example, authoritative, consensus, democratic, individual). B4. Describe positive and negative experiences that shape personal perspectives.	<ul style="list-style-type: none"> B6-Courage to Make a Difference (Arthur J. Jackson, Nicholas Oresko) D7-War in Social Context (Hershel "Woody" Williams, Tibor Rubin, Sammy Davis)
3.3 The student will investigate and connect how societies are shaped by the identities, beliefs, and practices of individuals and groups with contemporary issues.	A5. Recognize cause/effect relationships. A7. Practice effective communication (for example, listening, reflecting, and responding).	<ul style="list-style-type: none"> C8-Individual Leadership (Hershel "Woody" Williams, David Bryan, CH) C14-Sacrifice and Memory (Florent Groberg)
3.4 The student will use their understanding of how societies are shaped by the identities, beliefs, and practices of individuals and groups to make a claim or advance a theory using evidence and argument.	B1. Demonstrate personal responsibilities to self and others (for example, friends, family, school, community, state, country, culture, and world). B3. Practice and reflect on democratic responsibilities.	<ul style="list-style-type: none"> A10-My Challenge to You B16-Conquering Challenges with Integrity (Vernon Baker)

STANDARD 4: SOCIETIES EXPERIENCE CONTINUITY AND CHANGE OVER TIME

STANDARD BENCHMARK	SECD STANDARDS	CDP LESSON ALIGNMENT
4.1 The student will recognize and evaluate continuity and change over time.	Social Awareness B1. Analyze the impact of stereotyping, discrimination, and prejudice. B2. Practice strategies for accepting and respecting similarities and differences.	<ul style="list-style-type: none"> • B14-Courage in the Face of Prejudice (Henry Johnson) • D8-A Belated Honor (Alfred Rascon)
4.2 The student will analyze the context and draw conclusions about continuity and change.	B3. Practice “perspective taking” as a strategy to increase acceptance of others. B4. Demonstrate a growth mindset and willingness to integrate diverse points of view. B5. Analyze how culture impacts historical events.	<ul style="list-style-type: none"> • B15-Spirit of Courage by Land or by Sea (Ernest Childers, Van Barfoot, Ernest Evans)
4.3 The student will investigate and connect continuity and change to a contemporary issue.	Interpersonal Skills C1. Identify roles and associated needs of individuals engaged in conflict and how those are integral to resolution. C2. To resolve differences, apply conflict resolution skills while being encouraging and affirming. C3. Practice greater active listening and respectful communication skills.	<ul style="list-style-type: none"> • C7-Overcoming Obstacles (Clarence Sasser) • C9-Sacrifice Forward (Dr. Cox, CH) • C2-The Burden of Leadership (Paul Bucha, Jay Vargas)
4.4 The student will use their understanding of continuity and change to make a claim or advance a thesis using evidence and argument.	C4. Identify their role in managing and resolving conflict (for example, staying calm, listening to all sides, being open to different solutions). C5. Reflect on previous experiences to gain conflict management skills.	<ul style="list-style-type: none"> • B7-An Unlikely Hero (Gary Littrell) • B11-Be True to Yourself (Rick Rescorla, CH) • C11-Save a Life, Save a Nation (Bruce Crandall, Rick Rescorla, CH)

STANDARD 5: RELATIONSHIPS AMONG PEOPLE, PLACES, IDEAS, AND ENVIRONMENTS ARE DYNAMIC.OVER TIME

STANDARD BENCHMARK	SECD STANDARDS	CDP LESSON ALIGNMENT
5.1 The student will recognize and evaluate dynamic relationships that impact lives in communities, states, and nations.	Social Emotional Character Development Competencies: <ul style="list-style-type: none"> demonstrates an awareness of their level of efficacy and effort in various challenging tasks. predicts how increased assertiveness would affect outcomes of various situations. endeavors to understand [feelings of others], behaviors, and situational context. 	<ul style="list-style-type: none"> B6-Courage to Make a Difference (Arthur J. Jackson, Nicholas Oresko) C6-Exploration of Commitment (Reginald Myers)
5.2 The student will analyze the context and draw conclusions about dynamic relationships.	<ul style="list-style-type: none"> demonstrates an awareness of their level of efficacy and effort in various challenging tasks. predicts how increased assertiveness would affect outcomes of various situations. endeavors to understand [feelings of others], behaviors, and situational context. 	<ul style="list-style-type: none"> B9-A Student of Mine (Jencie Fagan) C15-Honoring Their Memory (Leroy Petry)
5.3 The student will investigate and connect dynamic relationships to contemporary issues.	<ul style="list-style-type: none"> demonstrates an awareness of their level of efficacy and effort in various challenging tasks. predicts how increased assertiveness would affect outcomes of various situations. endeavors to understand [feelings of others], behaviors, and situational context. 	<ul style="list-style-type: none"> B3-Integrity in Decision Making (James Fleming) C3-What Can I Do? (Myles Eckert, CH)
5.4 The student will use their understanding of dynamic relationships to make a claim or advance a thesis using evidence and argument.	<ul style="list-style-type: none"> demonstrates an awareness of their level of efficacy and effort in various challenging tasks. predicts how increased assertiveness would affect outcomes of various situations. endeavors to understand [feelings of others], behaviors, and situational context. 	<ul style="list-style-type: none"> D15-If You Want to Change the World (Edward Byers, Jr.)

CDP LESSONS AND KANSAS RECIPIENTS BY ERA

COMPELLING QUESTIONS	CDP LESSONS	KANSAS RECIPIENTS
CDP LESSONS WORLD WAR I AND ROARING 20'S		
<ul style="list-style-type: none"> • Did World War I make the US a world power? • What social change of the 1920s had the greatest impact on society over the next half century? 	<ul style="list-style-type: none"> • B14- Henry Johnson 	<ul style="list-style-type: none"> • Erwin Russell Bleckley, U.S. Army Air Service, Wichita, KS • George Seanor Robb, U.S. Army, Salina, KS
GREAT DEPRESSION AND WORLD WAR II		
<ul style="list-style-type: none"> • Did the New Deal help people of color? • How effective is appeasement as a strategy to avoid conflict? • How has the United States changed because of the Depression? 	<ul style="list-style-type: none"> • B5-William Crawford • B6-Arthur J. Jackson, Nicholas Oresko • B15-Van Barfoot, Ernest Childers, Ernest Evans • B16-Vernon Baker • C1-John Hawk • C4-Desmond Doss • C13-John J. Pinder, John E. Butts, Jimmie W. Monteith, Charles N. DeGlopper 	<ul style="list-style-type: none"> • Richard Eller Cowan, U.S. Army, Wichita, KS • Walter David Ehlers, U.S. Army, Manhattan, KS (Living History) • Leon William Johnson, U.S. Army Air Corps, Moline, KS • Forrest E. Peden, U.S. Army, Wathena, KS • Grant Frederick Timmerman, U.S. Marine Corps, Kansas
COLD WAR AND CIVIL RIGHTS		
<ul style="list-style-type: none"> • Did the Cold War change the United States? • Are modern military tactics likely to increase the amount of military actions? • What factors have led the United States toward greater equality? 	<p>Korea</p> <ul style="list-style-type: none"> • C6-Reginald Myers • D1-Joseph Rodriguez <p>Vietnam</p> <ul style="list-style-type: none"> • A8-Gary Beikirch • B13-Leo Thorsness • B2-Robert Howard • B3-James Fleming • B4-Jack Jacobs • B7-Gary Littrell • B8-Charles Hagemeister • C7-Clarence Sasser • C2-Jay Vargas and Paul Bucha • C12-Roger Donlon • D6-Michael Thornton 	<p>Korea</p> <ul style="list-style-type: none"> • Stanley Taylor Adams, U.S. Army, Olathe, KS • Jack Arden Davenport, U.S. Marine Corps, Mission, KS • Emil J Kapaun, U.S. Army, Kansas <p>Vietnam</p> <ul style="list-style-type: none"> • Riley Leroy Pitts, U.S. Army, Wichita, KS
<ul style="list-style-type: none"> • How does society adapt to increasingly more radical religious, political, economic, and social ideologies? • What is your responsibility to your fellow humans? 	<ul style="list-style-type: none"> • A9-Salvatore Giunta • B4-Clinton Romesha • B10-Chris Mintz, CH • B11-Rick Rescorla, CH • C14-Florent Groberg • C15-Leroy Petry • D2-Kyle Carpenter 	<ul style="list-style-type: none"> • David Bryan (CH), Kansas City, MO, 2009. • Action, Higginsville, KS, 2003.