



ALIGNMENT CHART

Character and Social-Emotional Development (CSED) National Guidelines

■ **Second Step® High School**

About Second Step® High School

Second Step High School is a research-based social-emotional learning (SEL) program for Grades 9–12. It includes pathways with practices for school leaders and educators that are designed to help create a positive school climate, strengthen social-emotional skills, and encourage students to develop adaptive mindsets for navigating adolescence successfully. Supplemental classroom-based student activities reinforce skills students build from the schoolwide and educator practices and offer them further opportunities to learn and apply emerging social-emotional skills. The practices in this program involve the entire school community and are intended to produce positive schoolwide change.

How the Program Meets the CSED National Guidelines

The following tables indicate which specific Second Step High School practices and activities can help students develop the knowledge, skills, and attitudes needed to meet the Character and Social-Emotional Development (CSED) National Guidelines. Boxes are checked to indicate that Second Step High School meets a given CSED guideline within the identified grade or grade band (for instance, Grades 9–10) when:

1. Students have clear opportunities to actively process the knowledge or practice the skills described in the guideline through discussion, writing, drawing, or other related activities
2. There are opportunities for school leaders and educators to gather evidence of student learning in relation to the guidelines



Grade 9

Character and Social-Emotional Development (CSED) National Guidelines

Second Step® High School

		Key Skills and Concepts																							
		Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community								
		Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Understanding not everyone is paying attention to them	Participating in defining success criteria	Analyzing social media messages using media literacy skills	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control when overcoming an obstacle	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and developing strengths	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Managing difficult emotions and distractions using refocusing strategies	Analyzing scenarios to understand their digital footprint	Defining and understanding emotions	Fostering positive emotions through shared experiences	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly	
Category	Guideline																								
Moral Character	A. Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		
	B. Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓					✓	✓	✓	✓	
Performance Character	A. Know, understand, and practice the character strengths of self-discipline, responsibility, goal setting, and grit	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal setting, and grit	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
Intellectual Character	A. Know, understand, and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	
Civic Character	A. Know, understand, and practice the character strengths of fairness, respect, volunteering, and contributing to the common good	✓	✓	✓	✓			✓				✓	✓	✓	✓	✓			✓	✓	✓	✓	✓		
	B. Apply and demonstrate the character strengths of fairness, respect, volunteering, and contributing to the common good	✓	✓	✓	✓			✓				✓	✓	✓	✓	✓					✓	✓	✓	✓	
Self-Awareness	A. Recognize, understand, and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions			✓	✓	✓		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓	✓		
Self-Management	A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations			✓	✓	✓		✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓		



Grade 9

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		Key Skills and Concepts																						
		Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community							
		Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Understanding not everyone is paying attention to them	Participating in defining success criteria	Analyzing social media messages using media literacy skills	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control when overcoming an obstacle	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and developing strengths	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Managing difficult emotions and distractions using refocusing strategies	Analyzing scenarios to understand their digital footprint	Defining and understanding emotions	Fostering positive emotions through shared experiences	Reframing difficult situations by using positive self-talk	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Practicing gratitude regularly
Category	Guideline																							
Social Awareness	A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity	✓		✓	✓	✓			✓						✓								✓	✓
Interpersonal/Relationship Skills	A. Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Responsible and Ethical Decision-Making	A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	



Grade 10

Character and Social-Emotional Development (CSED) National Guidelines

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		Key Skills and Concepts																					
		Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community						
		Co-creating shared expectations that contribute to belonging	Examining effective ways to communicate digitally	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal	Using strategies to challenge negative thinking	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Fostering, sharing, and visualizing positive emotions	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Practicing gratitude regularly
Category	Guideline																						
Moral Character	A. Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓		✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Performance Character	A. Know, understand, and practice the character strengths of self-discipline, responsibility, goal setting, and grit	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal setting, and grit	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Intellectual Character	A. Know, understand, and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓
Civic Character	A. Know, understand, and practice the character strengths of fairness, respect, volunteering, and contributing to the common good	✓		✓	✓	✓							✓	✓	✓	✓			✓	✓	✓	✓	✓
	B. Apply and demonstrate the character strengths of fairness, respect, volunteering, and contributing to the common good	✓		✓	✓	✓							✓	✓	✓	✓			✓	✓	✓	✓	✓
Self-Awareness	A. Recognize, understand, and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions		✓			✓		✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓	✓
Self-Management	A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations		✓			✓		✓	✓	✓	✓	✓					✓	✓	✓	✓	✓	✓	✓



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		Key Skills and Concepts																					
		Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community						
		Co-creating shared expectations that contribute to belonging	Examining effective ways to communicate digitally	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Participating in defining success criteria	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying knowledge of what is in your control to anticipate obstacles when pursuing a goal	Using strategies to challenge negative thinking	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how strengths can affect relationships	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Fostering, sharing, and visualizing positive emotions	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Reframing difficult situations by using positive self-talk	Navigating strong emotions by practicing gratitude	Practicing gratitude regularly
Category	Guideline																						
Social Awareness	A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity	✓	✓		✓	✓			✓						✓	✓				✓			✓
Interpersonal/Relationship Skills	A. Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Responsible and Ethical Decision-Making	A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓			✓	✓



Grade 11

Character and Social-Emotional Development (CSED) National Guidelines

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		Key Skills and Concepts																								
		Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community									
		Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Applying strategies to repair relationships	Recognizing how audience and setting can influence personality	Participating in defining success criteria	Managing time spent online	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Demonstrating strategies for addressing self-sabotage	Applying reframing strategies to overcome obstacles	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Applying strategies to navigate strong emotions	Examining the purpose of photography in social media	Reframing difficult situations by using positive self-talk	Understanding that what is considered "normal" can vary from person to person	Practicing gratitude regularly	
Category	Guideline																									
Moral Character	A. Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Performance Character	A. Know, understand, and practice the character strengths of self-discipline, responsibility, goal setting, and grit	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal setting, and grit	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Intellectual Character	A. Know, understand, and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Civic Character	A. Know, understand, and practice the character strengths of fairness, respect, volunteering, and contributing to the common good	✓	✓	✓	✓	✓									✓	✓	✓	✓		✓	✓	✓	✓	✓		
	B. Apply and demonstrate the character strengths of fairness, respect, volunteering, and contributing to the common good	✓	✓	✓	✓	✓									✓	✓	✓	✓		✓	✓	✓	✓	✓		
Self-Awareness	A. Recognize, understand, and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions				✓	✓	✓			✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓		
Self-Management	A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations				✓	✓	✓			✓	✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓		



Grade 11

Character and Social-Emotional Development (CSED) National Guidelines

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		Key Skills and Concepts																							
		Pathway 1: Belonging & Connection						Pathway 2: Confidence & Capability						Pathway 3: Agency & Opportunity						Pathway 4: Well-Being & Community					
		Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Applying strategies to repair relationships	Recognizing how audience and setting can influence personality	Participating in defining success criteria	Managing time spent online	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Demonstrating strategies for addressing self-sabotage	Applying reframing strategies to overcome obstacles	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Applying strategies to navigate strong emotions	Examining the purpose of photography in social media	Reframing difficult situations by using positive self-talk	Understanding that what is considered "normal" can vary from person to person	Practicing gratitude regularly
Category	Guideline																								
Social Awareness	A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity	✓		✓	✓	✓	✓				✓						✓			✓				✓	✓
Interpersonal/Relationship Skills	A. Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Responsible and Ethical Decision-Making	A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions	✓	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓		✓	✓	



Grade 12

Character and Social-Emotional Development (CSED) National Guidelines

Second Step® High School

		Key Skills and Concepts																							
		Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community								
		Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Demonstrating ways to avoid making assumptions about others	Participating in defining success criteria	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Demonstrating compassion for others	Practicing gratitude regularly	
Category	Guideline																								
Moral Character	A. Know, understand, and practice the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of honesty and integrity, caring and compassion, gratitude, and the courage to take initiative	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Performance Character	A. Know, understand, and practice the character strengths of self-discipline, responsibility, goal setting, and grit	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of self-discipline, responsibility, goal setting, and grit	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Intellectual Character	A. Know, understand, and practice the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
	B. Apply and demonstrate the character strengths of curiosity, carefulness, intellectual autonomy and humility, open-mindedness, and critical thinking	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	
Civic Character	A. Know, understand, and practice the character strengths of fairness, respect, volunteering, and contributing to the common good	✓	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
	B. Apply and demonstrate the character strengths of fairness, respect, volunteering, and contributing to the common good	✓	✓	✓	✓	✓								✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		
Self-Awareness	A. Recognize, understand, and express your own thoughts, emotions, mindsets, and personal strengths, including how emotions can affect thoughts and actions				✓	✓		✓	✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓	✓		
Self-Management	A. Practice and demonstrate the ability to manage your impulses, emotions, thoughts, and behaviors in different situations				✓	✓		✓		✓	✓	✓	✓				✓	✓	✓	✓	✓	✓	✓		



Grade 12

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		Key Skills and Concepts																											
		Pathway 1: Belonging & Connection					Pathway 2: Confidence & Capability					Pathway 3: Agency & Opportunity					Pathway 4: Well-Being & Community												
		Co-creating shared expectations that contribute to belonging	Using voice to make change in the school community	Connecting and collaborating with peers to build community	Communicating effectively and sincerely with educators	Demonstrating ways to avoid making assumptions about others	Participating in defining success criteria	Expanding and using social networks	Persisting to master learning objectives	Using feedback and resources to meet success criteria	Applying strategies for overcoming negative thoughts	Applying reframing strategies to overcome obstacles	Directing learning by making choices about what and how to learn	Applying collaborative routines and protocols during academic discussions	Providing educators with actionable feedback to improve learning conditions	Identifying and appreciating strengths	Understanding how collective strengths contribute to the school community	Experimenting with personally relevant topics and interests	Identifying when mind breaks are necessary and using them to improve engagement and performance	Demonstrating strategies to create a culture of inclusion, recognition, and value, such as becoming more involved in the school community	Navigating strong emotions using self-compassion	Reframing difficult situations by using positive self-talk	Demonstrating compassion for others	Practicing gratitude regularly					
Category	Guideline																												
Social Awareness	A. Demonstrate the ability to empathize and take the perspective of others, including demonstrating awareness of cultural differences and respect for human dignity	✓		✓	✓	✓				✓														✓				✓	✓
Interpersonal/Relationship Skills	A. Demonstrate the ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups, to communicate clearly, actively listen, collaborate and cooperate, manage conflict constructively, seek and offer help when needed, and resist inappropriate peer pressure	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Responsible and Ethical Decision-Making	A. Demonstrate the ability to make decisions based on consideration of ethical principles, safety concerns, appropriate social norms, respect for self and others, and the likely consequences of your actions	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	