<table>
<thead>
<tr>
<th>SEL Competencies</th>
<th>Goal I: Develop <strong>self-awareness skills</strong> to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems</th>
<th>Goal II: Develop and demonstrate <strong>self-management</strong> skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success</th>
<th>Goal III: Develop <strong>social awareness</strong> skills needed to establish and maintain positive relationships</th>
<th>Goal IV: Demonstrate interpersonal (relationship) skills needed to establish and maintain positive relationships</th>
<th>Goal V: Demonstrate <strong>decision making</strong> skills, problem solving skills, and responsible behaviors in school, personal and community contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective A: Student demonstrates an awareness of own emotions</td>
<td>Objective A: Student demonstrates ability to manage emotions constructively</td>
<td>Objective A: Student demonstrates awareness of other people's emotions and perspectives</td>
<td>Objective A: Student uses positive communication and social skills to interact effectively with others</td>
<td>Objective A: Student considers ethical, safety and societal factors in making decisions</td>
<td></td>
</tr>
<tr>
<td>Objective B: Student demonstrates awareness of personal qualities</td>
<td>Objective B: Student demonstrates integrity</td>
<td>Objective B: Student demonstrates consideration for others and a desire to contribute to the well-being of their school and community</td>
<td>Objective B: Student develops constructive relationships</td>
<td>Objective B: Student uses effective decision-making skills</td>
<td></td>
</tr>
<tr>
<td>Objective C: Student demonstrates awareness of external supports</td>
<td>Objective C: Student demonstrates ability to set and achieve goals</td>
<td>Objective C: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences</td>
<td>Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways</td>
<td>Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations</td>
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<tr>
<td>Objective D: Student has a sense of personal responsibility</td>
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<td>Objective D: Student can read social cues and respond appropriately</td>
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Cambridge Public Schools SEL Benchmarks K-12
<table>
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<tr>
<th>Grades K-2 Student Expectations</th>
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<th>Objective B: Student demonstrates awareness of personal qualities</th>
<th>Objective C: Student demonstrates awareness of external supports</th>
<th>Objective D: Student has a sense of personal responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Recognizes and accurately names feelings</td>
<td>• Identifies likes and dislikes, needs and wants</td>
<td>• Identifies an adult one can trust</td>
<td>• Explains how following school-wide expectations keeps one safe</td>
</tr>
<tr>
<td></td>
<td>• Identifies and communicates an emotion</td>
<td>• Names activities or tasks one does well</td>
<td>• Explains situations in which one needs to seek help from an adult</td>
<td>• Explains positive and negative consequences for one's choices and actions</td>
</tr>
<tr>
<td></td>
<td>• Develops ability to identify emotions related to situations / events (triggers)</td>
<td>• Names activities or tasks one may need help to improve</td>
<td>• Demonstrates how and where to get help in an emergency situation</td>
<td>• Demonstrates responsible use and care of own belongings</td>
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<tr>
<td></td>
<td></td>
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<td></td>
<td>• Demonstrates responsible use of others’ belongings (ask permission; take care of them)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grades 3-5 Student Expectations</th>
<th>Objective A: Student demonstrates an awareness of own emotions</th>
<th>Objective B: Student demonstrates awareness of personal qualities</th>
<th>Objective C: Student demonstrates awareness of external supports</th>
<th>Objective D: Student has a sense of personal responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Distinguishes among intensity levels of emotions</td>
<td>• Describes the personal qualities that make one a successful member of the school community</td>
<td>• Identifies how to use the strengths of family, peers, school and community for support and to solve problems</td>
<td>• Defines what it means to be responsible</td>
</tr>
<tr>
<td></td>
<td>• Recognizes that levels of emotions can change</td>
<td>• Recognizes how family, school, peers, and community can support school success and responsible behavior</td>
<td>• Identifies the strengths and qualities of positive role models</td>
<td>• Identifies one's responsibilities</td>
</tr>
<tr>
<td></td>
<td>• Recognizes that thoughts are linked to emotions and behaviors</td>
<td>• Identifies, explores, and participates in opportunities to develop skills and talents</td>
<td></td>
<td>• Explains the benefits of being responsible</td>
</tr>
<tr>
<td></td>
<td>• Identifies own uncomfortable emotions and determines need for coping skills</td>
<td></td>
<td></td>
<td>• Demonstrates responsible behaviors</td>
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<td></td>
<td>• Identifies physical symptoms and thoughts related to emotions</td>
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<td></td>
<td>• Recognizes peer pressure and demonstrates the ability to say, “No”.</td>
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<tr>
<td></td>
<td>• Recognizes how emotions are linked to behavior, choices and consequences</td>
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</tbody>
</table>

**Goal I Secondary:** Develop self-awareness skills to have knowledge of one's emotions, to develop an accurate and positive self-concept, and to recognize individual strengths and external support systems
<table>
<thead>
<tr>
<th>Grades 6-8 Student Expectations</th>
<th>Objective A: Student demonstrates an awareness of own emotions</th>
<th>Objective B: Student demonstrates awareness of personal qualities</th>
<th>Objective C: Student demonstrates awareness of external supports</th>
<th>Objective D: Student has a sense of personal responsibility</th>
</tr>
</thead>
</table>
| • Analyzes how emotional states contribute to or detract from one's ability to problem solve  
• Identifies situations that trigger uncomfortable emotions  
• Explains possible outcomes associated with different ways of communicating emotions | • Applies self-reflection techniques to identify one's strengths, areas for growth, and potential  
•Analyzes how personal qualities and temperaments influence choices and successes  
• Creates and implements a plan to build on strengths, meet a need, or address an area for potential growth  
• Explores possible post-secondary and volunteer opportunities based on one's identified interests and strengths | • Identifies societal influences on the development of personal characteristics  
• Analyzes whether societal influences are supportive or non-supportive  
• Identifies peer and adult role models as sources of support  
• Evaluates the benefits of participation in extracurricular / volunteer activities | • Recognizes and describes the areas of control one has over situations in life  
• Analyzes the short and long term effects of safe, risky, and harmful behaviors  
• Identifies and analyzes one's responsibility for the effects of safe, risky, and harmful behaviors |
| Grades 9-10 Student Expectations | • Identifies own emotions as valid, regardless of others' expectations  
• Demonstrates an awareness of how thoughts impact emotions  
• Identifies the event or thought that triggered an emotion  
• Describes the effect of self-talk on emotions | • Accepts oneself and devotes one's energy to personal qualities that can be changed  
• Recognizes one's personal learning style and finds ways to employ it  
• Identifies possible career and volunteer opportunities based on one's identified interests and strengths | • Identifies school support personnel and knows why, when and how to access them  
• Identifies organizations and people in one's community that can provide information / opportunities to develop interests or talents or address personal needs  
• Seeks out and identifies adult role models | • Analyzes the effect that taking responsibility or not taking responsibility can have on oneself and others  
• Describes how taking personal responsibility can lead to success  
• Demonstrates an ability to take responsibility for one's choices |
| Grades 11-12 Student Expectations | • Analyzes how changing one's interpretation of an event can alter one's feelings about it  
• Uses self-reflection to assess whether one's emotions are reasonable for a situation  
• Acknowledges an emotion and determines the appropriate time and place to safely process it | • Explores and articulates personal traits and interests  
• Identifies skills and pathways required to enter a particular profession and begins to prepare accordingly  
• Creates a post-secondary plan based on personal traits and interests | • Identifies and accesses community resources to help one achieve goals  
• Develops and utilizes systems of support that contribute to school and life success  
• Identifies and utilizes support networks | • Analyzes situations in life and determines one's level of control  
• Describes circles of influence in one's life  
• Identifies one's role(s) in improving one's communities |

**Goal II Elementary:** Develop and demonstrate self-management skills and resiliency to regulate emotions and to monitor and achieve behaviors related to school and life success
<table>
<thead>
<tr>
<th>Objective A: Student demonstrates ability to manage emotions constructively</th>
<th>Objective B: Student demonstrates integrity</th>
<th>Objective C: Student demonstrates ability to set and achieve goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades K-2 Student Expectations</strong></td>
<td><strong>Grades 3-5 Student Expectations</strong></td>
<td></td>
</tr>
</tbody>
</table>
| • Identifies ways to calm oneself such as belly breathing and counting  
• Demonstrates constructive ways to handle situations that cause upsetting emotions (ex: being told "No", losing, being left out, frustration, being teased, embarrassment)  
• Practices strategies to manage emotions (ex: walk away / remove oneself from a triggering event) | • Applies self-calming strategies  
• Demonstrates management of emotions and behavior through coping skills such as calming down, walking away, seeking help or mediation  
• Uses "I-messages" to communicate one's own perspective | • Identifies a goal (hope / dream)  
• Identifies short-term goals for academic success and/or classroom behavior  
• Identifies a goal one has achieved  
• Identifies and implements the steps needed to achieve a goal  
• Celebrates accomplishments - says and does nice things for self when a goal is reached |
| • Can explain what it means to be honest and trustworthy  
• Identifies the value of following classroom and school expectations and the possible consequences of not doing so  
• Identifies personal situations demonstrating honesty and integrity | • Demonstrates willingness to tell the truth in a difficult situation while maintaining respect for self and others  
• Identifies reasons why integrity is a valued character trait  
• Assesses the potential consequences of dishonesty | • Describes why school is important in helping students achieve personal goals  
• Describes the steps in setting and working toward achieving goals  
• Monitors progress on achieving short-term goals  
• Evaluates what one might have done differently to achieve greater success on a goal  
• Identifies a variety of jobs and the responsibilities of each job  
• Identifies a variety of careers that may allow one to fulfill goals / potential |
<table>
<thead>
<tr>
<th>Grades 6-8 Student Expectations</th>
<th>Objective A: Student demonstrates ability to manage emotions constructively</th>
<th>Objective B: Student demonstrates integrity</th>
<th>Objective C: Student demonstrates ability to set and achieve goals</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>•Demonstrates stress management strategies</td>
<td>•Describes personal behaviors which were honest and displayed integrity</td>
<td>•Identify the steps for and value of creating achievable goals</td>
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<tr>
<td></td>
<td>•Demonstrates self-motivation strategies such as self-talk</td>
<td>•Identifies personal behaviors, characteristics and values that support integrity</td>
<td>•Sets one or more achievable goals</td>
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<td></td>
<td>•Evaluates possible consequences, both positive and negative, of expressing an emotion</td>
<td>•Describes how integrity influences relationships</td>
<td>•Demonstrates resiliency when presented with challenges while working toward a goal</td>
</tr>
<tr>
<td></td>
<td>•Develops personal strategies to generate and maintain positive attitudes, even in the face of adversity</td>
<td></td>
<td>•Demonstrates goal-setting skills relating to potential post-secondary opportunities</td>
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<td></td>
<td>•Evaluates the roles one’s attitude, perception, and perspective play in achieving personal goals (i.e. pessimism vs. optimism)</td>
<td>•Analyzes one's own behavior to determine whether or not one is being true to one's values</td>
<td>•Identifies outside resources that can help in achieving a goal</td>
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<tr>
<td></td>
<td>•Practices strategies for coping with and overcoming feelings of rejection, social isolation, and other forms of stress</td>
<td>•Evaluates the consequences of one’s behaviors and choices (long-term implications)</td>
<td>•Sets an achievable academic and / or personal goal(s)</td>
</tr>
<tr>
<td></td>
<td>•Demonstrates the ability to access personal strategies to generate and maintain positive attitudes, even in the face of adversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades 9-10 Student Expectations</td>
<td>•Utilizes personal strategies to generate and maintain positive attitudes, even in the face of adversity</td>
<td>•Identifies values that form one’s personal integrity</td>
<td>•Sets post-secondary goals with action steps, time frames, and criteria for evaluating achievement</td>
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<tr>
<td></td>
<td>•Incorporates personal management skills on a daily basis, including work / study skills, personal resources, and time management</td>
<td>•Applies personal integrity to one's actions</td>
<td>•Accesses and manages resources to achieve goals</td>
</tr>
<tr>
<td></td>
<td>•Demonstrates effective emotional management consistently</td>
<td>•Routinely evaluates the relationship between one's thoughts, words, and actions</td>
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</table>
## Goal III Elementary: Develop social awareness skills needed to establish and maintain positive relationships

<table>
<thead>
<tr>
<th>Objective A: Student demonstrates awareness of others’ emotions and perspectives</th>
<th>Objective B: Student demonstrates consideration for others and a desire to contribute to the well-being of school and community</th>
<th>Objective C: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences</th>
<th>Objective D: Student can read social cues</th>
</tr>
</thead>
</table>
| **Grades K-2 Student Expectations** | • Uses listening and attention skills to identify the feelings and perspectives of others (face, body, voice)  
• Identifies words and actions that hurt others  
• Acknowledges differing perceptions of a situation | • Identifies and defines aspects of a respectful interaction in a situation  
• Effectively and appropriately communicates needs, wants, and ideas in a respectful manner  
• Identifies and performs roles that contribute to one's classroom  
• Identifies how others within one's school, home, and community are helpful  
• Identifies how one helps others (feeding a pet, sharing, cleaning up when asked)  
• Expresses how one feels about helping others | • Identifies and defines aspects of culture  
• Identifies and defines how to treat someone with dignity and respect  
• Describes the ways that people are similar and different  
• Describes contributions of various cultures and groups |
| **Grades 3-5 Student Expectations** | • Identifies feelings and perspectives of others based on words / voice / non-verbal cues  
• Defines differences in perspective and point of view  
• Describes why others may be expressing specific feelings  
• Identifies cause and effect relationship of expression of strong emotions | • Identifies and performs roles that contribute to one's school and community  
• Works collaboratively with peers to address a social need (community or school service project) | • Identifies emotions by tone of voice  
• Identifies emotions by body language and facial expressions  
• Identifies ways that social and cultural cues may be different among various families and social groups |
<table>
<thead>
<tr>
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<th>Objective B: Student demonstrates consideration for others and a desire to contribute to the well-being of school and community</th>
<th>Objective C: Student demonstrates an awareness of cultural issues and a respect for human dignity and differences</th>
<th>Objective D: Student can read social cues</th>
</tr>
</thead>
</table>
| **Grades 6-8 Student Expectations** | - Analyzes how one's behavior may affect the feelings of others and identifies appropriate behavioral adjustments  
- Demonstrates constructive ways to provide support and encouragement to others  
- Demonstrates respect for other people's perspectives, experiences and cultures | - Identifies and explains how one's decisions and behaviors affect the well-being of the school and community  
- Explores a school, community or global need and generates possible solutions | - Identifies potential responses and outcomes to various social situations (e.g. peer pressure situations, cliques, public speaking)  
- Understands and respects personal boundaries of self and others (peers, family members, teachers) |
| **Grades 9-10 Student Expectations** | - Identifies verbal, physical, and situational cues that indicate others’ emotions  
- Uses communication skills to elicit the perspectives of others  
- Demonstrates ability to listen responsively to different opinions  
- Demonstrates ability to express empathy for others | - Works cooperatively with others to implement a strategy to address a need in the broader community (e.g. Service learning opportunities)  
- Analyzes the impact of one's involvement in an activity to improve one's school or community (e.g. Service learning opportunities) | - Evaluates how societal and cultural norms and mores have an effect on personal interactions  
- Reads social cues and predicts the impact of reactions to those cues |
| **Grades 11-12 Student Expectations** | - Differentiates between the factual content and emotional delivery of what a person says  
- Demonstrates respect, understanding, and empathy towards others  
- Compares and exchanges ideas, beliefs, and perspectives with others | - Participates in activities as agents for positive change within one’s communities  
- Explores one's responsibilities as an involved citizen of a democratic society | - Reads and responds to social cues accurately in a variety of settings (work, school, family, friends, etc.)  
- Understands and respects personal boundaries of self and others and practices perspective-taking in relationships |
### Goal IV Elementary: Demonstrate interpersonal relationship skills needed to establish and maintain positive relationships

<table>
<thead>
<tr>
<th>Objective A: Student uses positive communication and social skills to interact effectively with others</th>
<th>Objective B: Student develops constructive relationships</th>
<th>Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Grades K-2 Student Expectations</strong></td>
<td><strong>Grades 3-5 Student Expectations</strong></td>
<td></td>
</tr>
</tbody>
</table>
| •Focuses attention on others when they are speaking  
•Takes turns  
•Shares with others  
•Plays a game fairly  
•Exhibits good sportsmanship  
•Says "please," "thank you," and "excuse me"  
•Differentiates between passive, aggressive, and assertive responses | •Focuses attention on others when they are speaking  
•Takes turns  
•Shares with others  
•Plays a game fairly  
•Exhibits good sportsmanship  
•Says "please," "thank you," and "excuse me"  
•Differentiates between passive, aggressive, and assertive responses | •Focuses attention on others when they are speaking  
•Takes turns  
•Shares with others  
•Plays a game fairly  
•Exhibits good sportsmanship  
•Says "please," "thank you," and "excuse me"  
•Differentiates between passive, aggressive, and assertive responses | •Defines a healthy relationship  
•Acknowledges that there are different kinds of relationships  
•Explains / describes individual contributions to a healthy relationship  
•Identifies relationships one has with others | •Defines a healthy relationship  
•Acknowledges that there are different kinds of relationships  
•Explains / describes individual contributions to a healthy relationship  
•Identifies relationships one has with others | •Defines a healthy relationship  
•Acknowledges that there are different kinds of relationships  
•Explains / describes individual contributions to a healthy relationship  
•Identifies relationships one has with others | •Identifies feelings in a conflict  
•Appropriately asks for help (seeks support) when needed  
•Demonstrates ability to state the problem  
•Demonstrates use of "I-messages" | •Identifies feelings in a conflict  
•Appropriately asks for help (seeks support) when needed  
•Demonstrates ability to state the problem  
•Demonstrates use of "I-messages" | •Identifies conflicts commonly experienced by peers  
•Predicts how one's own behavior can affect others' emotions  
•Demonstrates use of conflict resolution process | •Identifies conflicts commonly experienced by peers  
•Predicts how one's own behavior can affect others' emotions  
•Demonstrates use of conflict resolution process |

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**Grades K-2 Student Expectations**

- Focuses attention on others when they are speaking
- Takes turns
- Shares with others
- Plays a game fairly
- Exhibits good sportsmanship
- Says "please," "thank you," and "excuse me"
- Differentiates between passive, aggressive, and assertive responses

**Grades 3-5 Student Expectations**

- Gives and receives compliments
- Uses responsive listening skills
- Demonstrates collaborative skills (e.g. listen, encourage, acknowledge opinions, compromise, reach consensus)
- Identifies attributes of constructive relationships
- Differentiates between safe and risky behaviors in a relationship
- Identifies a problem in a relationship and determines the appropriate means of resolution (i.e. problem solving process, peer mediation, adult assistance)
- Identifies conflicts commonly experienced by peers
- Predicts how one's own behavior can affect others' emotions
- Demonstrates use of conflict resolution process
<table>
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<th>Objective B: Student develops constructive relationships</th>
<th>Objective C: Student demonstrates an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways</th>
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<td>• Identifies communication and social skills necessary for being part of a team or community and for achieving group goals • Demonstrates ability to perform different roles in cooperative groups (i.e. leader, recorder, reporter, time-keeper)</td>
<td>• Analyzes the potential effects of peer pressure in various situations • Identifies strategies for handling peer pressure • Demonstrates strategies for resisting peer pressure • Identifies opportunities for participating in constructive activities with others in various settings</td>
<td>• Demonstrates conflict resolution skills to de-escalate, defuse, and resolve differences • Analyzes how all parties in conflict might get their needs met (win-win) • Identifies positive support people to seek out in a conflict situation / crisis</td>
</tr>
<tr>
<td>Grades 9-10 Student Expectations</td>
<td>• Demonstrates collaboration strategies to move group efforts forward • Offers and accepts constructive criticism in order to make improvements • Works to maintain an objective, non-judgmental tone during disagreements</td>
<td>• Explains benefits of setting boundaries for oneself and others • Engages in strategies for maintaining constructive relationships (e.g. pursue shared interests and activities, spend time together, give and receive help, apologize / practice forgiveness, empathy and responsive listening) • Demonstrates self-advocacy skills</td>
<td>• Analyzes how responsive listening helps in preventing and resolving conflicts • Applies skills and strategies needed to manage intimidation, avoid and escape violence, and maintain personal safety • Accesses conflict resolution and problem solving resources (i.e. security, trusted adults, counselors, and a problem-solving process) when needed</td>
</tr>
<tr>
<td>Grades 11-12 Student Expectations</td>
<td>• Uses communication skills to get needs met without negatively impacting others • Empowers oneself and others through encouragement and affirmation</td>
<td>• Relates to and builds connections with other people by showing empathy, respect, and understanding • Independently seeks out relationships that nurture one's development and well-being</td>
<td>• Demonstrates an ability to communicate and respect others in the face of unresolved conflict • Regularly utilizes conflict resolution skills to de-escalate, defuse, and resolve differences</td>
</tr>
<tr>
<td>Goal V Elementary: Demonstrate decision making skills, problem solving skills, and responsible behaviors in school, personal and community contexts</td>
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<td><strong>Objective A: Student considers ethical, safety and societal factors in making decisions</strong></td>
<td><strong>Objective B: Student uses effective decision-making skills</strong></td>
<td><strong>Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Grades K-2 Student Expectations</strong></td>
<td>• Identifies what it means to be responsible&lt;br&gt;• Identifies ways to promote physical and emotional safety for oneself and others&lt;br&gt;• Identifies ways to respond to unfamiliar adults in different settings&lt;br&gt;• Stands up for a friend / peer and lets others know when a person is being treated unfairly&lt;br&gt;• Recognizes that one has choices in how to respond to situations</td>
<td>• Describes ways to promote the safety of oneself and others&lt;br&gt;• Implements a sequenced strategy for making decisions&lt;br&gt;• Demonstrates effective social and classroom behavior (ask permission, listen to speaker, ask for help, offer to help, participate) in various situations&lt;br&gt;• Demonstrates constructive academic behaviors and self-regulation (listen, pay attention, follow directions, ignore distractions)</td>
<td>• Differentiates between small and large problems&lt;br&gt;• Expresses concerns directly&lt;br&gt;• Expresses empathy commensurate with the situation&lt;br&gt;• Identifies and implements steps of a problem solving process</td>
</tr>
<tr>
<td><strong>Grades 3-5 Student Expectations</strong></td>
<td>• Identifies community and social norms that affect decision making&lt;br&gt;• Defines types of bullying, associated consequences, and response strategies&lt;br&gt;• Identifies inappropriate behaviors and describes how to respond to a situation&lt;br&gt;• Recognizes and describes how the media can influence one's behavior&lt;br&gt;• Stands up for self or a peer who is being bullied</td>
<td>• Describes and demonstrates the steps of a decision-making model / process&lt;br&gt;• Actively participates in group decision-making processes&lt;br&gt;• Demonstrates academic behaviors and self-regulation skills such as organization, completing assignments, planning, and preparation</td>
<td>• Identifies a variety of decisions and problems that students have in and out of school&lt;br&gt;• Generates alternative solutions&lt;br&gt;• Evaluates consequences of possible solutions for a range of academic and social situations</td>
</tr>
<tr>
<td>Grades 6-8 Student Expectations</td>
<td>Objective A: Student considers ethical, safety and societal factors in making decisions</td>
<td>Objective B: Student uses effective decision-making skills</td>
<td>Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations</td>
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</table>
|                                 | • Evaluates how integrity, respect, fairness, and compassion contribute to ethical decision making  
• Describes the power of a bystander to diffuse a bullying or sexual harassment situation  
• Analyzes the benefits of school and societal rules | • Identifies and applies the steps of systematic decision-making  
• Utilizes the steps of systematic decision-making in various situations | • Analyzes how decision-making skills affect study habits and academic performance  
• Evaluates and applies strategies for resisting pressures to engage in unsafe or unethical activities |

| Grades 9-10 Student Expectations | Objective A: Student considers ethical, safety and societal factors in making decisions | Objective B: Student uses effective decision-making skills | Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations |
|---------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------|
|                                 | • Demonstrates ability to consider personal responsibility in making ethical decisions  
• Applies ally strategies in a bullying or sexual harassment situation  
• Evaluates how external influences (e.g. media, peers, social and cultural norms, and expectations of authority) affect one's decision-making | • Regularly utilizes a systematic decision-making process  
• Regularly applies strategies for resisting pressures to engage in unsafe or unethical activities | • Evaluates personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions  
• Applies decision-making skills to establish responsible social and work relationships and to make healthy life-long choices  
• Analyzes how present decision-making affects future choices and opportunities |

| Grades 11-12 Student Expectations | Objective A: Student considers ethical, safety and societal factors in making decisions | Objective B: Student uses effective decision-making skills | Objective C: Student applies problem solving skills to deal responsibly with daily academic and social situations |
|---------------------------------|----------------------------------------------------------------------------------|----------------------------------------------------------|
|                                 | • Recognizes and analyzes ethical reasoning to evaluate cultural constructs / societal practices  
• Analyzes the value of speaking up with courage and respect when self or another has been hurt or wronged  
• Examines different societies and cultures and considers how to express personal identity when moving between them | • Applies decision-making skills that foster responsible social and work relations interactions | • Routinely evaluates how decision-making affects interpersonal and group relationships  
• Routinely applies problem solving and decision-making skills in one's daily life |