### Independent-Socio-Emotional

**Essential Standard:**

**I.SE.1**

Understand the meaning and importance of personal responsibility and self-awareness.

<table>
<thead>
<tr>
<th>Clarifying Objectives</th>
<th>Unpacking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I.SE.1.1</strong></td>
<td>Explain the role of personal responsibility in leadership.</td>
</tr>
<tr>
<td><strong>I.SE.1.2</strong></td>
<td>Integrate personal responsibility into the way you live your life on a daily basis.</td>
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</tbody>
</table>

**The student will know how to:**

- Analyze and discuss the meaning of personal responsibility and predict its effect on one’s leadership.

**The student will be able to:**

- Formulate several situations with outcomes demonstrating personal responsibility traits used in leadership.

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**Essential Standard:**

**I.SE.2**

Understand the relationship between self and others in the broader world.

<table>
<thead>
<tr>
<th>The student will know how to:</th>
<th>The student will be able to:</th>
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</thead>
<tbody>
<tr>
<td><strong>I.SE.2.1</strong></td>
<td>Exemplify how peer pressure can be both a negative and positive influence.</td>
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<td><strong>Exemplify how peer pressure can be both a negative and positive influence.</strong></td>
<td>Elaborate on the affects of both positive and negative peer pressure.</td>
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</tbody>
</table>

**The student will be able to:**

- Formulate a flowchart showing examples of both positive and negative forms of peer pressure and predict the outcomes of each behavior.
### I.SE.2.2
Evaluate one’s own behaviors in a variety of situations, making adjustments as needed to produce more positive results.

**The student will know how to:**
- Interpret his/her behaviors and categorize them.

**The student will be able to:**
- Discuss several recent situations in his/her daily life, identifying the behaviors used and predict ways the behaviors could have been modified for more positive results.

### I.SE.2.3
Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.

**The student will know how to:**
- Distinguish between self-direction, initiative and self-control.

**The student will be able to:**
- Propose a situation and combine the use of self-direction, initiative and self-control to construct a positive outcome.

### Essential Standard: I.SE.3
Use communication strategies effectively for a variety of purposes and audiences.

#### I.SE.3.1
Use communication strategies to take a position and to defend a stand on controversial issues.

**The student will know how to:**
- Formulate a position and be able to defend this position based on facts and reasoning.

**The student will be able to:**
- Elaborate and defend a position on an issue by giving the supporting facts compiled to support the desired position.

#### I.SE.3.2
Use communication strategies that emphasize clarity and precision to achieve desired outcomes

**The student will know how to:**
- Choose appropriate communication strategies that are adapted for each audience and desired outcome.

**The student will be able to:**
- Formulate a situation, evaluate and list various communication strategies he/she would use to maximize the understanding of the desired outcomes.
Independent Unpacking Document

**Independent-Cognitive**

<table>
<thead>
<tr>
<th>Essential Standard:</th>
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<tbody>
<tr>
<td><strong>I.C.1</strong> Use creative strategies to make decisions and solve problems.</td>
</tr>
</tbody>
</table>

### I.C.1.1
Design new strategies by making modifications to previously used strategies, as needed.

#### The student will know how to:
- Identify strategies used in a given situation and propose changes that could be implemented to obtain different results.

#### The student will be able to:
- Predict the outcome of a given situation by creating new adjustments and modifications to previously used strategies.

### I.C.1.2
Generate ideas for solving novel problems that are based on previous experience and the results of internet research.

#### The student will know how to:
- Design solutions to novel problems using personal experience and a variety of resources.

#### The student will be able to:
- Hypothesize a personal situation and modify the strategies used to formulate a new approach by using ideas gathered from personal experiences, internet and other resources.

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**Independent-Cognitive**

<table>
<thead>
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<tr>
<td><strong>I.C.2</strong> Use analytical strategies to understand situations and make appropriate decisions.</td>
</tr>
</tbody>
</table>

### I.C.2.1
Compare analytical methods across subject areas (e.g., the scientific method in comparison to geometric proof in comparison to literary analysis).

#### The student will know how to:
- Identify and distinguish between the different analytical methods of analysis.

#### The student will be able to:
- Suppose a given situation and then construct a model that would change the situation based on each analytical method with proposed outcomes for each method.
### Independent Unpacking Document

<table>
<thead>
<tr>
<th>I.C.2.2</th>
<th>The student will know how to:</th>
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<tbody>
<tr>
<td>Use past experiences and general information to make decisions in a variety of situations.</td>
<td>- Evaluate past experiences and general information learned to create a different decision plan.</td>
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</table>

**The student will be able to:**
- Make a decision by generating a variety of solutions in order to develop a plan that utilize the best solution possible based on past experiences and relevant general information.

### Essential Standard:

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<tr>
<th>I.CR.1</th>
<th>The student will know how to:</th>
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<tr>
<td>Understand the meaning and importance of career self-awareness and career goals.</td>
<td>- Evaluate and create a set of values where individual uniqueness and differences are respected in the workplace.</td>
</tr>
</tbody>
</table>

**The student will be able to:**
- Adapt appropriate behavioral strategies that show respect for others who are different in the workplace.
- Hypothesize and discuss how a given strategy does or does not show respect for a uniqueness or difference in the workplace.

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<td>Demonstrate respect for individual uniqueness and differences in the workplace.</td>
<td>- Critique how teamwork, problem-solving and organizational skills affect the career plan he/she has chosen.</td>
</tr>
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</table>

**The student will be able to:**
- Create a list of employability skills needed for a chosen career plan and elaborate how each skill could maximize one’s employability.
**Essential Standard:**

**I.CR.2**  
Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.

<table>
<thead>
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<th>I.CR.2.1</th>
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</table>
| Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences. | **The student will know how to:**  
- Distinguish between internships, shadowing and mentoring.  
**The student will be able to:**  
- Construct a model or a chart that would combine academic and employment readiness traits needed for each work-based learning experience. |

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| Apply job readiness skills to seek employment opportunities and related academic opportunities. | **The student will know how to:**  
- Evaluate a list of current identified job readiness skills as it relates to employment and academic opportunities.  
**The student will be able to:**  
- Interpret given job requirements and predict which job readiness skills he/she currently posses that will maximize his/her employability and which academic opportunities could improve his/her readiness. |

**Essential Standard:**

**I.CR.3**  
Understand the relationship among personal and academic decisions, career expectations, and future life decisions.

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<thead>
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| Demonstrate how to write an effective résumé and how to use a résumé in a job search. | **The student will know how to:**  
- Create an appropriate resume.  
**The student will be able to:**  
- Propose the importance of an appropriate résumé based on the job they are seeking.  
- Discuss the current types of résumés in use and modify his/her current résumé to maximize employability. |

<table>
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| Demonstrate the knowledge of the rights and responsibilities of employers and employees. | **The student will know how to:**  
- Distinguish between a right and a responsibility.  
**The student will be able to:**  
- Create a chart distinguishing the rights and responsibilities that each employee should know and utilize. |
**Independent Unpacking Document**

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<tr>
<td>I.CR.4</td>
<td>Generate and organize the rights and responsibilities that each employer should honor and provide its employees.</td>
<td>Incorporate career plans with academic course selections aligning with additional training that may be needed while on the job for successful career transition.</td>
</tr>
<tr>
<td><strong>I.CR.4.1</strong></td>
<td><strong>Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.</strong></td>
<td>Choose an appropriate career plan.</td>
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<tr>
<td></td>
<td>Apply decision-making skills when implementing career planning, course selection, and career transition.</td>
<td>Based upon the requirements of the selected career plan, justify academic course selections that support future employability for career transition and future success.</td>
</tr>
<tr>
<td>I.CR.4.2</td>
<td><strong>Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.</strong></td>
<td><strong>The student will know how to:</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appraise the difference between responsibility, dependability, punctuality, integrity and effort.</td>
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<tr>
<td></td>
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<td>Elaborate on the importance of being responsible, dependable, punctual, possessing integrity and high effort in a chosen career path.</td>
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<td>Evaluate the value of each trait in one’s employability and career transition success.</td>
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