

Independent Unpacking Document

Independent-Socio-Emotional	
<b>Essential Standard:</b> <b>I.SE.1</b> Understand the meaning and importance of personal responsibility and self-awareness.	
<b>Clarifying Objectives</b>	<b>Unpacking</b> What does this objective mean a student will understand, know and be able to do?
I.SE.1.1  Explain the role of personal responsibility in leadership.	<b>The student will know how to:</b> <ul style="list-style-type: none"> <li>Analyze and discuss the meaning of personal responsibility and predict its effect on one's leadership.</li> </ul> <b>The student will be able to:</b> <ul style="list-style-type: none"> <li>Formulate several situations with outcomes demonstrating personal responsibility traits used in leadership.</li> </ul>
I.SE.1.2  Integrate personal responsibility into the way you live your life on a daily basis.	<b>The student will know how to:</b> <ul style="list-style-type: none"> <li>Incorporate personal responsibility traits into daily life.</li> </ul> <b>The student will be able to:</b> <ul style="list-style-type: none"> <li>Evaluate appropriate personal responsibility traits and adapt into the functions of their daily life. (i.e. driving, phone calls, use of internet, classroom, family, etc.)</li> </ul>

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<b>Essential Standard:</b> <b>I.SE.2</b> Understand the relationship between self and others in the broader world.	
I.SE.2.1  Exemplify how peer pressure can be both a negative and positive influence.	<b>The student will know how to:</b> <ul style="list-style-type: none"> <li>Elaborate on the affects of both positive and negative peer pressure.</li> </ul> <b>The student will be able to:</b> <ul style="list-style-type: none"> <li>Formulate a flowchart showing examples of both positive and negative forms of peer pressure and predict the outcomes of each behavior.</li> </ul>

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<p>I.SE.2.2</p> <p>Evaluate one’s own behaviors in a variety of situations, making adjustments as needed to produce more positive results.</p>	<p><b>The student will know how to:</b></p> <ul style="list-style-type: none"> <li>• Interpret his/her behaviors and categorize them.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> </ul>
<p>I.SE.2.3</p> <p>Explain the impact of self-direction, initiative, and self-control on interpersonal relationships.</p>	<p><b>The student will know how to:</b></p> <ul style="list-style-type: none"> <li>• Distinguish between self-direction, initiative and self-control.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Propose a situation and combine the use of self-direction, initiative and self-control to construct a positive outcome.</li> </ul>

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<p><b>Essential Standard:</b> I.SE.3 Use communication strategies effectively for a variety of purposes and audiences.</p>	
<p>I.SE.3.1</p> <p>Use communication strategies to take a position and to defend a stand on controversial issues.</p>	<p><b>The student will know how to:</b></p> <ul style="list-style-type: none"> <li>• Formulate a position and be able to defend this position based on facts and reasoning.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Elaborate and defend a position on a issue by giving the supporting facts compiled to support the desired position.</li> </ul>
<p>I.SE.3.2</p> <p>Use communication strategies that emphasize clarity and precision to achieve desired outcomes</p>	<p><b>The student will know how to:</b></p> <ul style="list-style-type: none"> <li>• Choose appropriate communication strategies that are adapted for each audience and desired outcome.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>• Formulate a situation, evaluate and list various communication strategies he/she would use to maximize the understanding of the desired outcomes.</li> </ul>

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**Independent-Cognitive**

**Essential Standard:**

**I.C.1**

**Use creative strategies to make decisions and solve problems.**

**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.

**Independent-Cognitive**

**Essential Standard:**

**I.C.2**

**Use analytical strategies to understand situations and make appropriate decisions.**

**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.

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<p>I.C.2.2</p> <p>Use past experiences and general information to make decisions in a variety of situations.</p>	<p><b>The student will know how to:</b></p> <ul style="list-style-type: none"> <li>Evaluate past experiences and general information learned to create a different decision plan.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p><b>Independent-Career</b></p>	
<p><b>Essential Standard:</b>  <b>I.CR.1</b>  <b>Understand the meaning and importance of career self-awareness and career goals.</b></p>	
<p>I.CR.1.1</p> <p>Demonstrate respect for individual uniqueness and differences in the workplace.</p>	<p><b>The student will know how to:</b></p> <ul style="list-style-type: none"> <li>Evaluate and create a set of values where individual uniqueness and differences are respected in the workplace.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Adapt appropriate behavioral strategies that show respect for others who are different in the workplace.</li> <li>Hypothesize and discuss how a given strategy does or does not show respect for a uniqueness or difference in the workplace.</li> </ul>
<p>I.CR.1.2</p> <p>Apply appropriate employability skills such as teamwork, problem-solving, and organizational skills when career planning.</p>	<p><b>The student will know how to:</b></p> <ul style="list-style-type: none"> <li>Critique how teamwork, problem-solving and organizational skills affect the career plan he/she has chosen.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Create a list of employability skills needed for a chosen career plan and elaborate how each skill could maximize one's employability.</li> </ul>

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<p><b>Essential Standard:</b>  <b>I.CR.2</b>  <b>Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.</b></p>	
<p>I. CR.2.1</p> <p>Apply academic and employment readiness skills in work-based learning situations such as internships, shadowing, and/or mentoring experiences.</p>	<p><b>The student will know how to:</b></p> <ul style="list-style-type: none"> <li>Distinguish between internships, shadowing and mentoring.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Construct a model or a chart that would combine academic and employment readiness traits needed for each work-based learning experience.</li> </ul>
<p>I.CR.2.2</p> <p>Apply job readiness skills to seek employment opportunities and related academic opportunities.</p>	<p><b>The student will know how to:</b></p> <ul style="list-style-type: none"> <li>Evaluate a list of current identified job readiness skills as it relates to employment and academic opportunities</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Interpret given job requirements and predict which job readiness skills he/she currently possesses that will maximize his/her employability and which academic opportunities could improve his/her readiness.</li> </ul>
<p><b>Essential Standard:</b>  <b>I.CR.3</b>  <b>Understand the relationship among personal and academic decisions, career expectations, and future life decisions.</b></p>	
<p>I. CR.3.1</p> <p>Demonstrate how to write an effective résumé and how to use a résumé in a job search.</p>	<p><b>The student will know how to:</b></p> <ul style="list-style-type: none"> <li>Create an appropriate resume.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Propose the importance of an appropriate résumé based on the job they are seeking.</li> <li>Discuss the current types of résumés in use and modify his/her current résumé to maximize employability.</li> </ul>
<p>I.CR.3.2</p> <p>Demonstrate the knowledge of the rights and responsibilities of employers and employees.</p>	<p><b>The student will know how to:</b></p> <ul style="list-style-type: none"> <li>Distinguish between a right and a responsibility.</li> </ul> <p><b>The student will be able to:</b></p> <ul style="list-style-type: none"> <li>Create a chart distinguishing the rights and responsibilities that each employee should know and utilize.</li> </ul>

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	<ul style="list-style-type: none"><li>• Generate and organize the rights and responsibilities that each employer should honor and provide its employees.</li></ul>
<b>Essential Standard:</b> <b>I.CR.4</b> <b>Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.</b>	
I.CR.4.1  Apply decision-making skills when implementing career planning, course selection, and career transition.	<b>The student will know how to:</b> <ul style="list-style-type: none"><li>• Incorporate career plans with academic course selections aligning with additional training that may be needed while on the job for successful career transition.</li></ul> <b>The student will be able to:</b> <ul style="list-style-type: none"><li>• Choose an appropriate career plan.</li><li>• Based upon the requirements of the selected career plan, justify academic course selections that support future employability for career transition and future success.</li></ul>
I.CR.4.2  Demonstrate the importance of responsibility, dependability, punctuality, integrity, and effort in the workplace.	<b>The student will know how to:</b> <ul style="list-style-type: none"><li>• Appraise the difference between responsibility, dependability, punctuality, integrity and effort.</li></ul> <b>The student will be able to:</b> <ul style="list-style-type: none"><li>• Elaborate on the importance of being responsible, dependable, punctual, possessing integrity and high effort in a chosen career path.</li><li>• Evaluate the value of each trait in one’s employability and career transition success.</li></ul>