Progressing-Socio-Emotional	
Essential Standard: **P.SE.1** Understand the meaning and importance of personal responsibility and self-awareness.	
Clarifying Objectives	**Unpacking** What does this objective mean a student will understand, know and be able to do?
P.SE.1.1 Identify how to set boundaries that maintain personal rights while paying attention to the rights of others.	**The student will know how to:** - Select appropriate boundary behaviors when dealing with others. - Select appropriate assertive behavior skills when dealing with others. **The student will be able to:** - Model appropriate behaviors in situations that require boundaries. - Compare how passive, aggressive and assertive behaviors affect self and others.
P.SE.1.2 Use self-determination to build independence (e.g., work habits, personal productivity, and leadership).	**The student will know how to:** - Identify and choose personal traits that build independence. **The student will be able to:** - Construct a list of traits that reflect positive self-determination. - Describe how self-determination may lead to independence. - Demonstrate independence in a role-play situation.

Progressing-Socio-Emotional	
Essential Standard: **P.SE.2** **Understand the relationship between self and others in the broader world.**	
P.SE.2.1 Interpret the meaning of self-concept.	**The student will know how to:** • To identify and assess qualities that constructs their self-concept. **The student will be able to:** • Compare and contrast personal traits included in one's self-concept. • Apply personal traits in various situations that reflect a confident self-concept.
P.SE.2.2 Explain how understanding differences among people can increase self-understanding.	**The student will know how to:** • Identify types of differences among people and apply knowledge to better understand him/her. **The student will be able to:** • Compare and contrast a cultural difference, a socio-economic difference, a gender difference and an ethic difference. • Apply this knowledge of differences to increase his/her self-awareness. (personal reflection)
P.SE.2.3 Use responsible risk-taking behaviors to support positive relationship building.	**The student will know how to:** • Use several risk-taking behaviors that are positive in nature (i.e. speaking up in a group, introducing yourself when entering a group, asking for help, etc.). **The student will be able to:** • Construct a scenario that would show how using responsible risk-taking behaviors could have a positive impact on a relationship.

Progressing-Socio-Emotional	
P.SE.3 **Use communication strategies effectively for a variety of purposes and audiences.**	
P.SE.3.1 Analyze available resources and strategies to determine those that are most appropriate for communicating to various groups.	**The student will know how to:** • Access and use various communication resources and strategies. **The student will be able to:** • Compare and contrast appropriate resources for communicating with teachers, principal, friends, family and employers, etc. • Model an appropriate way to communicate, utilizing appropriate resources and strategies for various groups.
P.SE.3.2 Explain how body language and vocal expression affect the effectiveness of communication.	**The student will know how to:** • Use appropriate types of body language and vocal expression **The student will be able to:** • Compare and contrast positive and negative types of body language and vocal expression. • Demonstrate appropriate body language and vocal expression in a role play situation.
P.SE.3.3 Use communication skills that build and sustain relationships with a wide range of people	**The student will know how to:** • Use effective communication skills. **The student will be able to:** • Apply effective communication skills to several different groups (i.e. friends, siblings, parents, teachers, employers, etc.) • Demonstrate how the skill helps to build or sustain relationships with each identified group.

Progressing-**Cognitive**	
Essential Standard: **P.C.1** **Use creative strategies to make decisions and solve problems.**	
P.C.1.1 Understand how to make adjustments to strategies that are not effective in making decisions or solving problems.	**The student will know how to:** • Adjust a strategy when it is not working to make a decision or solve a problem. **The student will be able to:** • Identify a situation when a decision did not work. How would using different strategies or making adjustments make the outcome positive?
P.C.1.2 Analyze strategies you have used in the past to determine the most appropriate strategies for solving a current academic problem.	**The student will know how to:** • Select and use previous strategies that have been successful with academic problems. **The student will be able to:** • Develop an academic plan which will incorporate strategies they have successfully used to promote academic success. (study skills, regular attendance, test-taking skills, etc)
Progressing-**Cognitive**	
Essential Standard: **P.C.2** **Use analytical strategies to understand situations.**	
P.C.2.1 Analyze long-term assignments (e.g., projects and research papers) to determine the most appropriate strategies to use to complete each assignment.	**The student will know how to:** • Distinguish between long-term and short-term assignments. **The student will be able to:** • Organize and use appropriate research skills. • Use study habits that foster academic success for long-term projects.

P.C.2.2 Use time-management and task-management skills to complete academic work of high quality in a timely manner.	**The student will know how to:** • Differ between time-management and task-management skills. **The student will be able to:** • Implement a timeline using time-management strategies for a long-term project/complex assignment. • Develop and use a chart/diagram using task-management strategies to complete a long-term project/complex assignment.

Progressing-Career

Essential Standard:
P.CR.1
Understand the meaning and importance of career self-awareness and career goals.

P.CR.1.1 Explain how personal skills, interests, and abilities relate to current career plans.	**The student will know how to:** • Align personal skills and abilities to potential careers. **The student will be able to:** • Describe how their personal skills, interests and abilities align with a list of career interests from a career interest inventory.
P.CR.1.2 Develop a competency plan in your chosen career areas.	**The student will know how to:** • Develop and use a competency plan. **The student will be able to:** • Design a plan for each personal career interest that shows alignment with interests, skills and abilities.
P.CR.1.3 Develop skills to locate, evaluate, and interpret career information.	**The student will know how to:** • Utilize career resources. **The student will be able to:** • Locate specific career information for his/her career choice • Interpret characteristics of that career choice. • Describe individual progress toward that career choice.

Essential Standard:	
P.CR.2	
Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.	
P. CR.2.1 Maintain a career-planning portfolio.	**The student will know how to :** • Assembly a career plan portfolio. **The student will be able to:** • Research a chosen career and collect appropriate information needed for a career portfolio. • Construct a portfolio to show the abilities, interest, educational requirements and future growth indicators of a chosen career.
P.CR.2.2 Use research and information resources to obtain career information.	**The student will know how to:** • Use accurate career information resources. **The student will be able to:** • Select career information related to a career goal. • Use multi-media career information to gain real-world and experiential knowledge of the career.
Essential Standard:	
P.CR.3	
Understand the relationship among personal and academic decisions, career expectations, and future life decisions.	
P. CR.3.1 Describe the effect of work on lifestyle	**The student will know how to:** • Select career goals compatible to his/her life style. **The student will be able to:** • Compare several career goals with the various lifestyles. • Infer how these career goals align with their desired projected lifestyle goals.
P.CR.3.2 Explain how work can help to achieve personal success and satisfaction.	**The student will know how:** • Personal success and satisfaction is affected by work choice. **The student will be able to:** • Compare and contrast ways future satisfaction and personal success are influenced by various traits of work. • Develop and use a career/academic plan to guide them

	towards work which will lead to personal success and satisfaction.
Essential Standard: **P.CR.4** **Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.**	
P.CR.4.1 Compare the effects of personal and academic decisions upon career goals and life expectations.	**The student will know how to:** • Execute appropriate personal and academic choices that lead to positive career and life expectations. **The student will be able to:** • Compare and contrast future career readiness skills such as: regular attendance, collaboration/teamwork skills, rigorous course selection, and realistic career goal-setting skills on personal and academic decisions now and their affect for the future.
P.CR.4.2 Demonstrate the relationship between course selection in school, grades earned, and attendance with expectations of the world of work in the career fields identified.	**The student will know how to:** • Link expectations at school with expectations at work. **The student will be able to:** • Construct a cause and effect chart which shows the relationship between work ethic at school and in the world of work.