

Readiness/Exploratory/Discovery Unpacking Document

Readiness/Exploratory/Discovery-Socio-Emotional

Essential Standard: RED.SE.1 Understand the meaning and importance of personal responsibility.	
Clarifying Objectives	Unpacking What does this objective mean a student will understand, know and be able to do?
RED.SE.1.1 Understand the importance of self-control and responsibility.	The student will know how to: <ul style="list-style-type: none"> Identify behaviors that show self-control and responsibility. The student will be able to: <ul style="list-style-type: none"> Verbally express a behavior that shows self-control in use. Identify a behavior used daily which shows responsibility.
RED.SE.1.2 Identify ways of controlling emotional states, feelings, and moods.	The student will know how to: <ul style="list-style-type: none"> Define emotional states, feelings and moods. The student will be able to: <ul style="list-style-type: none"> Identify and discuss several feelings they have daily. Describe how to manage various feelings.
RED.SE.1.3 Contrast rights and responsibilities.	The student will know how to: <ul style="list-style-type: none"> Define a right and a responsibility. The student will be able to: <ul style="list-style-type: none"> Name a right and a responsibility. Express the rights and responsibilities we have as students in our school and as Americans in our country.

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Readiness/Exploratory/Discovery-Socio-Emotional	
Essential Standard: RED.SE.2 Understand the relationship between self and others in the broader world.	
RED.SE.2.1 Identify ways of making and keeping friends.	The student will know how to: <ul style="list-style-type: none"> Identify behaviors that they like in people they choose as friends. The student will be able to: <ul style="list-style-type: none"> Recall what they like that friends do for them. Express traits that make a person a friend. Name a quality/behavior that makes him/her a good friend.
RED.SE.2.2 Understand how to support positive relationship building (e.g., managing impulsivity, adaptability, and flexibility).	The student will know how to: <ul style="list-style-type: none"> Recall some traits of positive relationships. The student will be able to: <ul style="list-style-type: none"> Express ways they are adaptable or flexible in building a positive relationship with their friends. Verbally express an impulse they have had and how they dealt with this impulsive behavior.
Readiness/Exploratory/Discovery-Socio-Emotional	
Essential Standard: RED.SE.3 Use communication strategies effectively for a variety of purposes and audiences.	
RED.SE.3.1 Use oral/written communication skills to share information with others.	The student will know how to: <ul style="list-style-type: none"> Identify oral and written communication. The student will be able to: <ul style="list-style-type: none"> Verbally express various ways they communicate orally with others. (Speaking, laughing, shouting, whistling, etc.)

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	<ul style="list-style-type: none"> Name forms of written communication they use with others. (Notes, pictures, signs, text, emails, etc.)
<p>RED.SE.3.2</p> <p>Use non-verbal communication skills to share information with others.</p>	<p>The student will know how to:</p> <ul style="list-style-type: none"> Identify non-verbal communications. <p>The student will be able to:</p> <ul style="list-style-type: none"> Verbally express non-verbal ways they communicate with a friend. (Eyes, body language, gestures, facial expressions, stance, head movement, etc)
<p>Readiness/Exploratory/Discovery-Cognitive</p>	
<p>Essential Standard:</p> <p>RED.C.1</p> <p>Use creative strategies to make decisions and solve problems.</p>	
<p>RED.C.1.1</p> <p>Identify problems that you have encountered or are likely to encounter.</p>	<p>The student will know how to:</p> <ul style="list-style-type: none"> Identify a problem situation and what made this situation a problem. <p>The student will be able to:</p> <ul style="list-style-type: none"> Recall situations when they experienced a problem. List issues that may cause them problems in the future
<p>RED.C.1.2</p> <p>Identify creative strategies and non-creative strategies.</p>	<p>The student will know how to:</p> <ul style="list-style-type: none"> Identify strategies to solve problems. Identify the steps of decision making. <p>The student will be able to:</p> <ul style="list-style-type: none"> Select a creative solution and a non-creative solution to solve problems. (creative – one they have not used previously; non-creative – one they have used before). Recall some basic steps of the decision-making process. Recall some basic steps of solving problems.

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Readiness/Exploratory/Discovery-Cognitive	
.Essential Standard: RED.C.2 Use analytical strategies to better understand situations and make appropriate decisions.	
RED.C.2.1 Identify situations from your daily life in terms of problems and solution strategies.	The student will know how to: <ul style="list-style-type: none"> • Identify a solution to a problem. The student will be able to: <ul style="list-style-type: none"> • Verbally express the problem and give a solution strategy to overcome the identified problem.
RED.C.2.2 Recognize situations in which peer pressure is influencing decisions.	The student will know how to: <ul style="list-style-type: none"> • Identify peer pressure and influence on decisions The student will be able to: <ul style="list-style-type: none"> • Describe a situation where peer pressure may have influence a decision.
Readiness/Exploratory/Discovery=Career	
Essential Standard: RED.CR.1 Understand the meaning and importance of career self-awareness and career goals.	
RED.CR.1.1 Describe traditional and nontraditional career choices and the ways they might relate to your chosen career goals.	The student will know how to: <ul style="list-style-type: none"> • Identify traditional and nontraditional careers. The student will be able to: <ul style="list-style-type: none"> • Review a list of careers and identify non- traditional careers based on his/her gender.
RED. CR.1.2 Use the internet to access career-planning information	The student will know how to: <ul style="list-style-type: none"> • Log-on to the computer and access a career related website. The student will be able to: <ul style="list-style-type: none"> • Locate information on a career that interests him/her.
RED. CR.1.3	The student will know how to: <ul style="list-style-type: none"> • Define an ability, skill and interest.

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<p>Explore awareness of personal abilities, skills, and interests.</p>	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Identify a skill, an ability and an interest that he/she knows about themselves.
<p>Essential Standard: RED.CR.2 Understand the relationship among career goals and interests, personal interests, aptitudes, and abilities.</p>	
<p>RED. CR.2.1</p> <p>Explore the activities performed and skills used in various occupations.</p>	<p>The student will know how to:</p> <ul style="list-style-type: none"> • Define various occupations. <p>The student will be able to:</p> <ul style="list-style-type: none"> • Name some occupations and list skills specific to these occupations.
<p>Essential Standard: RED.CR.3 Understand the relationship among personal and academic decisions, career expectations, and future life decisions.</p>	
<p>RED.CR.3.1</p> <p>Recognize how the use of conflict management skills with peers and adults can affect future life success.</p>	<p>The student will know how to:</p> <ul style="list-style-type: none"> • Define conflict. • Use a conflict resolution process <p>The student will be able to:</p> <ul style="list-style-type: none"> • Identify positive and negative ways to deal with conflict. • Name steps of a conflict resolution process. • Express how a conflict resolution process may affect their friendships in the future.
<p>RED.CR.3.2</p> <p>Recognize that a positive attitude toward work and learning affects future life success.</p>	<p>The student will know how to:</p> <ul style="list-style-type: none"> • Define positive attitudes. <p>The student will be able to:</p> <ul style="list-style-type: none"> • Name traits of a positive attitude. • Share how positive attitudes can help them be more successful.

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<p>RED.CR.3.3</p> <p>Summarize how interests, abilities, and achievement are related to achieving personal, social, educational, and career goals.</p>	<p>The student will know how to:</p> <ul style="list-style-type: none">• Define goals• Name a goal setting process. <p>The student will be able to:</p> <ul style="list-style-type: none">• Verbally express how achieving to his/her potential in school can affect personal, social, educational and career goals.• Define what a short term and long term goal are.• List the steps of a goal setting process.
<p>Essential Standard: RED.CR.4 Understand the connection among attendance, collaboration, course selection, grades, grade point average, undergraduate admission, career expectations, and life goals.</p>	
<p>RED.CR.4.1</p> <p>Recognize how to interact and work cooperatively in teams and groups.</p>	<p>The student will know how to:</p> <ul style="list-style-type: none">• Define cooperation, interaction and team. <p>The student will be able to:</p> <ul style="list-style-type: none">• Name a team that works cooperatively together• Verbally express how the members of a team must work cooperatively.• List the outcomes of a team that does not work together.