## ­Positive Attitude

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| Topic | Knowledge | Skill | Reasoning |
| Stress | **1) SWBAT identify different types of stress.** **2) SWBAT define stress.**  **3) SWBAT identify physiological and emotional responses to stress.** **4) SWBAT list stress management techniques.** | **9) SWBAT create a comprehensive stress management plan.** **10) SWBAT research stress management techniques. (project?)** | **13) SWBAT evaluate the effectiveness of stress management plan.** |
| Time Management | **5) SWBAT identify ways to prioritize their responsibilities.** **6) SWBAT list their most important and least important priorities.** **7 )SWBAT identify time management methods.** | **11) SWBAT develop a personal time management plan.** **12) SWBAT use a planner.** | **14) SWBAT analyze the effectiveness of time management techniques.** **15) SWBAT evaluate good vs. bad use of time in relation to a goal.** |
| Emotional Intelligence | **16) SWBAT define emotional intelligence.** **17) SWBAT recognize the difference between feelings and actions.** **18) SWBAT identify different ways to keep a positive attitude.** | **19) SWBAT model responses in using positive attitude techniques.** **20) SWBAT test their E.Q. (project?)** |  |

**Self-Motivation**

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| Topic | Knowledge | Skill | Reasoning |
| Self-Reflection | **1) SWBAT define self-reflection.** **2) SWBAT identify ways to self-reflect/assess.** **3) SWBAT explain the importance of being honest to one’s self.** **4) SWBAT select appropriate next steps to take after self-reflection.** | **5) SWBAT develop an improvement plan based on person self-reflection.** **6) SWBAT self-reflect.** | **7) SWBAT infer ways to self-reflect in different situations.** **8) SWBAT analyze self-reflections for genuineness.** **9) SWBAT evaluate a personal situation where self-reflection has been used for an extended time.** |
| GRIT | **10) SWBAT define GRIT.** **11) SWBAT explain the value of perseverance.** **12) SWBAT identify general techniques to overcome challenges.** **13) SWBAT identify long term motivations.** | **14) SWBAT model GRIT in a personal situation.** **15) SWBAT create an action plan to keep GRIT.** **16) SWBAT research examples of GRIT. (project?)** | **17) SWBAT analyze another’s life situation and determine how GRIT was demonstrated.** **18) SWBAT analyze their personal life for GRIT and determine what pushed them to persevere.** **19) SWBAT infer how GRIT could be maintained in personal life situations.** |
| Goal Setting | **20) SWBAT explain how one writes a goal**[Not SMART]  **21) SWBAT recognize the importance of goal setting.** **22) SWBAT identify how goals are used in one’s personal and professional life.** | **23) SWBAT write a personal goal.** **24) SWBAT write a professional goal**[for within an organization]**.** | **25) SWBAT apply goal setting skills to new projects and environments.** |

## Work Ethic

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| Topic | Knowledge | Skill | Reasoning |
| Work Ethic | **1) SWBAT know the mission of an organization they are involved with.** **2) SWBAT identify personal and organization values.** **3) SWBAT identify workplace norms and expectations (both in general and in a particular type of business).** **4) SWBAT identify quality levels of people and work.** **5) SWBAT explain the importance of acquiring new skills and improving old one.** **6) SWBAT select avenues to acquire/improve skills.** **7) SWBAT define integrity.** **8) SWBAT know the importance of integrity in the workplace.** **9) SWBAT identify positive workplace attitudes and behaviors.** | **10) SWBAT measure the level of work ethic**(Using M.R.D. as a baseline and MRQ matrix as an assessment).  **11) SWBAT demonstrate timeliness.**  **12) SWBAT model high quality workplace behavior in the classroom.**  **13) SWBAT model integrity**[through reacting to different scenarios].   **14) SWBAT demonstrate positive attitudes and behaviors.** | **15) SWBAT compare and contrast both values and workplace norms of different companies.** |

## Communication

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| Topic | Knowledge | Skill | Reasoning |
| Communication | **1) SWBAT identify communication protocol in a workplace.** **2) SWBAT identify different organizational structures based on type, sector, and size.** **3) SWBAT identify different roles and titles (using organizational charts).** **4) SWBAT recall the chain of command in an organization.** **5) SWBAT list different forms of communication** **6) SWBAT identify their personal communication style** | **7) SWBAT demonstrate proper communication within an organization and across different departments.** **8) SWBAT speak appropriately and in a professional manner.** | **9) SWBAT infer what different methods of communication should be taken in different scenarios.** |
| Verbal and Non-Verbal | **10) SWBAT define verbal and non-verbal communication.** **11) SWBAT explain the difference between verbal and non-verbal communication.** **12) SWBAT list positive and negative attributes of both verbal and non-verbal communication.** **13) SWBAT explain the impact of body language in communication.** **14) SWBAT define body language.** **15) SWBAT match different types of body language to different assumptions about people.** | **16) SWBAT model positive verbal and non-verbal communication.** **17) SWBAT model positive use of body language.** | **18) SWBAT analyze the use of a person’s ability to communicate through verbal, non-verbal, and body language and determine whether or not it is professional.** |
| Code Switching and Message Writing | **19) SWBAT define code switching.** **20) SWBAT list methods/tools to use for code switching.** **21) SWBAT identify professional ways to compose a message.** **22) SWBAT list professional ways to deliver a message**[to different parties and for different purposes] | **23) SWBAT perform code switching**[in different scenarios]**.** **24) SWBAT speak a professional message to a superior**[for a variety of situations]**.** **25) SWBAT write/compose a professional message for a superior**[for a variety of situations]. | **26) SWBAT infer the best form of communication, way to deliver a message, for a variety of scenarios.** |

**Professional Attitude**

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| Topic | Knowledge | Skill | Reasoning |
| Norms | **1) SWBAT identify the mission and goals of an organization.** **2)****SWBAT list hidden/unspoken expectations of an organization.** **3)****SWBAT explain the importance of having culture and norms in an organization.** **4) SWBAT recognize the norms and culture in an organization.** **5)****SWBAT explain the importance of being on time and completing work in a timely manner.** | **6) SWBAT create professional goals that align with a organization’s mission.** **7)****SWBAT do their work in a timely manner.** | **8) SWBAT infer the goals of an organization based on its mission.** **9)****SWBAT evaluate the impact of following directions, being flexible, timeliness, priority setting, and gossip affect an organization’s mission, norms, and culture.** |
| Gossip | **10) SWBAT know different methods to use for keeping track of directions.** **11)****SWBAT define flexibility.** **12)****SWBAT explain the importance of being flexible.** **13)****SWBAT define gossip.** **14)****SWBAT choose tasks that have priority in an organization.** | **15) WBAT follow directions.** **16)****SWBAT demonstrate flexibility** **17)****SWBAT avoid gossip in/about an organization.** **18)****SWBAT do tasks in an organization that are of top priority.** |  |
| Customer Service Skills | **19) SWBAT identify a variety of customer service skills.** **20) SWBAT explain how tact is an important customer service skill.** **21) SWBAT explain how empathy is an important customer service skill.** **22) SWBAT explain how personal appearance affects customer service.** | **23) SWBAT perform customer service skills.** **24) SWBAT demonstrate empathy and tact.** **25) SWBAT model appropriate personal appearance.** | **26) SWBAT compare and contrast customer service skills (in a variety of scenarios).** |
| Conflict Resolution | **27) SWBAT Describe the nature of conflict.** **28)****SWBAT Articulate the components of negotiation.** **29)****SWBAT Know the types of conflict management styles.** **30)****SWBAT Recognize the influence of personality on conflict management style.** **31)****SWBAT Explain the importance of good communication skills; the influence of gender and cultural differences, persuasion, perception, and power in conflict resolution.** | **32) SWBAT use different conflict management styles in a conflict.** | **33) SWBAT infer the link between effective negotiation skills and effective leadership.** **34)****SWBAT evaluate the importance of assessing one's own conflict management style.** |

## Teamwork

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| Topic | Knowledge | Skill | Reasoning |
| Teamwork | **1) SWBAT define teamwork.** **2) SWBAT Describe why teams are important for an organization.** **3) SWBAT Describe characteristics of a successful teamwork experience.** **4) SWBAT Describe the five tenets of cooperative learning (working) in their own words.**[positive interdependence, face-to-face promotive interaction, individual accountability, interpersonal and small group skills, and group processing] **5) SWBAT Identify the problems associated with organizing and managing teams.** | **6) SWBAT create a plan for a team to solve a problem/accomplish a task together.** | **7) SWBAT Evaluate situations to determine if they satisfy the five tenets of cooperative learning.** **8) SWBAT Evaluate the appropriateness of teamwork plans for problems/tasks.**[i.e. evaluate how a team can work together to accomplish a problem by assigning roles, accountability check-ins, etc.) |
| Group Think | **9) SWBAT define group think.** **10) SWBAT explain the impact of group think on a team.** | **11) SWBAT design methods/ways to avoid group think.** |  |
| Roles and Goals | **12) SWBAT identify a variety of roles members can play in a team.** **13) SWBAT explain the importance of providing roles in a team**[think avoid group think, inclusion, task management, etc.] **14) SWBAT list ways to assign tasks to group members.** **15) SWBAT identify parties in an organization to report to.** **16) SWBAT choose which parties in an organization should be communicated with for a variety of scenarios.** **17) SWBAT choose methods of benchmarking a team’s and individual member’s progress (trello, basecamp, etc.)** **18) SWBAT identify methods of reflection on both self and group work.** **19) SWBAT define strength and weakness.** **20) SWBAT list the strengths and weaknesses of a team and its individuals.** | **21) SWBAT play multiple roles in a team.** **22) SWBAT write goals and objectives for a team.** **23) SWBAT assign appropriate roles to group members based on their strengths and weaknesses.** **24) SWBAT assign tasks equally to members of a group.** **25) SWBAT report out to appropriate parties about teamwork, conflict, and progress.** **26) SWBAT reflect as individuals and as a group.** | **27) SWBAT evaluate a team’s success based on roles, goals, benchmarks, reflection, and completion of tasks.** |
| Criticism | **28) SWBAT identify positive and negative criticism.** **29) SWBAT define constructive criticism.** **30) SWBAT list ways to provide constructive criticism.** **31) SWBAT explain constructive language and its usage in a team.** | **32) SWBAT give constructive criticism.** **33) SWBAT receive constructive criticism.** | **34) SWBAT analyze received criticism as constructive or not.** **35) SWBAT infer next steps to be taken based on received criticism.** |