## ­Positive Attitude

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| Topic | Knowledge | Skill | Reasoning |
| Stress | **1) SWBAT identify different types of stress.[ST]** **2) SWBAT define stress.[ST]** **3) SWBAT identify physiological and emotional responses to stress.[ST]** **4) SWBAT list stress management techniques.[ST]** | **6) SWBAT create a comprehensive stress management plan. [LT]** |  |
| Time Management | **7) SWBAT identify time management to prioritize their responsibilities.[ST]** **8) SWBAT list their most important and least important priorities.[ST]** | **9) SWBAT develop a personal time management plan. [LT]** **10) SWBAT use a planner. [ST]** | **11) SWBAT analyze the effectiveness of time management techniques. [LT]** |
| Emotional Intelligence | **12) SWBAT define emotional intelligence.[ST]** **13) SWBAT recognize the difference between feelings and actions.[ST]** | **14) SWBAT test their E.Q. (project?) [ST]** |  |

**Self-Motivation**

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| Topic | Knowledge | Skill | Reasoning |
| Self-Reflection | **1) SWBAT define self-reflection.[ST]** **2) SWBAT identify ways to self-reflect/assess.[ST]** **3) SWBAT explain the importance of self honesty.[ST]** | **4) SWBAT develop an improvement plan based on person self-reflection.[LT]** **5) SWBAT self-reflect.[LT]** |  |
| GRIT | **6) SWBAT define GRIT.[ST]** **7) SWBAT explain the value of perseverance.[ST]** **8) SWBAT identify general techniques to overcome challenges.[ST]** **9) SWBAT identify long term motivations.[ST]** | **10) SWBAT model GRIT in a personal situation.[LT]** | **11) SWBAT analyze their personal life for GRIT and determine what pushed them to persevere. [LT]** |
| Goal Setting | **12) SWBAT explain how one writes a goal**[Not SMART] **[ST]** **13) SWBAT recognize the importance of goal setting** (identify how goals are used in one’s personal and professional life)**.[ST]** | **14) SWBAT write a personal and professional goal. [LT]** |  |

## Work Ethic

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| Topic | Knowledge | Skill | Reasoning |
| Work Ethic | **1) SWBAT identify workplace norms and expectations (both in general and in a particular type of business). [ST]** **2) SWBAT explain the importance of acquiring new skills and improving old one. [ST]** **3) SWBAT select avenues to acquire/improve skills.  [ST]** **4) SWBAT define integrity. [ST]** **5) SWBAT know the importance of integrity in the workplace.[ST]** | **6) SWBAT model integrity**[through reacting to different scenarios]. **[LT]** | **7) SWBAT evaluate MRQ results to guide personal improvement. [LT]** |

**SWBAT measure the level of work ethic**(Using M.R.D. as a baseline and MRQ matrix as an assessment).**[should be an assessment used to see if students are developing the good skills]**

## Communication

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| Topic | Knowledge | Skill | Reasoning |
| Communication | **1) SWBAT identify communication protocol in a workplace. [ST]** | **2) SWBAT speak appropriately and in a professional manner. [LT]** |  |
| Verbal and Non-Verbal | **3) SWBAT define and explain verbal and non-verbal communication** [includes a look at the + and -]**.[ST]** **4) SWBAT define body language. [ST]** **5) SWBAT identify different types of body language and the assumptions attached to them[ST]** | **6) SWBAT model positive verbal and non-verbal communication. [LT]** **7) SWBAT model positive use of body language. [LT]** | **8) 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. [LT]** |
| Code Switching and Message Writing | **9) SWBAT define code switching. [ST]** **10) SWBAT list methods/tools to use for code switching. [ST]** **11) SWBAT identify professional ways to compose a message. [ST]** **12) SWBAT list professional ways to deliver a message**[to different parties and for different purposes] **[ST]** | **13) SWBAT perform code switching**[in different scenarios]**. [LT]** **14) SWBAT write/compose a professional message** [for a variety of situations]. **[LT]** | **15) SWBAT infer the best form of communication, way to deliver a message, for a variety of scenarios. [LT]** |

**Professional Attitude**

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| Topic | Knowledge | Skill | Reasoning |
| Norms | **1) SWBAT identify the mission and goals of an organization. [ST]** **2) SWBAT recognize the norms and culture in an organization. [ST]** | **3) SWBAT do their work in a timely manner. [LT]** |  |
| Flexibility | **4) SWBAT explain the importance of being on time and completing work in a timely manner. [ST]** **5) SWBAT know different methods to use for keeping track of directions. [ST]** **6)****SWBAT define flexibility and explain the importance of being flexible. [ST]** | **8) SWBAT follow directions. [LT]** **9) SWBAT demonstrate flexibility[LT]** | **10) SWBAT evaluate the impact of following directions, being flexible, timeliness, and priority setting affect an organization’s mission, norms, and culture. [LT]** |
| Customer Service Skills | **11) SWBAT identify a variety of customer service skills**[also include tact, empathy, and personal appearance]**. [ST]** | **12) SWBAT perform customer service skills. [LT]** | **13) SWBAT compare and contrast customer service skills (in a variety of scenarios). [LT]** |
| Conflict Resolution | **14) SWBAT Describe the nature of conflict. [ST]** **15) SWBAT Articulate the components and norms of negotiation. [ST]** | **16) SWBAT utilize a negotiation technique in a conflict. [LT]** | **17) SWBAT infer the link between effective negotiation skills and effective leadership. [LT]** |

## Teamwork

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| Topic | Knowledge | Skill | Reasoning |
| Teamwork | **1) SWBAT define teamwork. [ST]** **2) SWBAT Describe characteristics of a successful teamwork experience. [ST]** **3) SWBAT Identify the problems associated with organizing and managing teams. [ST]** | **4) SWBAT create a plan for a team to solve a problem/accomplish a task together. [LT]** | **5) 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.) **[LT]** |
| Roles and Goals | **6) SWBAT identify a variety of roles members can play in a team. [ST]** **7) SWBAT choose methods of benchmarking a team’s and individual member’s progress (trello, basecamp, etc.) [ST]** **8) SWBAT identify methods of reflection on both self and group work. [ST]**  **9) SWBAT define strengths and weaknesses. [ST]** | **10) SWBAT play multiple roles in a team. [LT]** **11) SWBAT assign appropriate roles and tasks to group members based on their strengths and weaknesses. [LT]** **12) SWBAT reflect as individuals and as a group. [LT]** | **13) SWBAT evaluate a team’s success based on roles, goals, benchmarks, reflection, and completion of tasks. [LT]** |
| Criticism | **14) SWBAT identify positive and negative criticism. [ST]** **15) SWBAT define and list ways to provide constructive criticism. [ST]** | **16) SWBAT give and receive constructive criticism. [LT]** | **17) SWBAT infer next steps to be taken based on received criticism. [LT]** |