

Essential Understandings	<ul style="list-style-type: none"> ▪ Active participation in community based service activities extends learning beyond the classroom and into the local community. ▪ Soft skills need to compliment hard skills.
Essential Questions	<ul style="list-style-type: none"> ▪ How can first impressions set one ahead or behind the competition? ▪ What are today's employers looking for? ▪ What are soft skills and why are they important? ▪ How does one prepare for phone conversations and interviews? ▪ What does a proper e-mail communication look like?
Essential Knowledge	<ul style="list-style-type: none"> ▪ First impressions set the tone with perspective employers. ▪ Employers are looking for people who possess both hard and soft skills. ▪ "Soft skills" is a sociological term relating to a person's "EQ" (Emotional Intelligence Quotient), the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people. Soft skills complement hard skills (part of a person's IQ), which are the occupational requirements of a job and many other activities. ▪ One must adequately prepare for phone conversations with perspective employers and interviews. ▪ Proper e-mail communication must be followed when contacting perspective employers.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ public speaking, persuasive writing, interview, sales skills, soft skills, hard skills, optimism, personality traits, interpersonal skills, confidence, innovation, creative, active listening, body language, social grace, emotional intelligence
Essential Skills	<ul style="list-style-type: none"> ▪ Explain the importance of first impressions. ▪ Adjust communication based on the audience. ▪ Use a variety of modes of expression (spoken, written, and visual). ▪ See opportunities, find resources, and seek results. ▪ Describe attributes employers are looking for in potential employees. ▪ Describe soft skills and their importance. ▪ Explain how one prepares for phone conversations with perspective employers. ▪ Explain how one prepares for interviews with perspective employers. ▪ Prepare an e-mail communication to a perspective employer. ▪ Adjust communication based on the audience. ▪ Use a variety of modes of expression (spoken, written, and visual). ▪ Use interpersonal skills to learn and work with individuals.

<p>Related Maine Learning Results</p>	<p><u>Social Studies</u> A. Applications of Social Studies Processes, Knowledge, and Skills A3.Taking Action Using Social Studies Knowledge and Skills Students select, plan, and implement a civic action or service-learning project based on a community, school, State, national, or international asset or need, and evaluate the project's effectiveness and civic contribution.</p> <p><u>Career and Education Development</u> A. Learning About Self-Knowledge and Interpersonal Relationships A2.Beliefs and Behaviors that Lead to Success Students demonstrate and evaluate strategies to improve their personal traits, behaviors, and the belief that one can successfully complete tasks/goals required for success in career and school. a. School-to-school decisions b. School-to-work decisions A3.Interpersonal Skills Students demonstrate behaviors that reflect positive interpersonal skills and evaluate successful strategies that improve positive interpersonal skills in ways that lead to success in a variety of school, work, and community settings. a. Getting along with others b. Respecting diversity c. Working as a member of a team d. Managing conflict e. Accepting/giving/using constructive feedback f. Accepting responsibility for personal behavior g. Demonstrating ethical behavior h. Following established rules/etiquette for observing/listening i. Demonstrating safe behavior j. Dealing with peer pressure</p>
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<p style="text-align: center;">Related Maine Learning Results</p>	<p>B. Learning About and Exploring Education and Career and Life Roles B2.Skills for Individual/Personal Success in the 21st Century Students evaluate strategies to improve skills that lead to lifelong learning and success in the classroom, and the achievement of schoolwork, work and career, and personal life goals.</p> <ol style="list-style-type: none"> a. Literacy skills b. Numeracy c. Critical thinking skills d. Information and communication technology (ICT) literacy e. Interpersonal skills f. Other academic skills and knowledge <p>B3.Education and Career Information Students use previously acquired knowledge and skills to evaluate and utilize a variety of resources to articulate a plan and make decisions for post-secondary education, training, and career choices.</p> <p>C. Learning To Make Decisions, Plan and Create Opportunities, and Make Meaningful Contributions C2.Decision- Making Students determine and apply effective decision-making strategies for accomplishing short-term and long-term goals related to school-to-school and school-to-work decisions.</p>
<p style="text-align: center;">Sample Lessons And Activities</p>	<ul style="list-style-type: none"> ▪ Weekly discussions and class participation ▪ Notes from guest speakers and lectures kept in a journal ▪ Class wide project ▪ Written reflections ▪ Mock Interviews
<p style="text-align: center;">Sample Classroom Assessment Methods</p>	<ul style="list-style-type: none"> ▪ Student designed service learning project, final poster, press release, and action plan
<p style="text-align: center;">Sample Resources</p>	<ul style="list-style-type: none"> ▪ <u>Other Resources:</u> <ul style="list-style-type: none"> ○ Guest Employers