Unit 03: Social Skills

Content Area: **English Language Arts**
Course(s):
Time Period: **Marking Period 2**
Length: **12 Weeks**
Status: **Published**

Brief Summary of Unit

In this course, students are provided with opportunities to develop skills that pertain to a variety of careers. When completing this course, students can make informed choices and pursue electives that further their study and contribute toward the formation of career interest.

This unit is designed to be part of a developmental progression across grade levels and make interdisciplinary connections across content areas including physical and social sciences, technology, career readiness, cultural awareness, and global citizenship. During the course, students are provided with opportunities to develop social skills needed in everyday life.

This unit on Social Skills is designed to give students the opportunity to practice socializing in and outside of the community. Students will participate in numerous activities and role-play activities that will be designed to help them practice their social skills with others outside in the community as well as making new friends. Students will have the opportunity to exhibit these qualities through group lessons, community experiences, and watching video models on personal growth and development. Through various lessons, students will achieve greater confidence and self-sufficiency in their personal skill set and be better prepared for handling real-life situations.

Skills to Make a Good Impression

- Making a First Impression
- Thinking About My Behavior
- Getting Rid of Annoying Tendencies
- Having a Pleasant Voice and Breath
- Being a Good Listener
- Sharpening My Communication Skills
- Sizing Up My Reputation

Skills for Self-Improvement

- Having a Good Sense of Humor
- Expressing Myself Appropriately

- Viewing Things Realistically
- Standing Up for Myself
- Making Good Decisions
- Controlling My Emotions
- Making Good Friends
- Using Common Sense
- Having a Good Work Ethic

Skills for Being Around Others

- “Reading” Other People
- Knowing Expectations
- Negotiating or Compromising
- Understanding Another’s Point of View
- Being Flexible
- Respecting Authority
- Making Others Feel Comfortable
- Working with Others
- Dealing with Strangers
- Reacting Appropriately to Peer Pressure
- Revealing Yourself to Others

Using Social Skills

- Using Social Skills at Home
- Using Social Skills at School
- Using Social Skills at Work
- Using Social Skills with Peers
- Using Social Skills in the Community

Standards

The 12 Career Ready Practices

These practices outline the skills that all individuals need to have to truly be adaptable, reflective, and proactive in life and careers. These are researched practices that are essential to career readiness.

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP3. Attend to personal health and financial well-being.

CRP4. Communicate clearly and effectively and with reason.

CRP5. Consider the environmental, social and economic impacts of decisions.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.

CRP9. Model integrity, ethical leadership and effective management.

CRP10. Plan education and career paths aligned to personal goals.

CRP11. Use technology to enhance productivity.

CRP12. Work productively in teams while using cultural global competence.

The standards in this unit reflect a developmental progression across grades/ levels and make interdisciplinary connections across content areas including social sciences, technology, career readiness, cultural awareness and global citizenship.

STANDARD 9.1 (21ST CENTURY SKILLS AND CAREER SKILLS): Personal Financial Literacy

This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure and successful careers.

STANDARD 9.2 (21ST CENTURY SKILLS AND CAREER SKILLS): Career Awareness, Exploration, and Preparation.
This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

CAEP.9.2.8.B.3: Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

STANDARD 9.3 (21ST CENTURY SKILLS AND CAREER SKILLS): Career and Technical Education

This standard outlines what students should know and be able to do upon completion of a CTE Program of Study.

STANDARD 8.1 (National / International Technology Student Standards): Educational Technology

All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

TECH.8.1.8.A.3: Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

New Jersey Student Learning Standards for ELA 9-12

NJSLSA.R1. 9-12 Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

NJSLSA.W1. 9-12 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

NJSLSA. SL1. 9-12 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

NJSLSA.SL4. 9-12 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

MA.K-12.1: Make sense of problems and persevere in solving them.

MA.K-12.5: Use appropriate tools strategically.

LA.RST.6-8.3: Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Essential Questions

- Why is it important to practice good social skills?
- What does it mean to exhibit good manners?
- Why is it important to respect others?
- Why is it important to give compliments to others?
- When would you apologize to someone you have hurt?
- Why is it important to accept the differences of others?
- How can you control your own emotions?
- What can you do to solve a problem?

Essential Understandings

- learning from constructive criticism is critical for maintaining relationships.
- all feelings are acceptable but expression of feelings must be appropriate.

Students Will Know

- key terms: love, anger, happiness, jealousy, fear, excitement, guilt, amazement, sadness, disappointment, peer pressure, resist, communicate, advice, express, body language, opinion, conflict, respect.
- how to identify emotions.
- how emotions affect interpersonal relationships.
- positive self-esteem helps in all relationships.

Students Will Be Skilled At

- Practicing how to control their emotions when they are out in public.
- How to have appropriate conversations with those out in the community and those they interact with on a daily basis.
- Students will be able to recognize and understand different emotions of others and what makes them upset or happy.
- Each student will be able to interact in an appropriate social manner when interviewing for a job or talking to a coworker.
- Students will be able to practice socialization on the phone with others and learn how to answer calls appropriately.

Evidence/Performance Tasks

Students demonstrate differentiated proficiency through both formative and summative assessments in the classroom. Based on individual student readiness and performance, assessments can be implemented as formative and/or summative.

Developmental progression across year years is evidenced through multiple benchmark assessments, administered throughout the year by the instructor. Follow up diagnostic assessments are used to target skill remediation. Student proficiency allows for additional or alternative assessment based on demonstration or

absence of skill.

The performance tasks listed below are examples of the types of assessments teachers may use in the classroom and the data collected by the district to track students progress.

Methods of Evaluation:

Formative

- Student observation and student performance
- Class and community projects
- Classwork and assignments
- Role-play scenarios
- Student checklists
- Oral communication and classroom discussions
- Participate in group discussions
- Parent Inventory

Summative

- Attainment of goals and objectives in the IEP
- Evaluation of job performance when working in the community
- Community assessment sheet used within the school program
- Transition assessments
- Generalize skills to the community

Learning Plan

- Students will answer the essential questions and connect to learning throughout the unit.
- Students will watch educational videos and practice role-play to help gauge where students are on the

social cues spectrum and comfort level with various situations.

- Students will watch peer video demonstrations modeling appropriate social skills (Model Me Confidence, Model Me Conversation, etc.) using guided notes.
- Students will use a graphic organizer for short term and long term goal setting activity.
- Routine vocabulary lessons to learn emotions and related terms.
- Students will practice discussion starters on topics such as how to choose friends.
- Students will practice decision making/conflict resolution/refusal skills

Materials

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, the link connects to district approved textbooks and resources utilized in this course: CORE BOOK LIST

The Boggs Center on Developmental Disabilities

https://www.rwjms.rutgers.edu/boggscenter/

Mannix, Darlene. Life Skills Activities for Secondary Students with Special Needs

Mannix, Darlene. Social Skills Activities for Secondary Students with Special Needs

McTavish, Sandra. Life Skills: 225 Ready-to-Use Health Activities for Success and Well-Being (Grades 6-12)

Brolin, Donn E. Career Development and Transition Services: A Functional Life Skills Approach. 4th ed.

Endow, Judy. The Hidden Curriculum of Getting and Keeping a Job: Navigating the Social Landscape of Employment with Autism Spectrum and Other Social Cognitive Challenges.

Lee. Erin. Social, Emotional, Character, and Development

Suggested Strategies for Modifications

Content specific accommodations and modifications as well as career ready practices are listed here for all students, including: Special education, English Language learners, At Risk of School Failure, Gifted and Talented, Students with 504 Plans.

School to Careers Link for Accommodations/ Modifications

- One to one assistance as needed.
- Assignments modified to suit individual needs
- Focusing on each student's individual goals and objectives.
- Allowing extra time for students to complete assignments.
- Pair down the length of the activity when necessary
- Allow students to orally elaborate insufficient responses
- Following each student's individual education plans.
- Assessment materials modified

Suggested Resources for Teachers

- Brain Pop
- Ed Helper
- Newsela
- Healthy Relationships Curriculum
- Life Activities for Special Children Text
- Social Skills Activities for Special Children Text
- Life Skills Activities for Secondary Students with Special Needs Text
- Social Skills Activities for Secondary Students with Special Needs Text
- Teaching Pre-Employment Skills to 14-17-Year-Olds Text

- Rutgers BOGGS Center Teacher Resources & Website
- The Autism Helper- Teachers Pay Teachers Resources
- Social Emotional Character Development, New Jersey State Bar Foundation