

Unit 07: Life Management: Social Skills

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.
CAEP.9.2.8.B	Career Exploration
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
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.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	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.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.C	Communication and Collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
TECH.8.1.12.C.1	Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

Capacities of the Literate Individual

Students Who are College and Career Ready in Reading, Writing, Speaking, Listening, & Language

They demonstrate independence.

They build strong content knowledge.

They respond to the varying demands of audience, task, purpose, and discipline.

They come to understand other perspectives and cultures.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

Understanding the importance of appropriately navigating varying social situations at work, home, and school are primary skills when facilitating positive and lasting peer/adult relationships.

Note of importance: practice and repeated presentation of the curriculum may be necessary for mastery. Goals and objectives of the IEP for each individual student will be aligned with the curriculum presented below. Certain curricular skills and topics should be taught one-on-one with students in a segregated setting.

<http://socialskillscentral.com/category/social-skills-for-teens/>

Meaning

Essential Questions

Essential Questions

1. What skills will I need to perform proficiently in order function independently/take care of myself?
2. How will I appropriately present myself to peers, adults, employers, and family?
3. How can I use the tools and skills acquired in a social setting to help me obtain/keep a job in the workforce?

<http://bcsd.com/williams/lopez/whysocial/>

Enduring Understanding/Indicators of Understanding

Enduring Understanding/Indicators of Understanding

Students in the Social Skills cycle of the vocations program will be able to:

1. function at a level of complete independence or with minimal assistance from others.
2. form positive peer relationships
3. acquire skills and reasoning for job readiness

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- how to hold a conversation with peers
- how to apologize and its importance
- about proper social appearances and grooming
- the difference between behavior in the classroom, behavior at work, and behavior in a leisure setting
- how to cooperate with others and make compromises
- self-worth and tools to build confidence
- the use of personal space
- how to recognize emotions in others
- perspective taking in social situations
- social media and technology

Skills

Skills

Student will be skilled at ...

Level 1 - Recall and Reproduction

- identify proper social appearances and grooming
- use appropriate conversational methods with peers

Level 2 - Skills and Concepts

- make observations of personal space boundaries
- show how to cooperate and make compromises

Level 3- Short-term Strategic Thinking

- differentiate behavior in different settings
- use concepts to solve problems

Level 4- Extended Thinking

- critique social situations
- apply concepts such as apologizing and understand it's importance

[webb depth of knowledge.jpeg](#)

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

Social Skills Picture Book for High School and Beyond, J. Baker (2006)

http://www.nasponline.org/resources/factsheets/socialskills_fs.aspx

http://www.dannypetry.com/ebook_social_skills.pdf

Allen, James B. and Jennifer L. Ferrand. Environmental Locus of Control, Sympathy, and Pro-environmental Behavior. A

Test of Geller's Actively Caring Hypothesis. 1999. p.1

Circle of Friends. 2008. cicleofriends.org

Geller, E. Scott and D. Steve Roberts. An "actively caring" model for occupational safety: A field test. Virginia Polytechnic Institute and State University, USA. 1995. p.1

Johnson, C. Merle, William K. Redmon, Thomas C. Mawhinney. Handbook of Organizational Performance. 2001. p 316.

Rosenberg, Morris. 1989. Society and the Adolescent Self-Image. Revised Edition. Middletown, CT: Wesleyan University Press.

Stangor, Charles. 2007. Research Methods for Behavioral Sciences. Third Edition. Houghton Mifflin Company

Formative Assessment Strategies

Formative Assessment Strategies

- teacher observation
- student checklists
- task analyses
- activities and participation
- homework
- parent communication and transfer into the home
- task generalization skills in school building

Learning Activities/Unit of Study

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Week 1: peer2peer conversations

- structure of a conversation
- signs the conversation is over/when to walk away
- conversations appropriate for peers vs. adults/mental health professionals
- peer practice with a preferred leisure activity + conversation checklist
- making inferences

Week 2: how to apologize and its importance

- what is an apology
- video clips on proper and improper apologies
- peer practice

Week 3: proper social appearances and grooming

- field trip to the dollar trip for personal grooming kit
- importance of proper hygiene
- signs of being sick and how to take care of yourself
- relationship between good grooming and the work place
 - ungroomed teacher activity:
 - http://www.uen.org/cte/family/explore/downloads/choices/grooming_overview.pdf

Week 4: the difference between behavior in the classroom, behavior at work, and behavior in a leisure setting

- field trip - All Fired Up! or Canvas Mixers
- Task analysis
- Classroom elections
 - jobs/duties
 - behavior contracts
 - consequences and rewards

Week 5: how to cooperate with others and make compromises

- close work with peers for the greenhouse festival project

Week 6: self-worth and tools to build confidence

- recognizing strengths in self
- recognizing strengths in others
- self-evaluations with positive results

Week 7: the use of personal space

- circle of friends lessons - school psychology intern (3 lessons)

Week 8: how to recognize emotions in others

- faces and gestures improv game
- videos and scenarios on youtube (guess the emotion)
- iPad facial expression apps

Week 9: perspective taking in social situations

- peer stories
- peer models. Video modeling with pauses and conversation cards

Week 10: social media and technology

- facebook, Twitter, Instagram, Wordpress, Youtube
- do's and don'ts of social media

[Structured-Peer-Conversations.rtf](#)
[conversation checklisy.jpg](#)
[ConversationCardsWHQuestions.docx](#)

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by

having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.