Unit 6: Social Skills (Community, Family, Relationships, and Work)

Content Area: **Generic Content Area**
Course(s): **Generic Course, WORK SKILLS**
Time Period: **Generic Time Period**
Length: **Up to 10 Weeks**
Status: **Published**

Unit Overview

- Students will be able to apply appropriate social skills to enhance positive relationships in the community, family, personal relationships and in work environments.

Transfer

Students will be able to independently use their learning to...

- act socially appropriate in different situations.
- show responsibility.
- advocate for what they need and want.
- solve conflicts in a positive manner.

What kinds of long term, independent accomplishments are desired?

- Students will be able to act socially appropriate in different situations.
- Students will be able to show responsibility.
- Students will be able to advocate for what they need and want.
- Students will be able to solve conflicts in a positive manner.

Meaning

Understandings

Students will understand ...

- How to act socially appropriate in different situations.
- How to show responsibility.
- How to advocate for what they need and want.
- How to solve conflicts in a positive manner.

-What inferences should they make/grasp/realize?

- There are differnct situations and you act differently accordingly.
- Responsibilty will surface in every situation.
- Not everything you want is what you need.
- It is best to solve conflicts in a positive manner.

Essential Questions

What is responsibility?

What are some ways to be responsible at school? At home? In the community? At work? Family? Social Media?

What is etiquette?

Why is it important to have good etiquette?

What are some etiquette rules for home, school, work and community?

How do I self-advocate for my wants and needs?

What is a conflict?

How do I effectively resolve a conflict?

How do I identify the different types of conflict?

Application of Knowledge and Skill

Students will know...

Students will know...

- How to act socially appropriate in different situations.
- How to show responsibility.
- How to advocate for what they need and want.
- How to solve conflicts in a positive manner.

What facts and basic concepts should students know and be able to recall?

- Students will be able to define etiquette and list etiquette skills for different types of social situations.
- Students will be able define responsibility and list ways to show responsibility.
- Students will know what advocate means and list strategies to effectively advocate for themselves.
- Students will be able to list strategies to resolve conflicts.
- Students will be able to identify different types of manners.
- Students will be able to identify the difference between theirs needs and wants.

Students will be skilled at...

Students will be skilled at...

- acting socially appropriate in different situations.
- showing responsibility.
- advocating for what they need and want.
- solving conflicts in a positive manner.

Academic Vocabulary

- Community

- Enviornment
- Needs
- Wants
- necessity
- etiquette
- responsibility
- difference types of conflicts
- expectation
- compromise
- resolve

Learning Goal 2.A

- Students will be able to define and give examples of responsibility as it relates to a variety of social/work situations at school, home, in the community, in personal relationships and at work.

HE.K-12.2.2.1	Demonstrate responsible personal conduct such as working cooperatively with others as well as following rules and routines.
SOC.K-12.6.1.4	Apply democratic principles such as sharing, taking turns, participating in a group, making decisions, expressing opinions and making choices.
SOC.K-12.6.1.6	Follow rules at home, in school, at work and in the community.
SOC.K-12.6.1.8	Demonstrate behavior that indicates knowledge of right and wrong.

Target 2.A.9

- Students will be able to define responsibility and give examples of how to be responsible at school and at home.

Target 2.A.10

- Students will be able to list different types of relationships and give examples of how to be responsible in said relationships.

Target 2.A.11

- Students will be able to define social media and give examples of how to be responsible when actively engaging in social media platforms.

Target 2.A.12

- Students will be able to give examples of how to be responsible in the workplace.

Learning Goal 2.B

- Students will be able to define different types of communication and apply strategies in a variety of community settings.

HE.K-12.2.2.3	Demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence health and safety.
HE.K-12.2.2.5	Demonstrate appropriate social interaction in a variety of settings.
HE.K-12.2.4.2	Demonstrate behaviors necessary for safe and healthy relationships.

Target 2.B.10

- Students will be able to give examples of strategies for effective communication.

Target 2.B.11

- Students identify strategies to advocate for their own wants and needs.

Target 2.B.12

- Students will identify strategies for effective workplace communication.

Learning Goal 2.C

- Students will be able to build a repertoire of strategies to deal with conflict, including responding positively to criticism.

HE.K-12.2.2.1	Demonstrate responsible personal conduct such as working cooperatively with others as well as following rules and routines.
HE.K-12.2.2.3	Demonstrate effective communication skills, decision-making skills, refusal skills, negotiation skills, and assertiveness in situations that influence health and safety.
HE.K-12.2.2.5	Demonstrate appropriate social interaction in a variety of settings.
SOC.K-12.6.1.8	Demonstrate behavior that indicates knowledge of right and wrong.
SOC.K-12.6.1.9	Solve problems in socially appropriate ways.

Target 2.C.9

- Students will be able to identify different types of conflict.

Target 2.C.10

- Students will be able to list strategies for dealing with various conflicts, including handling criticism.

Target 2.C.11

- Students will be able to provide examples of strategies for dealing with professional conflict, including handling criticism.

Target 2.C.12

- Students will be able to problem solve in order to move past a conflict and into a resolution.

Summative Assessment

- oral examination

- participation in lecture, discussion or group work

- performance skill with rubric or checklist

- presentation

- projects

- role play

- structured observation

21st Century Life and Careers

CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP8.1	Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

CRP.K-12.CRP10.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
CAEP.9.2.12.C.3	Identify transferable career skills and design alternate career plans.
CAEP.9.2.12.C.7	Examine the professional, legal, and ethical responsibilities for both employers and employees in the global workplace.

Formative Assessment and Performance Opportunities

- do now
- exit ticket
- graphic organizer
- questioning/discussion
- role play
- simulation
- task analysis
- task rubric
- teacher observation
- think-pair-share
- visual representations
- weekly quiz
- work product

Differentiation/Enrichment

- 1:1 instruction
- cueing / prompting
- reinforcement activities
- role playing / simulation

- small group instruction
- visual supports

Unit Resources