

09-Improve Social and Interpersonal Skills to Interact Appropriately with Peers and Adults in a Variety of Settings

Content Area: **Special Education**
Course(s):
Time Period: **Full Year**
Length: **3-4 days per week/ 4 weeks**
Status: **Published**

General Overview, Course Description or Course Philosophy

This course is designed to support high school students with various skills in order to be successful in daily life.

OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS

- Improved social and interpersonal skills will assist in interacting appropriately with peers and adults in a variety of settings.

CONTENT AREA STANDARDS

HE.K-12.P.2	Building and maintaining healthy relationships
HE.K-12.P.3	Communicating clearly and effectively (verbal and nonverbal)

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

PFL.9.1.K12.P.1	Act as a responsible and contributing community members and employee.
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STUDENT LEARNING TARGETS

Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

Procedural Knowledge

Students will be able to:

- Identify characteristics of behaviors that enable one to function effectively in a variety of social situations.
- Identify characteristics of behaviors that prevent one from functioning effectively in a variety of social situations.
- Cooperate with peers.
- Show respect for property of others.
- Monitor own behaviors that enable one to function effectively in a variety of social situations and make adjustments if needed.
- Behave in ways that comply with personal safety rules and procedures.

Declarative Knowledge

Students will understand

- Identify patterns of conduct that comply with social and environmental expectations in specified situations.
- Demonstrate patterns of conduct that comply with social and environmental expectations in specified situations.
- respond effectively to unexpected events and potentially harmful situations.
- cooperate in a variety of group situations.
- interact acceptably with others within the course of social, vocational, and community living.

EVIDENCE OF LEARNING

Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

Formative Assessments

Through observation, student will:

Address the teacher and other students politely

Keep/respect boundaries

Have appropriate interpersonal relationships with parents, teachers, and peers.

Not evoke highly negative responses from others that lead to high levels of peer rejection.

Summative Assessments

Student will have a reduction of student discipline referrals to the principal's office, school suspensions, and teacher reprimands.

RESOURCES (Instructional, Supplemental, Intervention Materials)

<https://www.mindtools.com/a0yzeeu/communication-skills-start-here>

INTERDISCIPLINARY CONNECTIONS

Social relationships among people

Social Emotional Learning

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.