CURRICULUM

FOR

SOCIAL SKILLS

GRADES 7 & 8
This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

Barbara Pyne, Program Supervisor of Special Education

The Board acknowledges the following who contributed to the preparation of this curriculum.

Michael Passe
Joseph Sorrentino

Christine H. Salcito, Assistant Superintendent for Curriculum and Instruction

Subject/Course Title: Social Skills
Grades 7 & 8

Date of Board Adoptions: January 21, 2104
RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Skills Behavioral Disabilities

Unit Title: Skills to Make a Good Impression

Target Course/Grade Level: Grades 7-8

Unit Summary: This unit will teach students how to make a good first impression on a person. Certain concepts like behavior, communication, listening techniques, and reputation will be discussed and learned to help students gain the necessary skills to make a positive first impression.

Approximate Length of Unit: 6 Weeks

Primary interdisciplinary connections: English Language Arts and Technology

LEARNING TARGETS

Standards:

Standard 9.1
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Strand:

9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or community.
9.1.8.B.1 Use of multiple points of view to create alternative solutions.
9.1.8.D.1 Employ appropriate conflict resolution strategies.
9.1.8.D.2 Demonstrate the ability to understand inferences
9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

21st Century Life and Career Skills:

Standard 9.3
Career Awareness, Exploration, and Preparation:
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

English/Language Arts Common Core Standards:

7th Grade Standards:

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
RI.7.3 Analyze the interaction between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, through the selection, organization, and analysis of relevant content.
W.7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others’ ideas and expressing their own clearly.

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, an spelling when writing.

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

8th Grade Standards:

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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Unit Understandings:

Students will understand that the following concepts are vital to Making a Good Impression...

- Good Impression Skills
- Positive Behavior
- Bothersome Tendencies
- Pleasant Voice
- Listening Skills
- Communication Skills
- Creating a Good Reputation

Unit Essential Questions:

- What is a good impression?
- How does a person make a good impression?
- Why is appearance and attitude extremely important when meeting people for the first time?
- How do you get prepared to make a good impression?
- What type of questions would be appropriate to ask?
- What behaviors can lead to someone giving a negative impression?
- How do you deal with behaviors that you cannot help?
- What types of tendencies are considered annoying?
- How can you be more aware of the negative tendencies that can be considered annoying?
- What types of tendencies are not good while trying to make a good impression?
- What does having a pleasant voice and breath mean?
- How can someone be considered not to have a pleasant voice and breath?
• Why is it important to be a good listener?
• How can you improve yourself as a better listener?
• What is communication?
• What types of communication do people use?
• How do you improve the way you communicate with other people?
• What is a reputation?
• Is it important to develop a positive reputation?
• How can you change/improve your reputation?

Knowledge and Skills:

Students will know....

• Impression
• Appearance
• Attitude
• Preparation
• Behavior
• Communication
• Verbal Communication
• Non-verbal Communication
• Tone
• Reputation

Students will be able to ...

• Define unit vocabulary.
• Develop the necessary skills to make a positive first impression.
• Utilize positive behavior when making a first impression.
• Describe bothersome tendencies and learn new ways to try and avoid them.
• Develop a pleasant voice and breathe to use when meeting new people.
• Identify good listening skills.
• Examine how to be a good listener.
• Identify all different types of communication.
• Examine how to use good communication skills.
• Analyze what a reputation is.
• Decide what type of reputation they would like to develop.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

• Handouts
• Journals
• Essays
• Quizzes
• Tests
• Projects

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

• Brainstorming: Students generate as many ideas as possible within a set time, before discussing and evaluating them.
• Roundtable: A brainstorming technique in which each team member contributes ideas on one sheet of paper and passes it to the next student.
• Round Robin: An oral form of brainstorming in which one team member at a time states an idea.
• Think-Pair-Share: Students think about content or consider a question, then share their responses with a partner.
• Partner Read: Students share a reading assignment with a partner.
• Timed Telling: A student or team is given a fixed time to share information, opinions, or results with the class.
• Team Investigation: Working in teams, students search and analyze the text, primary source materials, or other resource materials; draw conclusions; and make connections.
• Jigsaw: Within each team, students select or are assigned specific questions or subjects on which to become experts. Experts meet and investigate in Expert Teams, then regroup in their original teams to report out their findings.
• Numbered Heads: Each team member is assigned a number. Team members work together on the team learning activity. The teacher selects one number and asks the person with that number in each team to report the team response.
Teacher Resources:

- Teacher made material
- Social Skills Activity Textbook: For Secondary Students with Special Needs
  - Darlene Mannix (Author)

Equipment Needed:

- Internet-connected computer
- Epson Bright-Link
- DVD Player
- Speakers
- Student Computers
UNIT OVERVIEW

Content Area: Social Skills Behavioral Disabilities

Unit Title: Self-Improvement

Target Course/Grade Level: Grades 7-8

Unit Summary: This unit will teach students how to improve themselves. Certain concepts like controlling emotions, positive self expression, and decision-making will be discussed and learned to help students gain the necessary skills to make self-improvements.

Approximate Length of Unit: 6 Weeks

Primary interdisciplinary connections: English Language Arts and Technology

LEARNING TARGETS

Standards:

Standard 9.1
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Strand:

9.1.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.A.2 Implement problem-solving strategies to solve a problem in school or community.

9.1.B.1 Use of multiple points of view to create alternative solutions.

9.1.C.1 Determine and individual’s responsibility for personal actions and contributions to group activities.

9.1.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.

9.1.C.3 Model leadership skills during classroom and extra-curricular activities.

9.1.D.1 Employ appropriate conflict resolution strategies.

9.1.D.2 Demonstrate the ability to understand inferences

9.1.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

9.1.F.2 Explain how rules, laws, and safety practices protect individual rights in the global workplace.

9.1.F.3 Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.

21st Century Life and Career Skills:

Standard 9.3 Career Awareness, Exploration, and Preparation:
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

English/Language Arts Common Core Standards:

7th Grade Standards:

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RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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W.7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others’ ideas and expressing their own clearly.

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RL 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

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Unit Understandings:
Students will understand that the following concepts are vital to Self Improvement...

- Sense of Humor
- Expressing Yourself Appropriately
- Viewing Things Realistically
- Standing up for Yourself
- Making Good Decisions
- Controlling Emotions
- Making Good Friends
- Common Sense
- Good Work Ethic

Unit Essential Questions:

- What is a good sense of humor?
- Does it important for a person to have a good sense of humor? Why?
- How does a person express themselves appropriately?
- What changes can a person make to improve their self-expression?
- Why are realistic expectations and goals important?
- Why is it essential to be able to stand up for yourself?
- How do you stand up for yourself and others?
• What types of decisions are made daily?
• How do we make good decisions?
• How can a person improve if they make a bad decision?
• How do emotions make people react positively/negatively?
• What type of techniques can help improve controlling emotions?
• How can you make friends?
• What types of friends should a person look for?
• What is common sense?
• What types of situations is it essential to use common sense in?
• What is work ethic?
• Why is a good work ethic vital?
• How does a person create a good work ethic?

Knowledge and Skills:

Students will know.....

• Humor
• Tension
• Actions
• Habits
• Emotions
• Reaction
• Triggers
• Critical Thinking
• Job Completion
• Responsibility

Students will be able to ...

• Define unit vocabulary.
• Develop the necessary skills to express themselves appropriately.
• Utilize positive behavior when standing up for themselves.
• Analyze how to make good decisions.
• Identify strategies to assist them in making important decisions.
• Develop strategies to control their emotions.
• Examine how to choose friends wisely.
• Analyze if they are a good friend.
• Examine how to use common sense.
• Analyze what a good work ethic is.
• Identify characteristics that will help them develop a good work ethic.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?'

• Handouts
• Journals
• Essays
• Quizzes
• Tests
• Projects

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

• Brainstorming: Students generate as many ideas as possible within a set time, before discussing and evaluating them.
• Roundtable: A brainstorming technique in which each team member contributes ideas on one sheet of paper and passes it to the next student.
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• Think-Pair-Share: Students think about content or consider a question, then share their responses with a partner.
• Partner Read: Students share a reading assignment with a partner.
• Timed Telling: A student or team is given a fixed time to share information, opinions, or results with the class.
• Team Investigation: Working in teams, students search and analyze the text, primary source materials, or other resource materials; draw conclusions; and make connections.
• **Jigsaw:** Within each team, students select or are assigned specific questions or subjects on which to become experts. Experts meet and investigate in Expert Teams, then regroup in their original teams to report out their findings.

• **Numbered Heads:** Each team member is assigned a number. Team members work together on the team learning activity. The teacher selects one number and asks the person with that number in each team to report the team response.

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**RESOURCES**

**Teacher Resources:**
- Teacher made material
- Social Skills Activity Textbook: For Secondary Students with Special Needs
  - Darlene Mannix (Author)

**Equipment Needed:**
- Internet-connected computer
- Epson Bright-Link
- DVD Player
- Speakers
- Student Computers
Content Area: Social Skills Behavioral Disabilities

Unit Title: Being Around Others

Target Course/Grade Level: Grades 7-8

Unit Summary: This unit will teach students how to interrelate with other people. Certain concepts like respect, compromise, cooperation, and understanding others will be discussed and learned to help students gain the necessary skills to interact positively with other people.

Approximate Length of Unit: 6 Weeks

Primary interdisciplinary connections: English Language Arts and Technology

LEARNING TARGETS

Standards:
Standard 9.1
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Strand:
9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or community.
9.1.8.B.1 Use of multiple points of view to create alternative solutions
9.1.8.D.1 Employ appropriate conflict resolution strategies.
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9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

21st Century Life and Career Skills:
Standard 9.3 Career Awareness, Exploration, and Preparation:
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**Unit Understandings:**

*Students will understand that the following concepts are vital to 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

**Unit Essential Questions:**

- What does it mean to “read” other people?
- What facial expressions demonstrate different emotions?
- How does tone of voice affect the entire meaning of words?
- How does body language give clues as to what people are like or what their “message” is?
How does one determine the sincerity of comments made by others?
How does one know what to expect with certain people?
How does one know what to expect with certain situations?
How does one know what is expected with certain tasks?
How does one know what to expect with past experiences?
How does one know what is expected with commonsense clues?
What do negotiation and compromise consist of and give an example of how a child uses these techniques.
Why can people not always have their own way?
How does one go about negotiating in certain situations?
What are some things in life that are not negotiable?
What are some skills needed in order to practice negotiating?
Why do individuals have different viewpoints on given topics?
What are some possible reasons as to why individuals in given situations may form different opinions?
What is the basis for specific points of view?
How do people change their opinions after time or circumstances have affected them?
What are your opinions on various aspects of everyday life?
Why are changes uncomfortable yet sometimes helpful?
What might one do in situations in which they have had plans interrupted?
What might occur to change the minds of people in different situations?
Why should people be open to new things?
What are the benefits of reflecting about different situations?
How does one interact with his/her supervisor?
What does one do when his/her boss is wrong?
What are the different types of authority figures one will encounter in life?
What are the different types of authority people have?
What should people do to show that they are respecting authority in various situations?
How should one react when confronted with an embarrassing situation?
How do suggested techniques help someone get out of an embarrassing situation?
How does one help other through stressful or uncomfortable situations?
How does simple conversation sometimes make situations more pleasant?
What are some things one needs to be aware of in different situations?
How does one go about sharing a job/task?
How do people work together as a team?
Why and how do people cooperate with authority?
How does brainstorming help people work together and come up with ideas?
What are the specific responsibilities that need to be assigned to members of different teams?
Why is it inappropriate sometimes to be overly friendly with strangers?
What should be done when confronted with a stranger who asks too many questions?
How do you go about getting something you want from people you do not know?
What are some examples of rude behavior committed by others?
How do strangers become friends?
How does one react to experiencing extreme pressure?
Should people do something simply because everybody else is doing it?
What are the different types of positive and negative peer pressure?
How should one react when conflict arises?
How does one resist negative pressure?
Why are certain people unusually quiet?
When is it a good idea to reveal things about yourself?
How can one be polite and/or courteous without necessarily initiating a conversation or having a deep friendship?
What are some things to say in order to continue a conversation?
How might revealing certain information help people become better friends?

Knowledge and Skills:

Students will know...
- Social skills
- Responsibilities
- Desires
- Conflict
- Intrusion
- Privacy
- Negotiating
- Compromising
- Abusive
- Dysfunctional
Students will be able to …

- Identify different ways to size up situations and “read” other people.
- Identify the different expectations that are expected of people in different situations and settings.
- Develop the necessary skills needed in order to negotiate and compromise.
- Understand how someone else feels or what experience that person has had can affect how that person relates to others.
- Evaluate the importance of being flexible in different situations.
- Evaluate the importance of respecting different forms of authority.
- Develop strategies to help make others feel more comfortable in different situations.
- Identify different ways to work well with others.
- Identify possible outcomes when dealing with strangers in different scenarios.
- Examine why it is so important to react appropriately to peer pressure.
- Develop appropriate strategies to go about revealing one’s self to others.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Handouts
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Learning Activities:

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RESOURCES

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RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Skills Behavioral Disabilities

Unit Title: Social Skills at Home

Target Course/Grade Level: Grades 7-8

Unit Summary: This unit will teach students how to improve social skills at home. Certain concepts like family, responsibility, dysfunction, and independence will be discussed and learned to help students gain the necessary skills to interact positively with family.

Approximate Length of Unit: 6 Weeks

Primary interdisciplinary connections: English Language Arts and Technology

LEARNING TARGETS

Standards:

Standard 9.1
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Content Strand:

9.1.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.

9.1.A.2 Implement problem-solving strategies to solve a problem in school or community.

9.1.B.1 Use of multiple points of view to create alternative solutions.

9.1.D.1 Employ appropriate conflict resolution strategies.

9.1.D.2 Demonstrate the ability to understand inferences

9.1.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

21st Century Life and Career Skills:

Standard 9.3 Career Awareness, Exploration, and Preparation:
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SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others’ ideas and expressing their own clearly.

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8th Grade Standards:

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL 8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, through the selection, organization, and analysis of relevant content.

W.8.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, text, and issues, building on others’ ideas and expressing their own clearly.

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit Understandings:

Students will understand that the following concepts are vital to Using Social Skills at Home...

- Getting Along with Parents
- Getting Along with Siblings
- Balancing Responsibilities and Desires
- Intrusions on Privacy
- Handling a Divorce or Family Split
- Living with Abusive or Dysfunctional Family Members
- Spending Quality Time with Family
- Learning About Family
- Becoming Independent
- Forgiving Others
- Family Embarrassments
- Being Proud of Family
Unit Essential Questions:
- What social skills might be involved in getting along with parents on a day-to-day basis?
- What social skills can be used to respond to different situations with siblings?
- How does one balance responsibilities with desires?
- How can some social skills help people maintain privacy in their homes?
- What are some ways one can go about handling a divorce or family split?
- What should you do when living with abusive or dysfunctional family members?
- What are some ways one can spend quality time with family?
- How can a family learn more about its history?
- How can one become more independent of his/her family?
- Why is it important to forgive others?
- What are some things one can do when embarrassed with their family?
- What is the importance of being proud of one’s family?

Knowledge and Skills:

Students will know...
- Social skills
- Responsibilities
- Desires
- Conflict
- Intrusion
- Privacy
- Negotiating
- Compromising
- Abusive
- Dysfunctional

Students will be able to ...
- Identify specific social skills that will assist one in getting along with parents on a day-to-day basis.
- Identify which social skills could be used to respond to specific situations with siblings.
- Analyze the importance of balancing responsibilities with desires.
- Identify how some social skills could help him/her maintain privacy in his/her home.
- Examine different coping mechanisms utilized while handling a divorce or family split.
- Develop strategies that can be used when living with abusive or dysfunctional family members.
- Examine ways to spend quality time with one’s family.
- Identify ways to learn about one’s family.
- Develop strategies to help one become more independent of his/her family.
- Evaluate ways in which one can go about forgiving others.
- Assess different feelings that may arise when one is embarrassed by the actions of other family members.
- Explain why it is so important to be proud of one’s family.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?
- Handouts
- Journals
- Essays
- Quizzes
- Tests
- Projects

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?
- Brainstorming: Students generate as many ideas as possible within a set time, before discussing and evaluating them.
- Roundtable: A brainstorming technique in which each team member contributes ideas on one sheet of paper and passes it to the next student.
- Round Robin: An oral form of brainstorming in which one team member at a time states an idea.
- Think-Pair-Share: Students think about content or consider a question, then share their responses with a partner.
- Partner Read: Students share a reading assignment with a partner.
- **Timed Telling:** A student or team is given a fixed time to share information, opinions, or results with the class.
- **Team Investigation:** Working in teams, students search and analyze the text, primary source materials, or other resource materials; draw conclusions; and make connections.
- **Jigsaw:** Within each team, students select or are assigned specific questions or subjects on which to become experts. Experts meet and investigate in Expert Teams, then regroup in their original teams to report out their findings.
- **Numbered Heads:** Each team member is assigned a number. Team members work together on the team learning activity. The teacher selects one number and asks the person with that number in each team to report the team response.

## RESOURCES

**Teacher Resources:**
- Teacher made material
- Social Skills Activity Textbook: For Secondary Students with Special Needs
  - Darlene Mannix (Author)

**Equipment Needed:**
- Internet-connected computer
- Epson Bright-Link
- DVD Player
- Speakers
- Student Computers
UNIT OVERVIEW

Content Area: Social Skills Behavioral Disabilities

Unit Title: Social Skills at School

Target Course/Grade Level: Grades 7-8

Unit Summary: This unit will teach students how to improve social skills at school. Certain concepts like goals, safety, discipline, and positively getting involved will be discussed and learned to help students gain the necessary skills to get attain a good education and interact positively with school staff and students.

Approximate Length of Unit: 6 Weeks

Primary interdisciplinary connections: English Language Arts and Technology

LEARNING TARGETS

Standards:

Standard 9.1
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Strand:

9.1.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.A.2 Implement problem-solving strategies to solve a problem in school or community.
9.1.B.1 Use of multiple points of view to create alternative solutions.
9.1.D.1 Employ appropriate conflict resolution strategies.
9.1.D.2 Demonstrate the ability to understand inferences
9.1.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

21st Century Life and Career Skills:

Standard 9.3 Career Awareness, Exploration, and Preparation:
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

English/Language Arts Common Core Standards:

7th Grade Standards:

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

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SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others’ ideas and expressing their own clearly.

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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8th Grade Standards:

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Unit Understandings:

Students will understand that the following concepts are vital to Using Social Skills at School...

- Getting Along with Teachers or Authority Figures
- Managing a Social Life
- Asking for Help
- Failing Classes
- Discipline Problems
- Intimidation from Other Students
- Developing a Bad Attitude Toward School
- Getting Involved in Extracurricular Activities
- Giving Extra Effort Toward Excellence
- School Goals
- Work-Study Options
- School Safety
Unit Essential Questions:

- Why is it important to get along with teachers and authority figures?
- How does one go about managing a social life?
- What is the best way to go about asking somebody for help?
- How can students avoid failing classes?
- How can students avoid discipline problems?
- What does one do when he/she is intimidated by other students?
- What are the consequences of developing a bad attitude toward school?
- Why is it so important to get involved in extracurricular activities?
- How can students strive toward excellence?
- What are some realistic goals for students?
- What are some work-study options that are available to students when they get older?
- Why is it so important to practice safe habits while at school?

Knowledge and Skills:

Students will know.....

- Authority
- Social life
- Discipline
- Intimidation
- Extracurricular
- Goals
- Work-study

Students will be able to ...

- Identify reasons why it is important to get along with teachers and other authority figures.
- Analyze the best ways to go about managing one’s social life.
- Develop strategies to go about asking for help in different situations.
- Examine why failing in school is so detrimental to students.
- Examine different discipline problems that may occur in school and identify ways to avoid such problems.
- Identify appropriate solutions to combat intimidation from other students.
- Examine the negatives to developing a bad attitude toward school.
- Analyze the importance in getting involved in extracurricular activities.
- Identify ways in which students can give extra effort toward attaining excellence.
- Develop appropriate and realistic school-related goals.
- Analyze the different work-study options that are available to students as they get older.
- Examine why it is so important to practice safe habits while at school.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Handouts
- Journals
- Essays
- Quizzes
- Tests
- Projects

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- **Brainstorming**: Students generate as many ideas as possible within a set time, before discussing and evaluating them.
- **Roundtable**: A brainstorming technique in which each team member contributes ideas on one sheet of paper and passes it to the next student.
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## RESOURCES

### Teacher Resources:
- Teacher made material
- Social Skills Activity Textbook: For Secondary Students with Special Needs
  - Darlene Mannix (Author)

### Equipment Needed:
- Internet-connected computer
- Epson Bright-Link
- DVD Player
- Speakers
- Student Computers
Content Area: Social Skills Behavioral Disabilities

Unit Title: Social Skills at Work

Target Course/Grade Level: Grades 7-8

Unit Summary: This unit will teach students how to improve social skills at work. Certain concepts like good work habits, following instructions, and getting along with supervisors will be discussed and learned to help students gain the necessary skills to be successful in the workforce.

Approximate Length of Unit: 6 Weeks

Primary interdisciplinary connections: English Language Arts and Technology

LEARNING TARGETS

Standards:

Standard 9.1
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Strand:

9.1.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.A.2 Implement problem-solving strategies to solve a problem in school or community.
9.1.B.1 Use of multiple points of view to create alternative solutions.
9.1.D.1 Employ appropriate conflict resolution strategies.
9.1.D.2 Demonstrate the ability to understand inferences
9.1.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

21st Century Life and Career Skills:

Standard 9.3 Career Awareness, Exploration, and Preparation:
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

English/Language Arts Common Core Standards:

7th Grade Standards:

RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

RL.7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.

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W.7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others’ ideas and expressing their own clearly.

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking

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Unit Understandings:

Students will understand that the following concepts are vital to Using Social Skills at Work...

- Getting Along with Your Supervisor
- Getting Along with Coworkers
- Understanding the Skills Required for the Job
- Developing Good Work Habits
- Following Instructions
- Dealing with Complaining Customers
- Being Resourceful
- Taking Initiative for Promotion
- Sick Days
- Cell Phones at Work
- What Not to Wear, Say, Do
- Workplace Work Space
Unit Essential Questions:

- What is the importance of getting along with one’s supervisor?
- What are some strategies for getting along with your coworkers?
- How does one go about understanding the skills required for their respective job?
- What are some examples of good work habits and what is the importance of having them?
- Why is it so important to follow instructions given to you by your supervisor?
- How should you go about dealing with complaining customers?
- How can you go about being resourceful in the workplace environment?
- Why should an employee take initiative in working towards a promotion?
- What is the correct way one should go about using sick days?
- What place do cell phones serve at the workplace?
- What should you not wear, say and do at the workplace?
- How should the workplace workspace be kept?

Knowledge and Skills:

**Students will know…..**

- Social Skills
- Supervision
- Habits
- Resourcefulness
- Promotion
- Qualifications
- Evaluation

**Students will be able to …**

- Explain why it is so important to get along with one’s supervisor.
- Identify strategies for getting along with coworkers.
- Demonstrate an understanding of how to go about understanding skills required for a specific career.
- List examples of good work habits and explain why it is so important to have them.
- Explain why it is so important to follow instructions given by one’s supervisor.
- Demonstrate how to go about dealing with complaining customers.
- Demonstrate how to be resourceful in the workplace environment.
- Explain why employees should take initiative in working towards promotions.
- Describe the correct way one should go about taking sick days.
- Understand what place cell phones serve at the workplace.
- Give examples of what not to wear, say or do at the workplace.
- Describe how the workplace workspace should be kept.

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**EVIDENCE OF LEARNING**

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”??*

- Handouts
- Journals
- Essays
- Quizzes
- Tests
- Projects

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Brainstorming:** Students generate as many ideas as possible within a set time, before discussing and evaluating them.
- **Roundtable:** A brainstorming technique in which each team member contributes ideas on one sheet of paper and passes it to the next student.
- **Round Robin:** An oral form of brainstorming in which one team member at a time states an idea.
- **Think-Pair-Share:** Students think about content or consider a question, then share their responses with a partner.
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## RESOURCES

### Teacher Resources:
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### Equipment Needed:
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- DVD Player
- Speakers
- Student Computers
RAHWAY PUBLIC SCHOOLS CURRICULUM

UNIT OVERVIEW

Content Area: Social Skills Behavioral Disabilities

Unit Title: Social Skills with Peers

Target Course/Grade Level: Grades 7-8

Unit Summary: This unit will teach students how to improve social skills with peers. Certain concepts like respect, communication, and developing healthy relationships will be discussed and learned to help students gain the necessary skills to interact positively with their peers.

Approximate Length of Unit: 6 Weeks

Primary interdisciplinary connections: English Language Arts and Technology

LEARNING TARGETS

Standards:
Standard 9.1
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Strand:
9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.8.A.2 Implement problem-solving strategies to solve a problem in school or community.
9.1.8.B.1 Use of multiple points of view to create alternative solutions.
9.1.8.D.1 Employ appropriate conflict resolution strategies.
9.1.8.D.2 Demonstrate the ability to understand inferences
9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

21st Century Life and Career Skills:
Standard 9.3 Career Awareness, Exploration, and Preparation:
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

English/Language Arts Common Core Standards:
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RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
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Unit Understandings:

*Students will understand that the following concepts are vital to Using Social Skills with Peers…*

- Respecting Others as Individuals
- Developing Healthy Relationships with the Opposite Sex
- Taking Advantage of Social Opportunities
- Deciding How Much Influence Others Will Have over You
- Getting Involved with People with Problems
- Feeling Outcast
- When a Friend Is in Trouble
- Choosing to Befriend Someone
- Becoming a Good Conversationalist
- Being a Peer Role Model
- Misunderstandings
- Taking and Giving
Unit Essential Questions:

- What is the importance of respecting others as individuals?
- How should one go about developing healthy relationships with the opposite sex?
- Why is it so important to take advantage of social opportunities?
- How much influence should others have over you?
- When should you get involved with people with different problems?
- What should you do when you are feeling like an outcast?
- What are strategies you can utilize when a friend is in trouble?
- What are some conditions that need to be satisfied before choosing to befriend someone?
- How does one go about becoming a good conversationalist?
- What is the importance of being a positive peer role model?
- What are some misunderstandings that may occur with peers?
- When it comes to relationships with peers, how should you go about taking and giving?

Knowledge and Skills:

**Students will know.....**

- Respect
- Relationship
- Opportunity
- Influence
- Peers
- Outcast
- Befriend
- Conversation
- Role Model
- Misunderstanding

**Students will be able to ...**

- Explain the importance of respecting others as individuals.
- Detail how one should go about developing healthy relationships with the opposite sex.
- Explain why it is so important to take advantage of social opportunities.
- Evaluate whether or not certain people should have influence over him/her.
- Identify situations in which one should get involved with people having problems.
- Explain what to do when feeling like an outcast.
- Identify strategies that can be utilized when a friend is in trouble.
- Identify conditions that need to be satisfied before befriending someone.
- Explain how to go about becoming a good conversationalist.
- Explain the importance of being a positive peer role model.
- Identify specific misunderstandings that may occur with peers.
- Explain why it is so important for give and take in relationships.

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**EVIDENCE OF LEARNING**

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Handouts
- Journals
- Essays
- Quizzes
- Tests
- Projects

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Brainstorming:** Students generate as many ideas as possible within a set time, before discussing and evaluating them.
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• **Jigsaw:** Within each team, students select or are assigned specific questions or subjects on which to become experts. Experts meet and investigate in Expert Teams, then regroup in their original teams to report out their findings.

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**RESOURCES**

**Teacher Resources:**

- Teacher made material
- Social Skills Activity Textbook: For Secondary Students with Special Needs
  - Darlene Mannix (Author)

**Equipment Needed:**

- Internet-connected computer
- Epson Bright-Link
- DVD Player
- Speakers
- Student Computers
UNIT OVERVIEW

Content Area: Social Skills Behavioral Disabilities

Unit Title: Social Skills in Community

Target Course/Grade Level: Grades 7-8

Unit Summary: This unit will teach students how to improve social skills in the community. Certain concepts like participation, volunteerism, and positively getting involved will be discussed and learned to help students gain the necessary skills to interact positively in their community.

Approximate Length of Unit: 6 Weeks

Primary interdisciplinary connections: Language Arts and Technology

LEARNING TARGETS

Standards:
Standard 9.1
All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

Content Strand:
9.1.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
9.1.A.2 Implement problem-solving strategies to solve a problem in school or community.
9.1.B.1 Use of multiple points of view to create alternative solutions.
9.1.D.1 Employ appropriate conflict resolution strategies.
9.1.D.2 Demonstrate the ability to understand inferences
9.1.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.

21st Century Life and Career Skills:
Standard 9.3 Career Awareness, Exploration, and Preparation:
All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

English/Language Arts Common Core Standards:
7th Grade Standards:
RL.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
RL.7.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
RL 7.6 Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from text.
RI.7.3 Analyze the interaction between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
W.7.1 Write arguments to support claims with clear reasons and relevant evidence.
W.7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, through the selection, organization, and analysis of relevant content.

W.7.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text, and issues, building on others’ ideas and expressing their own clearly.

L.7.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.7.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.7.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

8th Grade Standards:

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.2 Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.

RL.8.6 Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.

RL.8.1 Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

RL.8.3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

W.8.1 Write arguments to support claims with clear reasons and relevant evidence.

W.8.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information, through the selection, organization, and analysis of relevant content.

W.8.3 Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.

SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, text, and issues, building on others’ ideas and expressing their own clearly.

L.8.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.8.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.8.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Unit Understandings:

Students will understand that the following concepts are vital to Using Social Skills in Community...

- Having Respect for the Property of Others
- Demonstrating Good Manners Toward Others
- Respecting Community Authority Figures
- Being Aware of Local Issues
- Supporting Efforts to Improve the Community
- Dealing with Unhelpful People
- Volunteering at Agencies
- Your Local Newspaper
- Helping Each Other
- Promoting Your Community
- Getting to Know People in Your Community
- Participating in Community Events

Unit Essential Questions:

- Why is it so important to have respect for the property of others?
- Why is it so important to demonstrate good manners toward others?
- Why should you respect community authority figures?
- What is the importance of being aware of local issues?
- Why should you support efforts to improve your community?
- How should you go about dealing with unhelpful people?
- How does one go about volunteering at different agencies?
- What benefits can arise by being familiar with the local newspaper and other news outlets?
- Why is it so important to help each other out in times of need?
- Why would you want to promote your community and how do you go about doing this?
- Why should you get to know people in your community?
- How do you go about participating in community events?

**Knowledge and Skills:**

*Students will know…..*

- Respect
- Property
- Manners
- Authority
- Volunteering
- Promoting

*Students will be able to …*

- Explain why it is so important to have respect for the property of others.
- Explain why it is so important to demonstrate good manners towards others.
- Analyze why one should respect community authority figures.
- Detail the importance of being aware of local issues.
- Explain why one should support efforts to improve his/her community.
- Describe how one should go about dealing with unhelpful people.
- Explain how to go about volunteering at different agencies.
- Identify what benefits can arise by being familiar with the local newspaper and other news outlets.
- Explain why it is so important to help each other out in times of need.
- Appreciate why one should want to promote his/her community and explain how to go about doing this.
- Explain why it is so important to get to know people in the community.
- Describe how to go about participating in community events.

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**EVIDENCE OF LEARNING**

**Assessment:**

*What evidence will be collected and deemed acceptable to show that students truly “understand”?*

- Handouts
- Journals
- Essays
- Quizzes
- Tests
- Projects

**Learning Activities:**

*What differentiated learning experiences and instruction will enable all students to achieve the desired results?*

- **Brainstorming:** Students generate as many ideas as possible within a set time, before discussing and evaluating them.
- **Roundtable:** A brainstorming technique in which each team member contributes ideas on one sheet of paper and passes it to the next student.
- **Round Robin:** An oral form of brainstorming in which one team member at a time states an idea.
- **Think-Pair-Share:** Students think about content or consider a question, then share their responses with a partner.
- **Partner Read:** Students share a reading assignment with a partner.
- **Timed Telling:** A student or team is given a fixed time to share information, opinions, or results with the class.
- **Team Investigation:** Working in teams, students search and analyze the text, primary source materials, or other resource materials; draw conclusions; and make connections.
- **Jigsaw:** Within each team, students select or are assigned specific questions or subjects on which to become experts. Experts meet and investigate in Expert Teams, then regroup in their original teams to report out their findings.
- **Numbered Heads:** Each team member is assigned a number. Team members work together on the team learning activity. The teacher selects one number and asks the person with that number in each team to report the team response.
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