**COURSE DESCRIPTION**

**Course Title:** Social Skills II

**Course Number:** 00635

**Course Prerequisites:** Social Skills I, Social Skills II

**Course Description:** Instruction in Social Skills has been shown to positively influence adolescents. Benefit has also occurred for student with disabilities including learning disabilities and those with emotional and behavioral disorders. Additional evidence supports social skills instruction for individuals with lower incidence disabilities such as traumatic brain injury, schizophrenia, and those on the Autism Spectrum. Social Skills instruction results in a more positive school climate and more time for teachers to spend on academic instruction instead of discipline, leading to a more rewarding learning and teaching experience. Skill streaming is an evidence-based strategy designed to systematically teach social skills to address the needs of students who display aggression, immaturities, withdrawal, or other problem behaviors. The Skill streaming process focuses on four principles of learning. These learning procedures—modeling, role playing, performance feedback, and generalization training—have been used to teach a variety of behaviors, from academic competencies of sports, daily living skills, and vocational skills. Instruction also includes use of video modeling to cover topics and demonstrate appropriate social skills. This course will continue instruction using a systematic approach, with emphasis on generalization of skills to within a social environment and during practical, real-world experiences, those skills student have obtained from participation in Social Skills I & II.

**Suggested Grade Level**: Grades 9-12

**Length of Course:** One Semester

**Units of Credit:** .5

**PDE Certification and Staffing Policies and Guidelines (CSPG) Required Teacher Certifications:**

CSPG 61 Special Education 7-12

To find the CSPG information, go to [CSPG](https://www.education.pa.gov/Educators/Certification/Staffing%20Guidelines/Pages/default.aspx)

**Certification verified by the WCSD Human Resources Department:** Yes No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

**Mark Types:** Check all that apply.

F – Final Average MP – Marking Period EXM – Final Exam

**GPA Type**:  GPAEL-GPA Elementary  GPAML-GPA for Middle Level  NHS-National Honor Society

UGPA-Non-Weighted Grade Point Average  GPA-Weighted Grade Point Average

**State Course Code**: 08051

To find the State Course Code, go to [State Course Code](https://nces.ed.gov/forum/sced.asp), download the Excel file for *SCED*, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

**TEXTBOOKS AND SUPPLEMENTAL MATERIALS**

**Board Approved Textbooks, Software, and Materials:**

**Title:**  Job Smart 1 & 2 , Safety Smart 1 & 2

**Publisher:** James Stanfield Company

**ISBN #:**  Click or tap here to enter text.

**Copyright Date:** 1998-2013

**WCSD Board Approval Date:** 9/14/2020

**Supplemental Materials:** Streaming Videos imbedded in the Stanfield Curriculum. Life Skills Activities for Students with Special Needs, 2nd Edition: Mannix, D.

**Curriculum Document**

**WCSD Board Approval:**

**Date Finalized:** 7/28/2020

**Date Approved:**  8/29/2022

**Implementation Year:** 2022-2023

**SPECIAL EDUCATION, 504, and GIFTED REQUIREMENTS**

The teacher shall make appropriate modifications to instruction and assessment based on a student’s Individual Education Plan (IEP), Chapter 15 Section 504 Plan (504), and/or Gifted Individual Education Plan (GIEP).

**SCOPE AND SEQUENCE OF CONTENT AND CONCEPTS**

**Marking Period 1**How to Avoid Being Unemployed:

* Looking for a Job
* Starting with an Entry Level Position
* Working Odd Hours
* Appear Interested at the Interview
* Start at an Entry Level Wage
* Dress Appropriately
* Emphasize Job Skills and Experience
* Apply For a Job that Matches Your Skills

How to Avoid Irritating Co-Workers

* Get Your Hands Dirty
* Develop and Present a JobSmart Attitude
* Don’t Be a Clock Watcher
* Be Polite to Customers

**Marking Period 2**

How to Get a Promotion:

* Stay Focused on Your Job
* Work Enthusiastically
* Keep Busy
* Work Even When Your Boss Is Not Around
* Volunteer Whenever You Can
* Follow Directions

**Standards/Eligible Content and Skills**

| **Performance Indicator** | **PA Core Standard and/or Eligible Content** | **Marking Period Taught** |
| --- | --- | --- |
| Managing Emotions and Behavior ~ Evaluate emotional responses in relation to the impact on self and others at home, school, work, and community. | 16.1.12A | 1 |
| Influence of Personal Traits on Life Achievements ~Demonstrate personal traits leading to positive relationships and life achievements. | 16.1.12B | 1 |
| Resiliency ~ Apply protective factors and healthy coping skills when encountered with adversity. | 16.1.12C | 1 |
| Relationships ~ Establish and maintain quality relationships that enhance personal, college, and career goals. | 16.2.12A | 1 |
| Diversity ~ Interact with family, work and community demonstrating respect, cooperation, and acceptance of differences in others. | 16.2.12B | 1 |
| Communication ~ Use communication skills to effectively interact with others. | 16.2.12C | 1 |
| Managing Interpersonal Conflicts ~ Utilize appropriate conflict resolution skills effectively in home, school, and community. | 16.2.12D | 1 |
| Support: Asking for Help ~ Access appropriate support when necessary to resolve a problem or situation. | 16.2.12E | 1 |
| Decision Making Skills ~ Evaluate conflicts considering personal, ethical, legal, safety, and civic impact of the consequences and acceptance of final choice | 16.3.12A | 1 |
| Understanding Social Norms ~ Express acceptances of social norms of different societies and cultures. | 16.3.12B | 1 |
| Responsible Active Engagement ~ Actively engage in creating and promoting an environment that encourages healthy relationships (upstanders vs. bystanders) and positive responsibility as an observer of negative behavior. | 16.3.12C | 1 |
| Managing Emotions and Behavior ~ Evaluate emotional responses in relation to the impact on self and others at home, school, work, and community. | 16.1.12A | 2 |
| Influence of Personal Traits on Life Achievements ~Demonstrate personal traits leading to positive relationships and life achievements. | 16.1.12B | 2 |
| Resiliency ~ Apply protective factors and healthy coping skills when encountered with adversity. | 16.1.12C | 2 |
| Relationships ~ Establish and maintain quality relationships that enhance personal, college, and career goals. | 16.2.12A | 2 |
| Diversity ~ Interact with family, work and community demonstrating respect, cooperation, and acceptance of differences in others. | 16.2.12B | 2 |
| Communication ~ Use communication skills to effectively interact with others. | 16.2.12C | 2 |
| Managing Interpersonal Conflicts ~ Utilize appropriate conflict resolution skills effectively in home, school, and community. | 16.2.12D | 2 |
| Support: Asking for Help ~ Access appropriate support when necessary to resolve a problem or situation. | 16.2.12E | 2 |
| Decision Making Skills ~ Evaluate conflicts considering personal, ethical, legal, safety, and civic impact of the consequences and acceptance of final choice | 16.3.12A | 2 |
| Understanding Social Norms ~ Express acceptances of social norms of different societies and cultures. | 16.3.12B | 2 |
| Responsible Active Engagement ~ Actively engage in creating and promoting an environment that encourages healthy relationships (upstanders vs. bystanders) and positive responsibility as an observer of negative behavior. | 16.3.12C | 2 |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**ASSESSMENTS**

**PDE Academic Standards, Assessment Anchors, and Eligible Content:** The teacher must be knowledgeable of the PDE Academic Standards, Assessment Anchors, and Eligible Content and incorporate them regularly into planned instruction.

**Formative Assessments:** The teacher will utilize a variety of assessment methods to conduct in-process evaluations of student learning.

**Effective formative assessments for this course include:** Exit tickets, observation, group activities

**Summative Assessments:** The teacher will utilize a variety of assessment methods to evaluate student learning at the end of an instructional task, lesson, and/or unit.

**Effective summative assessments for this course include:** End of class project, test, oral presentation