**COURSE DESCRIPTION**

**Course Title:** Social Skills IV

**Course Number:** 00636

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

**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 environments 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:** [x] Yes [ ] No

**WCSD STUDENT DATA SYSTEM INFORMATION**

**Course Level:** Academic

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

[x] F – Final Average [x] MP – Marking Period [ ] EXM – Final Exam

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

[x]  UGPA-Non-Weighted Grade Point Average [x]  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:**  Money 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:** 09/14/2020

**Supplemental Materials:** Life Skills Activities for Students with Special Needs, 2nd Edition: Mannix

**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 3**How to Avoid Being a Compulsive Shopper:

* Wait For Sales
* Be Aware of Added Costs

How to Avoid Being a Spendthrift/How to Be a Savvy Shopper:

* Don’t Eat Out
* Don’t Accumulate Credit Card Debt
* Check Receipts
* Save Receipts and Warranties

How to Avoid Blowing Your Budget:

* Don’t Lend More Than $10.00
* Make a Budget
* Give to Established Charities
* Don’t Fall For Phone Scams

**Marking Period 4**

Safety Smart:

* Don’t Flash Your Cash/Take More Money Than You Need
* Don’t Take Other People’s Medication
* Don’t Be Careless in The Kitchen
* How to Be Safe as a Pedestrian

How to Be Safe Using Public Transportation/ How to Use Fire Department Resources:

* Know the Bus Schedule/ Always Wear a Seatbelt
* The Fire Department
* The Police Department
* Health Care

How to Get Help from the Pharmacy:

* The Pharmacy

**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 | 3 |
|  Influence of Personal Traits on Life Achievements ~Demonstrate personal traits leading to positive relationships and life achievements. | 16.1.12B | 3 |
| Resiliency ~ Apply protective factors and healthy coping skills when encountered with adversity. | 16.1.12C | 3 |
| Relationships ~ Establish and maintain quality relationships that enhance personal, college, and career goals. | 16.2.12A | 3 |
| Diversity ~ Interact with family, work and community demonstrating respect, cooperation, and acceptance of differences in others. | 16.2.12B | 3 |
| Communication ~ Use communication skills to effectively interact with others. | 16.2.12C | 3 |
| Managing Interpersonal Conflicts ~ Utilize appropriate conflict resolution skills effectively in home, school, and community. | 16.2.12D | 3 |
| Support: Asking for Help ~ Access appropriate support when necessary to resolve a problem or situation. | 16.2.12E | 3 |
| Decision Making Skills ~ Evaluate conflicts considering personal, ethical, legal, safety, and civic impact of the consequences and acceptance of final choice | 16.3.12A | 3 |
| Understanding Social Norms ~ Express acceptances of social norms of different societies and cultures. | 16.3.12B | 3 |
| 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 | 3 |
|  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 | 4 |
|  Influence of Personal Traits on Life Achievements ~Demonstrate personal traits leading to positive relationships and life achievements. | 16.1.12B | 4 |
| Resiliency ~ Apply protective factors and healthy coping skills when encountered with adversity. | 16.1.12C | 4 |
| Relationships ~ Establish and maintain quality relationships that enhance personal, college, and career goals. | 16.2.12A | 4 |
| Diversity ~ Interact with family, work and community demonstrating respect, cooperation, and acceptance of differences in others. | 16.2.12B | 4 |
| Communication ~ Use communication skills to effectively interact with others. | 16.2.12C | 4 |
| Managing Interpersonal Conflicts ~ Utilize appropriate conflict resolution skills effectively in home, school, and community. | 16.2.12D | 4 |
| Support: Asking for Help ~ Access appropriate support when necessary to resolve a problem or situation. | 16.2.12E | 4 |
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**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