

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Social Skills I
Course Number: 00633
Course Prerequisites: [Click or tap here to enter text.](#)

Course Description: Instruction in Social Skills has been shown to positively influence adolescents. Benefit has also occurred for students 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 Asperger's Syndrome. 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. Skillstreaming 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 Skillstreaming process focuses on four principles of learning. These learning principles—modeling, role playing, performance feedback, and generalization training—have been used to teach a variety of behaviors, from academic competencies to sports, daily living skills, and vocational skills.

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](#)

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: 19257

To find the State Course Code, go to [State Course Code](#), download the Excel file for SCED, click on SCED 6.0 tab, and choose the correct code that corresponds with the course.

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TEXTBOOKS AND SUPPLEMENTAL MATERIALS

Board Approved Textbooks, Software, and Materials:

Title: Skillstreaming the Adolescent – A Guide for Teaching Prosocial Skills 3rd Edition

Publisher: Research Press Publishers

ISBN #: 978-0-87822-653-5

Copyright Date: 2012

WCSD Board Approval Date: 9/1/2017

Title: Skillstreaming the Adolescent – Student Manual

Publisher: Research Press Publishers

ISBN #: 978-0-87822-370-1

Copyright Date: 1997

WCSD Board Approval Date: 9/1/2017

Title: Skillstreaming the Adolescent – People Skills: Doing ‘em Right (DVD)

Publisher: Research Press Publishers

ISBN #: 970-0-87822-590-3

Copyright Date: 1997

WCSD Board Approval Date: 9/1/2017

Title: Skillstreaming the Adolescent – Skills Cards

Publisher: Research Press Publishers

ISBN #: 978-0-87822-388-6

Copyright Date: 1997

WCSD Board Approval Date: 9/1/2017

Title: Skillstreaming the Adolescent – Skills Posters

Publisher: Research Press Publishers

ISBN #: 978-0-87822-634-4

Copyright Date: 2012

WCSD Board Approval Date: 9/1/2017

Title: PeopleSmart 1 & 2 – Friendship & Gullibility

Publisher: James Stanfield Company, Inc

ISBN #: N/A

Copyright Date: 1998-2013

WCSD Board Approval Date: 9/1/2017

Title: Connecting with Others

Publisher: Research Press Publishers

ISBN #: 978-0-87822-464-7

Copyright Date: 2001

WCSD Board Approval Date: 9/1/2017

Title: Strong Teens

Publisher: Paul H. Brookes Publishing Co.

ISBN #: 978-1-59857-955-0

Copyright Date: 2016

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WCSD Board Approval Date: 9/1/2017

Title: Resilience Builder Program

Publisher: Research Press Publishers

ISBN #: 978-0-87822-647-4

Copyright Date: 2011

WCSD Board Approval Date: 9/1/2017

Title: Be Cool – Coping with Difficult People

Publisher: James Stanfield Publishing Company

ISBN #: N/A

Copyright Date: N/A

WCSD Board Approval Date: 9/1/2017

Curriculum Document

WCSD Board Approval:

Date Finalized: 8/1/2017

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

Beginning Social Skills:

- Listening
- Starting a Conversation
- Having a Conversation
- Asking a Question
- Saying Thank You
- Introducing Yourself
- Introducing Other People
- Giving a Compliment

Marking Period 2

Advanced Social Skills:

- Asking for Help
- Joining In
- Giving Instructions
- Following Instructions
- Apologizing
- Convincing Others

Skills for Dealing with Feelings:

- Knowing Your Feelings
- Expressing Your Feelings
- Understanding the Feelings of Others
- Dealing with Someone Else's Anger
- Expressing Affection
- Dealing with Fear
- Rewarding Yourself

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Standards/Eligible Content and Skills

Performance Indicator	PA Core Standard and/or Eligible Content	Marking Period Taught
Establishing and Maintaining Relationships: Communicate and collaborate amongst diversity.	SDEV.6-8.B	1
Identify conflict resolution skills to de-escalate, diffuse, and resolve differences.	SDEV.6-8.B.4	1
Self-Awareness and Self-Management: Recognize and regulate emotions.	SDEV.9-12.A	1
Evaluate behaviors in relation to the impact on self and others.	SDEV.9-12.A.1	1
Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.	SDEV.9-12.A.3	1
Establishing and Maintaining Relationships: Communicate and collaborate amongst diversity.	SDEV.9-12.B	1
Select expressive communication strategies specific to context.	SDEV.9-12.B.3	1
Positive attitude toward work and learning.	PERS.K-12.1.6	1
Identify long- and short-term academic, career and social/emotional goals.	PERS.K-12.2.A.7	1
Demonstrate effective coping skills when faced with a problem.	PERS.K-12.B.7	1
Demonstrate personal safety skills.	PERS.K-12.B.9	1
Create positive and supportive relationships with other students.	PERS.K-12.C.2	1
Demonstrate ethical decision-making and social responsibility.	PERS.K-12.C.5	1
Use leadership and teamwork skills to work effectively in diverse teams.	PERS.K-12.C.7	1
Demonstrate advocacy skills and ability to assert self, when necessary.	PERS.K-12.C.8	1
Demonstrate social maturity and behaviors appropriate to the situation and environment.	PERS.K-12.C.9	1
Establishing and Maintaining Relationships: Communicate and collaborate amongst diversity.	SDEV.6-8.B	2
Identify conflict resolution skills to de-escalate, diffuse, and resolve differences.	SDEV.6-8.B.4	2
Self-Awareness and Self-Management: Recognize and regulate emotions.	SDEV.9-12.A	2
Evaluate behaviors in relation to the impact on self and others.	SDEV.9-12.A.1	2
Analyze adverse situations for the purpose of identifying and selecting healthy coping skills.	SDEV.9-12.A.3	2
Establishing and Maintaining Relationships: Communicate and collaborate amongst diversity.	SDEV.9-12.B	2
Select expressive communication strategies specific to context.	SDEV.9-12.B.3	2
Positive attitude toward work and learning.	PERS.K-12.1.6	2
Identify long- and short-term academic, career and social/emotional goals.	PERS.K-12.2.A.7	2
Demonstrate effective coping skills when faced with a problem.	PERS.K-12.B.7	2
Demonstrate personal safety skills.	PERS.K-12.B.9	2
Create positive and supportive relationships with other students.	PERS.K-12.C.2	2
Demonstrate ethical decision-making and social responsibility.	PERS.K-12.C.5	2
Use leadership and teamwork skills to work effectively in diverse teams.	PERS.K-12.C.7	2
Demonstrate advocacy skills and ability to assert self, when necessary.	PERS.K-12.C.8	2
Demonstrate social maturity and behaviors appropriate to the situation and environment.	PERS.K-12.C.9	2

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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