

WARREN COUNTY SCHOOL DISTRICT

PLANNED INSTRUCTION

COURSE DESCRIPTION

Course Title: Social Skills III
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. 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 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](#)

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

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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: 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

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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