

Wallenpaupack Area School District Planned Course Curriculum Guide

Department Fine Arts/Special Education Departments Advanced Creative Communications

Course Description: This course is designed specifically for special education students to develop the social skills needed for a fulfilling social life and successful work experiences. Through interactive activities and real-world scenarios, students will learn how to navigate social interactions with confidence.

Initial Creation Date (if applicable) and Revision Dates: April 29, 2025

Wallenpaupack Area School District Curriculum	
COURSE: Advanced Creative Communications	GRADE/S: 9-12+
UNIT 1: Emotions	TIMEFRAME: ~ 8 classes

- PA COMMON CORE/NATIONAL STANDARDS:**
- 9.1.8.A (create works)
 - 9.1.8.B (interpreting role/improvisation)
 - 9.4.8.C (aesthetic response)

- UNIT OBJECTIVES (SWBATS):**
 Students will be able to:
1. Identify emotions
 2. Understand their bodies and recognize feeling these emotions
 3. Recognize these emotions in others

- INSTRUCTIONAL STRATEGIES/ACTIVITIES:**
- Comic strip stories
 - Identifying things that make me happy/worry/angry
 - Shades of anger
 - Where do I feel these feelings? (Identifying physical effects of different emotions on your body)

- ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):**
- Discussion
 - Role play
 - Participation in class activities
 - Completion of class assignments

- DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):**
- Small group
 - Paraprofessional support
 - Modification of assignments:
 - Accept various response types (ex: written vs. verbal (FlipGrid))
 - Provide appropriate accommodations based on the student’s IEP

- RESOURCES (Technology Based Resources, Text Resources, etc.):**
- *The Social Success Workbook for Teens*, By Barbara Cooper and Nancy Widdows, Copyright 2018
 - *Inside Out* movie

KEY VOCABULARY: worry, anger, happiness, frustration, sadness, feelings/emotions, observation, confusion, physical

Wallenpaupack Area School District Curriculum	
COURSE: Advanced Creative Communications	GRADE/S: 9-12+
UNIT 2: Different People & Viewpoints	TIMEFRAME: ~ 8 classes

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • 9.1.8.A (create works) • 9.1.8.B (interpreting role/improvisation) • 9.4.8.C (aesthetic response)
<p>UNIT OBJECTIVES (SWBATS):</p> <p>Students will be able to:</p> <ol style="list-style-type: none"> 1. identify different points of view and differences in others 2. Accept who they are and what makes them unique 3. Recognize and appreciate differences in others
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Identify and understanding that people have different points of view • Identify things about myself I'd like to change • Identify things about myself I'd never change • Identify and discuss differences in how people's brains work (ex: what's hard for you may be easier for others)
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Discussion • Role play • Participation in class activities • Completion of class assignments
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Small group • Paraprofessional support • Modification of assignments: <ul style="list-style-type: none"> ○ Accept various response types (ex: written vs. verbal (FlipGrid)) ○ Provide appropriate accommodations based on the student's IEP
<p>RESOURCES (Technology Based Resources, Text Resources, etc.):</p> <p><i>The Social Success Workbook for Teens</i>, By Barbara Cooper and Nancy Widdows, Copyright 2018</p>
<p>KEY VOCABULARY: observation, point of view, differences, perception/misperception, strengths, weaknesses, unique, social cues</p>

Wallenpaupack Area School District Curriculum	
COURSE: Advanced Creative Communications	GRADE/S: 9-12+
UNIT 3: Coping & Flexibility	TIMEFRAME: ~ 8 classes

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • 9.1.8.A (create works) • 9.1.8.B (interpreting role/improvisation) • 9.4.8.C (aesthetic response)
<p>UNIT OBJECTIVES (SWBATS): Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify triggers for anger or big emotions 2. Develop tools and strategies to cool down 3. Recognize other plans, ideas, etc 4. Create ways to increase mental flexibility
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Feelings checklist • Identifying what makes you “lose it” (ex: when angry, when plans change, when pretending things don’t bother you) • Cool down tools: <ul style="list-style-type: none"> ○ A safe place ○ Deep breaths ○ Drawing and writing ○ Things that make me happy • Strategies for changing the plan in your head (not getting “stuck”) • Strategies for being flexible/accepting when plans change (getting “unstuck”) • Identifying “shades of grey” (not everything is “black and white”; tolerating ambiguity)
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Discussion • Role play • Participation in class activities • Completion of class assignments
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Small group • Paraprofessional support • Modification of assignments: <ul style="list-style-type: none"> ○ Accept various response types (ex: written vs. verbal (FlipGrid)) ○ Provide appropriate accommodations based on the student’s IEP
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): <i>The Social Success Workbook for Teens</i>, By Barbara Cooper and Nancy Widdows, Copyright 2018</p>
<p>KEY VOCABULARY: social cues, overwhelmed, frustrated, awareness, coping strategies, stress, social cost, reactions, flexibility, unexpected, possibilities</p>

Wallenpaupack Area School District Curriculum	
COURSE: Advanced Creative Communications	GRADE/S: 9-12+
UNIT 4: Self-Awareness	TIMEFRAME: ~ 8 classes

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • 9.1.8.A (create works) • 9.1.8.B (interpreting role/improvisation) • 9.4.8.C (aesthetic response)
<p>UNIT OBJECTIVES (SWBATS): Students will be able to:</p> <ol style="list-style-type: none"> 1. Recognize and process varied social information 2. Identify and use self-talk habits 3. Develop strategies to increase self-awareness
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Gathering and processing social information • Identifying self-talk habits • Creating new self-talk habits • Using positive self-talk • Increasing self-awareness
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Discussion • Role play • Participation in class activities • Completion of class assignments
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Small group • Paraprofessional support • Modification of assignments: <ul style="list-style-type: none"> ○ Accept various response types (ex: written vs. verbal (FlipGrid)) ○ Provide appropriate accommodations based on the student's IEP
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): <i>The Social Success Workbook for Teens</i>, By Barbara Cooper and Nancy Widdows, Copyright 2018</p>
<p>KEY VOCABULARY: social cues, social cost, self-awareness, positive self-talk, reactions, subtle, observations, interaction, positive counter-thoughts, appropriate</p>

Wallenpaupack Area School District Curriculum	
COURSE: Advanced Creative Communications	GRADE/S: 9-12+
UNIT 5: Awareness of Others & Social Norms	TIMEFRAME: ~ 8 classes

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • 9.1.8.A (create works) • 9.1.8.B (interpreting role/improvisation) • 9.4.8.C (aesthetic response)
<p>UNIT OBJECTIVES (SWBATS): Students will be able to:</p> <ol style="list-style-type: none"> 1. Identify social norms/rules/levels of friendship 2. Be aware of own behaviors and others' perception 3. Develop a filter 4. Create strategies for choosing friends
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Identifying social norms/rules • Discussing how behavior impacts likelihood of making friends • Develop awareness of how others perceive you (ex: how outward appearance affects others' perception) • Developing a filter (what to say and when, adjusting behavior to setting/audience) • Strategies for choosing friends • Identifying levels of friendship (ex: friends vs. acquaintances)
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Discussion • Role play • Participation in class activities • Completion of class assignments
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Small group • Paraprofessional support • Modification of assignments: <ul style="list-style-type: none"> ○ Accept various response types (ex: written vs. verbal (FlipGrid)) ○ Provide appropriate accommodations based on the student's IEP
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): <i>The Social Success Workbook for Teens</i>, By Barbara Cooper and Nancy Widdows, Copyright 2018</p>
<p>KEY VOCABULARY: social norms, awareness, Perception, friendship, acquaintance, behaviors, outward appearance, behavior, give and take, compromise, reciprocal conversation, interaction, social filter</p>

Wallenpaupack Area School District Curriculum	
COURSE: Advanced Creative Communications	GRADE/S: 9-12+
UNIT 6: Reflection	TIMEFRAME: ~ 2 classes

<p>PA COMMON CORE/NATIONAL STANDARDS:</p> <ul style="list-style-type: none"> • 9.1.8.A (create works) • 9.1.8.B (interpreting role/improvisation) • 9.4.8.C (aesthetic response)
<p>UNIT OBJECTIVES (SWBATS): Students will be able to:</p> <ol style="list-style-type: none"> 1. Compare where they started and where they are now (improvement) 2. Recognize their growth in those areas 3. Recognize areas they still need to work on 4. Develop a plan for future goals
<p>INSTRUCTIONAL STRATEGIES/ACTIVITIES:</p> <ul style="list-style-type: none"> • Reflect on how you've changed (areas of improvement) • Set goals for what is next (areas to work on)
<p>ASSESSMENTS (Diagnostic/Benchmark/Formative/Summative):</p> <ul style="list-style-type: none"> • Discussion • Role play • Participation in class activities • Completion of class assignments
<p>DIFFERENTIATED INSTRUCTION (Acceleration/Enrichment):</p> <ul style="list-style-type: none"> • Small group • Paraprofessional support • Modification of assignments: <ul style="list-style-type: none"> ○ Accept various response types (ex: written vs. verbal (FlipGrid)) ○ Provide appropriate accommodations based on the student's IEP
<p>RESOURCES (Technology Based Resources, Text Resources, etc.): <i>The Social Success Workbook for Teens</i>, By Barbara Cooper and Nancy Widdows, Copyright 2018</p>
<p>KEY VOCABULARY: strengths, weaknesses, self-awareness, communication, reflection</p>