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SCIENCE
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RAHWAY PUBLIC SCHOOLS

CURRICULUM & INSTRUCTION

Content Area: Special Education

Course: Social Skills

Grade Level: 7 - 12

This curriculum is part of the Educational Program of Studies of the Rahway Public Schools.

ACKNOWLEDGMENTS

James Fisher, Program Supervisor: Special Education

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Carly Romeo

Dr. Tiffany A. Beer, Director of Curriculum and Instruction

Subject/Course Title:
Social Skills
Grade 7-12

Date of Board Adoption:
August 26, 2025

RAHWAY PUBLIC SCHOOLS CURRICULUM

SOCIAL SKILLS GRADE 7-12

PACING GUIDE

Unit	Title	Pacing
1	Communication	6 weeks
2	Emotional Trust	5 weeks
3	Social Skills	6 weeks
4	Problem-Solving	6 weeks
5	Conflict Resolution	5 weeks
6	Teambuilding	6 weeks
7	Leadership	6 weeks

ACCOMMODATIONS

<p>504 Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Provide extra visual and verbal cues and prompts. ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Weekly home-school communication tools (notebook, daily log, phone calls or email messages). ● Provide study sheets and teacher outlines prior to assessments. ● Quiet corner or room to calm down and relax when anxious. ● Reduction of distractions. ● Permit answers to be dictated. ● Hands-on activities. ● Use of manipulatives. ● Assign preferential seating. ● No penalty for spelling errors or sloppy handwriting. ● Follow a routine/schedule. ● Provide student with rest breaks. ● Use verbal and visual cues regarding directions and staying on task. ● Assist in maintaining agenda book. 	<p>IEP Accommodations:</p> <ul style="list-style-type: none"> ● Provide scaffolded vocabulary and vocabulary lists. ● Differentiate reading levels of texts (e.g., Newsela). ● Provide adapted/alternate/excerpted versions of the text and/or modified supplementary materials. ● Provide extra visual and verbal cues and prompts. ● Provide links to audio files and utilize video clips. ● Provide graphic organizers and/or checklists. ● Provide modified rubrics. ● Provide a copy of teaching notes, especially any key terms, in advance. ● Provide students with additional information to supplement notes. ● Modify questioning techniques and provide a reduced number of questions or items on tests. ● Allow additional time to complete assignments and/or assessments. ● Provide shorter writing assignments. ● Provide sentence starters. ● Utilize small group instruction. ● Utilize Think-Pair-Share structure. ● Check for understanding frequently. ● Have student restate information. ● Support auditory presentations with visuals. ● Provide study sheets and teacher outlines prior to assessments. ● Use of manipulatives. ● Have students work with partners or in groups for reading, presentations, assignments, and analyses. ● Assign appropriate roles in collaborative work. ● Assign preferential seating. ● Follow a routine/schedule.
<p>Gifted and Talented Accommodations:</p> <ul style="list-style-type: none"> ● Differentiate reading levels of texts (e.g., Newsela). ● Offer students additional texts with higher lexile levels. ● Provide more challenging and/or more supplemental readings and/or activities to deepen understanding. ● Allow for independent reading, research, and projects. ● Accelerate or compact the curriculum. ● Offer higher-level thinking questions for deeper analysis. 	<p>ELL Accommodations:</p> <ul style="list-style-type: none"> ● Provide extended time. ● Assign preferential seating. ● Assign peer buddy who the student can work with. ● Check for understanding frequently. ● Provide language feedback often (such as grammar errors, tenses, subject-verb agreements, etc...). ● Have student repeat directions. ● Make vocabulary words available during classwork and exams. ● Use study guides/checklists to organize information.

- Offer more rigorous materials/tasks/prompts.
- Increase number and complexity of sources.
- Assign group research and presentations to teach the class.
- Assign/allow for leadership roles during collaborative work and in other learning activities.

- Repeat directions.
- Increase one-on-one conferencing.
- Allow student to listen to an audio version of the text.
- Give directions in small, distinct steps.
- Allow copying from paper/book.
- Give student a copy of the class notes.
- Provide written and oral instructions.
- Differentiate reading levels of texts (e.g., Newsela).
- Shorten assignments.
- Read directions aloud to student.
- Give oral clues or prompts.
- Record or type assignments.
- Adapt worksheets/packets.
- Create alternate assignments.
- Have student enter written assignments in criterion, where they can use the planning maps to help get them started and receive feedback after it is submitted.
- Allow student to resubmit assignments.
- Use small group instruction.
- Simplify language.
- Provide scaffolded vocabulary and vocabulary lists.
- Demonstrate concepts possibly through the use of visuals.
- Use manipulatives.
- Emphasize critical information by highlighting it for the student.
- Use graphic organizers.
- Pre-teach or pre-view vocabulary.
- Provide student with a list of prompts or sentence starters that they can use when completing a written assignment.
- Provide audio versions of the textbooks.
- Highlight textbooks/study guides.
- Use supplementary materials.
- Give assistance in note taking
- Use adapted/modified textbooks.
- Allow use of computer/word processor.
- Allow student to answer orally, give extended time (time-and-a-half).
- Allow tests to be given in a separate location (with the ESL teacher).
- Allow additional time to complete assignments and/or assessments.
- Read question to student to clarify.
- Provide a definition or synonym for words on a test that do not impact the validity of the exam.
- Modify the format of assessments.
- Shorten test length or require only selected test items.
- Create alternative assessments.
- On an exam other than a spelling test, don't take points off for spelling errors.

UNIT OVERVIEW

Content Area: Social Skills

Unit Title: Communication

Target Course/Grade Level: Grade 7-12

Unit Summary: This unit explores the essential skills and processes involved in effective communication. Students will learn how to express themselves clearly, listen actively, and interact respectfully in both personal and academic settings. The unit covers verbal and non-verbal communication, digital communication, conflict resolution, and the role of communication in building healthy relationships.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections and Standards:

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.PE.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.PE.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.PE.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit Understandings:

Students will understand of...

- how to appropriately engage in conversations with peers, parents, and community members.

Unit Essential Questions:

- Why is communication important?
- What are some ways people communicate?
- When communicating with others, what tone of voice should you use?
- When you are communicating do you need to actively listen to the conversation?
- What is active listening?
- What is the difference between the non-verbal and verbal communication?

Knowledge and Skills:

Students will know...

- Behavior
- Communication
- Verbal communication
- Non-verbal communication
- Tone
- Active listening skills

Students will be able to...

- Define vocabulary.
- Identify good listening skills.
- Identify different types of communication.
- Examine how to use good communication skills.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Handouts
- Journals
- Projects
- Effort and Participation
- Quizzes
- [Rubric](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Verbal cues from the facilitator.

- Start with a brainstorming session(have student begin to describe communication) Review vocabulary related to communication.
- Have students share with each other ideas of communication
- Modify the length of the activity.

RESOURCES

Teacher Resources:

- Teacher made handouts
- Social Skills Activity Textbook: For Secondary Students with Special Needs - Darlene Mannix (Author)
- Social Skills Activities for Kids: 50 Fun Exercises of Making Friends, Talking and Listening, and
- Understanding Social Rules. Natacha Daniels (Author)

Equipment Needed:

- Interactive Board
- Student computers

UNIT OVERVIEW

Content Area: Social Skills

Unit Title: Emotional Trust

Target Course/Grade Level: Grade 7-12

Unit Summary: This unit focuses on the concept of emotional trust, an essential element in forming and maintaining healthy relationships. Students will explore what emotional trust means, how it is built and maintained, and what can damage or strengthen it. The unit emphasizes communication, boundaries, honesty, empathy, and emotional safety in relationships with peers, family, and others.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.
- 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- 2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR16, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections and Standards:

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.PE.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.PE.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.PE.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit Understandings:

Students will understand how...

- to use self awareness through expressions of thoughts and feelings.

Unit Essential Questions:

- What is Emotional Trust?
- How do you build trust?
- Can trust be broken?
- What are ways trust is broken?
- What are ways to express your needs and feelings to others?
- Is trust important when sharing your emotional needs?

Knowledge and Skills:

Students will know...

- When to trust others
- Engage in sharing their feeling and needs with others
- Trust that their feeling will be heard and understood
- How to collaborate with peers

Students will be able to...

- Demonstrate the ability to express their needs
- Trust in other enough to share their emotions
- Express their feeling verbally
- Understanding emotional underlying conflict

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Participation
- Journals Quizzes
- Classwork
- Homework
- [Rubric](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Verbal cues from the facilitator.
- Start with a brainstorming session (have student begin to describe trust)
- Review vocabulary related to emotional trust
- Have students share with each other how trust impacts them when it comes to sharing their feelings.
- Modify the length of the activity.

RESOURCES

Teacher Resources:

- Teacher made handouts
- Social Skills Activity Textbook: For Secondary Students with Special Needs Darlene Mannix (Author)
- Social Skills Activities for Kids: 50 Fun Exercises of Making Friends, Talking and Listening, and Understanding Social rules. Natacha Daniels (Author)

Equipment Needed:

- Interactive Board
- Student computers

UNIT OVERVIEW

Content Area: Social Skills

Unit Title: Social Skills

Target Course/Grade Level: Grade 7-12

Unit Summary: This unit focuses on helping students develop the essential social skills needed to build positive relationships, communicate effectively, and interact appropriately in a variety of social settings. As students in Grades 7–12 grow in independence and emotional awareness, strong social skills support success in school, friendships, and future work environments.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs)
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.5.CT.1: Identify and gather relevant data that will aid in the problem-solving process (e.g., 2.1.5.EH.4, 4-ESS3-1, 6.3.5.CivicsPD.2).
- 9.4.5.CT.2: Identify a problem and list the types of individuals and resources (e.g., school, community agencies, governmental, online) that can aid in solving the problem (e.g., 2.1.5.CHSS.1, 4-ESS3-1).
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).
- 9.4.8.CT.3: Compare past problem-solving solutions to local, national, or global issues and analyze the factors that led to a positive or negative outcome.
- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED,3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections and Standards:

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.PE.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.PE.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.PE.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit Understandings:

Students will understand how...

- to appropriately engage in various social situations

Unit Essential Questions:

- What are Social Skills?
- Do you act certain ways depending on the situation?
- Do you scream out and engage in conflict in a public setting?
- What are ways you should act in school?
- How do you handle a conflict in School? What are some ways to act in a store?
- Would you throw things on the floor?
- Should you elevate your voice to a store clerk?
- How would you react to a conflict in a store?
- How would you act when you are speaking with your friends?
- Would you scream and yell at them?
- Do you think your friends would appreciate not being spoken to with respect?
- How would you interact with your Parents?
- Would you treat them with respect?
- When you are in a Social Setting what is the most appropriate way to act?

Knowledge and Skills:

Students will know...

- How to engage in appropriate social interactions.
- Social Skills
- Appropriate peer interaction.
- Team work

Students will be able to...

- Demonstrate how to engage in appropriate conversations with peer, parents, and community members.
- Participate in role playing activities for appropriate social interactions.
- Define appropriate social interactions

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Participation
- Journals
- Classwork
- Quizzes
- Projects
- [Rubric](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Verbal cues from the facilitator.
- Start with a brainstorming session (have student begin to describe social skills)
- Review vocabulary related to social skills.
- Have students share with each other how they would react to specific social interactions.
- Modify the length of the activity.

RESOURCES

Teacher Resources:

- Teacher made handouts
- Social Skills Activity Textbook: For Secondary Students with Special Needs Darlene Mannix (Author)
- Social Skills Activities for Kids: 50 Fun Exercises of Making Friends, Talking and Listening, and Understanding Social rules. Natacha Daniels (Author)

Equipment Needed:

- Interactive Board
- Student computers

UNIT OVERVIEW

Content Area: Social Skills

Unit Title: Problem Solving

Target Course/Grade Level: Grade 7-12

Unit Summary: This unit teaches students how to approach challenges with a positive mindset and practical strategies. Problem-solving is a key life skill that helps students make thoughtful decisions, resolve conflicts, and overcome obstacles in academic, personal, and social situations. The unit emphasizes critical thinking, creativity, resilience, and reflection.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback.
- 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGL.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections and Standards:

- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

- SL.PE.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.PE.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.PE.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.PE.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.PE.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit Understandings:

Students will understand how...

- To effectively handle problems as they arise

Unit Essential Questions:

- What is the definition of Problem Solving?
- In what situation would you use Problem Solving Skills?
- If you had a conflict, how would you react?
- Is it important to listen to your peers before responding to their concerns?

- Is it important to share your feelings if you are upset with someone?
- Can you use Problem solving in everyday life?
- Does problem solving always have to be a result of a conflict?
- When talking through a situation, should you consider your peers' feelings and emotions?
- What are some types of emotions that may arise from a conflict?

Knowledge and Skills:

Students will know...

- How to practice decision making skills.
- Problem solving vocabulary.
- Positive interactions with peers.
- Appropriately expressing needs and emotions.
- How to interact in a group setting.
- Understand when it is appropriate to answer and ask questions.

Students will be able to...

- Demonstrate the benefits of positive interactions.
- Demonstrate social awareness through empathetic and caring statements.
- Practice appropriate interactions to solve conflict.
- Demonstrate turn taking

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Participation
- Classwork
- Journals
- Quizzes
- Vocabulary Assessment
- Handouts
- [Rubric](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Verbal cues from the facilitator.
- Start with a brainstorming session (have student begin to describe social skills)
- Review vocabulary related to social skills.

- Have students share with each other how they would react to specific social interactions. Modify the length of the activity.

RESOURCES

Teacher Resources:

- Teacher made handouts
- Social Skills Activity Textbook: For Secondary Students with Special Needs Darlene Mannix (Author)
- Social Skills Activities for Kids: 50 Fun Exercises of Making Friends, Talking and Listening, and Understanding Social rules. Natacha Daniels (Author)

Equipment Needed:

- Interactive Board
- Student computers

UNIT OVERVIEW

Content Area: Social Skills

Unit Title: Conflict Resolution

Target Course/Grade Level: Grade 7-12

Unit Summary: This unit focuses on teaching students how to recognize, understand, and effectively manage conflicts in their personal, academic, and social lives. Conflict is a natural part of human interaction, and learning how to handle it respectfully and constructively is essential for healthy relationships and emotional well-being. Students will explore types of conflict, causes, resolution strategies, and communication skills needed to resolve disagreements peacefully.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.2.L.F.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).
- 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).
- 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).
- 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
- 2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI,2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.
- 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections and Standards:

- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.PE.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.PE.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.PE.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

- SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.PE.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.PE.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit Understandings:

Students will understand how...

- to deal with and understand their underlying conflict and appropriately express their need to their emotions.

Unit Essential Questions:

- What is conflict?
- What is the difference between internal and external conflict?
- How would you react to a conflict?
- What do you feel is an appropriate reaction to a conflict that arises?
- What skills are needed for a peaceful resolution to a conflict?
- Should you be appreciative of your peers?

Knowledge and Skills:

Students will know...

- Conflict and understand how to react.
- Know and appreciate their peers.

- Understand emotions and underlying conflict.
- Peaceful conflict resolution.

Students will be able to...

- Solve and analyze causes and potential solutions.
- Demonstrate the ability to compromise.
- Brainstorm solutions to conflict resolution.
- Understand the definition of conflict resolution.

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Class participation
- Journals
- Quizzes
- Classwork
- Quizzes
- Teacher evaluation of role playing activities
- [Rubric](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Verbal cues from the facilitator.
- Start with a brainstorming session (have student begin to describe conflict resolution)
- Review vocabulary related to social skills.
- Have students share with each other how they would react to specific social interactions.
- Modify the length of the activity.

RESOURCES

Teacher Resources:

- Teacher made handouts
- Social Skills Activity Textbook: For Secondary Students with Special Needs Darlene Mannix (Author)

- Social Skills Activities for Kids: 50 Fun Exercises of Making Friends, Talking and Listening, and Understanding Social rules. Natacha Daniels (Author)

Equipment Needed:

- Interactive Board
- Student computers

UNIT OVERVIEW

Content Area: Social Skills

Unit Title: Team Building

Target Course/Grade Level: Grade 7-12

Unit Summary: This unit helps students develop the skills necessary to work effectively as part of a team. Through hands-on activities, reflection, and group projects, students will learn the value of teamwork, communication, leadership, cooperation, and trust. Team building enhances collaboration, problem-solving, and interpersonal relationships—skills that are essential for success in school, extracurricular activities, and future careers.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

Career Readiness, Life Literacies, and Key Skills:

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGL.2).

9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).

9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)

9.4.2.DC.1: Explain differences between ownership and sharing of information.

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM,3).

Interdisciplinary Connections and Standards:

SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

SL.PE.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

SL.PE.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.

SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.

L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.

SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.

SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.PE.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

SL.PE.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit Understandings:

Students will understand how...

- to work and communicate with each other to complete general tasks or goals.

Unit Essential Questions:

- What are common tasks you would work on?
- How would you achieve those tasks?
- What were your feelings on working together?
- How did you communicate with your teammates?
- Do you feel any anxiety in having to work with others to achieve that goal?
- Is it hard working with others?
- What do you think would be a good way to express your feelings while working together.?
- How would you react if a conflict arose between you peers while working together?

Knowledge and Skills:

Students will know...

- Social Skills
- Appropriate peer interaction.
- Team work
- Way to help and care for team people
- Take people's feeling into consideration when working as a team
- How to manage their behaviors in a group setting

Students will be able to...

- Demonstrate what it means to be a contributing member of the team
- Describe the importance of rules and behaviors while working on a team
- Express their feeling if they are getting upset with a team member
- Achieve a team goal

EVIDENCE OF LEARNING

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Participation
- Self and peer evaluation
- Classwork
- Quizzes
- Journals
- Homework
- [Rubric](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Verbal cues from the facilitator.
- Start with a brainstorming session (have student begin to describe working as a team)
- Review vocabulary related to teamwork.
- Have students share with each other how they would react if a conflict arose during teamwork activities.
- Modify the length of the activity.

RESOURCES

Teacher Resources:

- Teacher made handouts
- Social Skills Activity Textbook: For Secondary Students with Special Needs Darlene Mannix (Author)
- Social Skills Activities for Kids: 50 Fun Exercises of Making Friends, Talking and Listening, and Understanding Social rules. Natacha Daniels (Author)

Equipment Needed:

- Interactive Board
- Student computers

UNIT OVERVIEW

Content Area: Social Skills

Unit Title: Leadership

Target Course/Grade Level: Grade 7-12

Unit Summary: This unit introduces students to the fundamentals of leadership, focusing on what it means to be a leader in school, at home, and in the community. Students will explore different leadership styles, the qualities of effective leaders, and the responsibilities that come with leading others. Through activities, reflection, and real-life scenarios, students will develop the skills needed to lead with confidence, integrity, and empathy.

Approximate Length of Unit: 5 weeks

LEARNING TARGETS

NJ Student Learning Standards:

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.
- 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals.

Career Readiness, Life Literacies, and Key Skills:

- 9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGL.2).
- 9.4.2.CT.2: Identify possible approaches and resources to execute a plan (e.g., 1.2.2.CR1b, 8.2.2.ED.3).
- 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive)
- 9.4.2.DC.1: Explain differences between ownership and sharing of information.
- 9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal. 9.4.5.CT.4: Apply critical thinking and problem-solving strategies to different types of problems such as personal, academic, community and global (e.g., 6.1.5.CivicsCM.3).

Interdisciplinary Connections and Standards:

- SL.PE.7.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.PE.7.1.B Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.PE.7.1.C Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.PE.7.1.D Acknowledge new information expressed by others and, when warranted, modify their own views.
- SL.PI.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- L.KL.7.2. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- SL.PI.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.PE.8.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.PE.9–10.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.PE.9–10.1.B Collaborate with peers to set rules for discussions (e.g., informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g., student developed rubric) and assign individual roles as needed.
- SL.PE.9–10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- SL.PE.9–10.1.D Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.
- SL.PE.11–12.1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.PE.11-12.1.C Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- SL.PE.11-12.1.D Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Unit Understandings:

Students will understand that...

- leadership and teamwork and be able to facilitate as a leader of the team so that they can achieve specific goals.

Unit Essential Questions:

- What is the definition of an effective leader?
- Does the leader have to avoid conflict in the group?
- What is the role of the leader?
- If conflict arises on the team, what should the leader do?
- Does the leader have an important role?
- Are all the team members equal?
- Is it important for the leader to set a good example for his team members?

Knowledge and Skills:

Students will know...

- How to be an effective leader.
- How to identify characteristics of leadership and teamwork.
- What his/her role is as the leader.
- How to communicate appropriately with his/her team members.

Students will be able to...

- Demonstrate effective teamwork in specific activities.
- Exhibit the ability to collaborate effectively with his/her team members.
- Create a safe environment for his/her team members

<i>EVIDENCE OF LEARNING</i>

Assessment:

What evidence will be collected and deemed acceptable to show that students truly “understand”?

- Participation
- Teacher handouts
- Quizzes
- Journals
- Classwork
- Projects
- [Rubric](#)

Learning Activities:

What differentiated learning experiences and instruction will enable all students to achieve the desired results?

- Verbal cues from the facilitator.

- Start with a brainstorming session (have student begin to describe leadership)
- Review vocabulary related to being a good leader.
- Have students share with each other how they would react if a conflict arose during teamwork activities.
- Modify the length of the activity.

RESOURCES

Teacher Resources:

- Teacher made handouts
- Social Skills Activity Textbook: For Secondary Students with Special Needs Darlene Mannix (Author)
- Social Skills Activities for Kids: 50 Fun Exercises of Making Friends, Talking and Listening, and Understanding Social rules. Natacha Daniels (Author)

Equipment Needed:

- Interactive Board
- Student computers