Interpersonal Skills 7-8M

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Unit 1 Title: Interpersonal Relationships
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Stage 1: Desired Results
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Standards & Indicators:
New Jersey Student Learning Standards: Comprehensive Health and Physical Education
2.2.8.B.1 Predict social situations that may require the use of decision-making skills.
2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.
2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, work, home, and extracurricular activities for use in a career
New Jersey Student Learning Standards:
W.NW.7.3. Writing.Narrative Writing.7.3.Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

W.WP.7.4. Writing.Writing Process.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

SL.PE.7.1. Speaking and Listening.Participate Effectively.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.

9.2.4.A 1-4: **Critical Thinking**
 1. Recognize and define a problem.
 2. Plan and follow steps to make choices and decisions.
 9.2.4.C. 4-5
 C. Interpersonal Communication
 4. Practice steps for effective conflict resolution.
 5. Work cooperatively with others to accomplish a task
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Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.1.8.CR.2	Compare various ways to give back through strengths, passions, goals, and other personal factors.	Individuals can use their talents, resources, and abilities to give back.
9.1.8.FP.1	Describe the impact of personal values on various scenarios.	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will impact one's financial well-being.
9.1.8.FP.2	Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making decisions.	An individual's values and emotions will influence the ability to modify financial behavior (when appropriate), which will

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		impact one's financial well-being.
9.1.8.PB.5	Identify factors that affect one's goals, including peers, culture, location, and past experiences.	Goals (e.g., higher education, autos, and homes, retirement), affect your finances.

Central Idea/Enduring Understanding:	**Essential/Guiding Question:**
- Kindness - Healthy Relationships - Conflict Resolution - Elements of Trust - Respect - Peer Mediation - Teamwork - Identify strangers - Community Safety	- What does kindness look, sound, and feel like? - How can someone show kindness to others? - Why is trust important in relationships? - Why is the outcome of trust uncertain? - What is the importance of nonverbal communication? - What are conflict resolution skills? - What techniques could be used to resolve a conflict? - How could perspective help resolve a conflict? - How can you show respect to yourself and others? - Why is it important to show respect? - What are the methods and benefits of peer mediation? - What are examples of teamwork used daily? - Who is a stranger? - How do you keep yourself safe in the community?
Content:	**Skills(Objectives):**
- Acts of Kindness - Character Traits - Trust - Verbal and Nonverbal Communication - Empathy - Conflict - Body Language - Perspective - Role in Society - Respectful Behavior - Peer Mediation Techniques - Negotiation/Compromise - Supporting Others - Listening to Suggestions - Working Together - Stranger Danger - Community Safety	- Define and explain the term 'kindness' - Explain what kindness looks, sounds, and feels like - Define and explain a trusting relationship - Identify verbal and nonverbal communication - Demonstrate verbal and nonverbal communication - Compare and contrast conflict and resolution - Develop methods to resolve conflicts - Identify characteristics of a trusting relationship - Analyze the relationships in their own lives - Define respect - Write examples of how to show respect to others, themselves, and their environment - Explain how peer mediation works and why it's important - Propose a peer mediation plan to resolve a conflict - Identify the steps of peer mediation - Demonstrate different examples of teamwork - Prove the benefits of teamwork - Explain who is a stranger - Discuss how to keep yourself safe in the community

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Interdisciplinary Connections:

Students will understand how thoughts, feelings, and action can be applied across the disciplines and can lead to numerous applications in their future careers.

Stage 2: Assessment Evidence

Performance Task(s):

Performance Task 1:
- Students will display understanding of kindness through the following activities:
  - Kindness Charts
  - Kindness Bingo Cards
  - Role Play

Performance Task 2
- Students will demonstrate the importance of trust in relationships through the following activities:
  - Creating small plays to demonstrate elements of trust and communication
  - Posters

Performance Task 3
- Students will demonstrate conflict resolution skills through the following activities:
  - Conflict Resolution Plan
  - Respect Categories and Sorting
  - Mediation Techniques
  - Peer Mediation Plan
  - Creating a skyscraper as a group to practice the importance of teamwork

Performance Task 4
- Students will be able to identify who is a stranger and identify ways to stay safe in their community:
  - Interactive Google Slides
  - Strangers Sort
  - Role Play Scenarios
  - Community Safety Task Cards

Other Evidence:
- Structured Observations
- Task analysis
- Evaluation and reflections of progress toward IEP goals (weekly, review at the end of each marking period).
- Complete supplemental worksheets, tests, and quizzes on material covered.
- Cooperative learning opportunities.
- Classwork.
- Tech based Projects.
- Data for Functional Life Skills (AFLS)
- Community Based Instruction
- Role Play
- Class Discussions

Stage 3: Learning Plan

Learning Opportunities/Strategies:
Understanding kindness
- Kindness diary - students will be keeping a small notebook where they will write any act of kindness that they complete. They may also write down an act of kindness that someone does to them. They will have a goal to reach for the week.
- Compliment activity - students will be split up into groups and be given strips of paper. They will write a compliment on each paper for each person in their

Resources:

Google Classroom
Google Slides
TeachersPayTeachers
IEP
Instructional Videos
Online resources
CBI
Teacher developed worksheets
Journals

group. The compliments will then be passed out, and the students will read them.	Online resources,such as: google docs, google slides, kahoot
	Social Stories and monitored social time
Exploring trust in relationships	N2Y
● Healthy relationships short plays - students will be placed in groups and create a short play that will demonstrate elements of trusting relationships. In addition, they should add in examples of verbal and nonverbal communication.	AFLS
	GLSEN Educator Resource
	For Educators: Supporting LGBTQIA Youth Resource List
	Respect Ability: Fighting Stigmas, Advancing Opportunities
● Active Listening Activity: Put students into groups of three. In each group, one student will begin by taking two minutes to tell a story. The second student should display active listening skills, like eye contact and responsive body language. Then, the second student will tell the first student the same story he or she told. Afterward, the third student should offer the second student feedback on his listening skills and ability to retell the story. Have the students switch roles until everyone has been in every role.	
Conflict Resolution	
● Students will identify methods to resolve a conflict and identify the steps in conflict resolution.	
● Students will create a peer mediation plan. Students will role play peer mediation and conflict resolution.	
Community Safety	
● Community Safety Interactive Notebook (Google Slides): Students will be working on google slides with identifying strangers. Students will be discussing what to do in uncomfortable situations.	
● Community Task Cards: Students will be given community situations, where they will have to discuss the appropriate reaction.	

Differentiation
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL

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1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).
2. A personalized course packet with enrichment materials.
3. An adaptive assessment that gets harder depending on how a student is performing.
4. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.
5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.
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1. Course packet with individualized materials.
2. An adaptive assessment that gets harder depending on how a student is performing.
3. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.
4. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.
5. A personalized course packet with individualized remediation or enrichment materials.
6. An adaptive assessment that gets easier or harder depending on how a student is performing.
7. One-on-one coaching with a student, designed around his/her specific challenges.
8. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other
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1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).
2. A personalized course individualized packet.
3. An adaptive assessment that gets easier or harder depending on how a student is performing.
4. One-on-one coaching with a student, designed around his/her specific challenges.
5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.
6. Allow extra time on assessments
7. Provide study guides
Weekly conference to set short term goals
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Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing

ELL supports should include, but are not limited to, the following::
Extended time
Provide visual aids
Repeated directions
Differentiate based on proficiency
Provide word banks
Allow for translators, dictionaries
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Unit 2 Title: Types of Communication

Stage 1: Desired Results

New Jersey Student Learning Standards:
Comprehensive Health and Physical Education
 2.2.8.A.1 Compare and contrast verbal and nonverbal interpersonal communication strategies in a variety of settings and cultures in different situations.
2.2.8.B.1 Predict social situations that may require the use of decision-making skills.
2.2.8.B.2 Justify when individual or collaborative decision-making is appropriate.
2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
2.4.8.A.5 Determine when a relationship is unhealthy and explain effective strategies to end the relationship.
9.2.8.B.3 Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career
New Jersey Student Learning Standards:
W.NW.7.3. Writing.Narrative Writing.7.3.Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.WP.7.4. Writing.Writing Process.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
SL.PE.7.1. Speaking and Listening.Participate Effectively.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.
9.2.8.C1-6. **Interpersonal Communication**
  1. Demonstrate respect and flexibility in interpersonal and group situations.
  2. Organize thoughts to reflect logical thinking and speaking.
  3. Work cooperatively with others to solve a problem.
  4. Demonstrate appropriate social skills within group activities.
  5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.
  6. Participate as a member of a team and contribute to group effort.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.	An individual's strengths, lifestyle goals, choices, and interests affect employment and income
9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.	An individual's strengths, lifestyle goals, choices, and interests affect employment and income
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect income.	An individual's strengths, lifestyle goals, choices, and interests affect employment and income
9.2.8.CAP.4	Explain how an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.	An individual's strengths, lifestyle goals, choices, and

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		interests affect employment and income
9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.	Developing and implementing an action plan is an essential step for achieving one's personal and professional goals.

Content:
- Use eye contact
- Ask open-ended questions
- Compliments
- Body Language
- Gestures
- Positioning/Personal Space
- Active Listening
- Paraphrasing/Summarizing
- Questioning/Clarifying
- Reflective Listening
- Reflecting/Expressing
- Emotions
- Nonverbal Communication
- Pacifying Behavior
- Face-to-face conversations
- Telephone/texting conversations
- Presentations

Skills(Objectives):
- Define communication skills
- Identify key aspects of effective communication
- Demonstrate specific facets of effective communication
- Define body language concepts
- Explain messages given with body language
- Discuss cultural differences in body language
- Demonstrate understanding of active listening
- Determine and evaluate active listening in others
- Identify their own personal space
- Decide the appropriate amount of personal space for different relationships
- Express themselves using body language
- Compare and contrast active and reflective listening
- Determine the behaviors that indicate reflective listening
- List different types of nonverbal communication
- Analyze nonverbal communication
- Apply basic oral communication skills in a classroom setting
- Identify the advantages/disadvantages of oral communication in various settings
- Conclude the different forms of oral communication

Interdisciplinary Connections:
Students will understand how thoughts, feelings, and action can be applied across the disciplines and can lead to numerous applications in their future careers.

Stage 2: Assessment Evidence

Performance Task(s):
Performance Task 1
- Students will display understanding of types of communication through the following activities:
  - Skits/Role Play
  - Task Cards
  - Modeling
  - Narrative Writing
  - Self Evaluations
  - Active Listening Checklist
  - Creation of Videos
  - Posters
  - Nonverbal Communication Observation List

Other Evidence:
- Structured Observations
- Task analysis
- Evaluation and reflections of progress toward IEP goals (weekly, review at the end of each marking period).
- Complete supplemental worksheets, tests, and quizzes on material covered.
- Cooperative learning opportunities.
- Classwork.
- Tech based Projects.
- Data for Functional Life Skills (AFLS)
- Community Based Instruction

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○ Tips of Oral Communication Poster	● Role Play ● Class Discussions

Stage 3: Learning Plan

Learning Opportunities/Strategies:
Effective Communication
- Silent Instructions: For this activity, create a series of index cards with fairly intricate lists of actions to complete. For the activity, provide a series of props that students can use. For example, one set of instructions may say to put on one red glove, wear a baseball cap backwards, and hop on one foot. Put students into groups, and give each group a set of these instructional index cards. Each student takes turns being the one who must complete the action. An index card is chosen, and the instructions on the card must be communicated to that person nonverbally. During the activity, none of the group members can talk.
- Body Language Charades- Students will play charades where they have to model different types of body language.
- Group Murals: Murals can be used to promote social skills. The class will come up with a theme together as a class. It can be issues such as environment or social justice. It can even be as simple as butterflies or something in history. Students will have to work together to plan the mural, and each student in the class or group should have a role. The important thing is giving your students a chance to communicate with each other and discover the value of teamwork in creating a work of art.

Resources:

Google Classroom
Google Slides
TeachersPayTeachers
IEP
Instructional Videos
Online resources
CBI
Teacher developed worksheets
Journals
Online resources,such as: google docs, google slides, kahoot
Social Stories and monitored social time
N2Y
AFLS
GLSEN Educator Resource
For Educators: Supporting LGBTQIA Youth Resource List
Respect Ability: Fighting Stigmas, Advancing Opportunities

Differentiation
*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course packet with enrichment materials. 3. An adaptive assessment that gets harder depending on	1. Course packet with individualized materials. 2. An adaptive assessment that gets harder depending on how a student is performing. 3. One-on-one coaching with a student, designed	1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course individualized packet.	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group

how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	around his/her specific for higher thinking challenges. 4. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 5. A personalized course packet with individualized remediation or enrichment materials. 6. An adaptive assessment that gets easier or harder depending on how a student is performing. 7. One-on-one coaching with a student, designed around his/her specific challenges. 8. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other	3. An adaptive assessment that gets easier or harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. 6. Allow extra time on assessments 7. Provide study guides Weekly conference to set short term goals	instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

Unit 3 Title: Social Skills

Stage 1: Desired Results

New Jersey Student Learning Standards:
Comprehensive Health and Physical Education
2.2.8.B.3 Analyze factors that support or hinder the achievement of personal health goals during different life stages.
2.2.8.C.1 Analyze strategies to enhance character development in individual, group, and team activities.
New Jersey Student Learning Standards:
W.NW.7.3. Writing.Narrative Writing.7.3.Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
W.WP.7.4. Writing.Writing Process.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex

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writing tasks; and focusing on how well purpose and audience have been addressed.
SL.PE.7.1. Speaking and Listening.Participate Effectively.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.

9.2.4.B 1-5: Self-Management
  1. Demonstrate an understanding of the relationship between personal behavior and self-image.
  2. Recognize and build upon personal strengths.
  3. Accept criticism and respond constructively.
  4. Recognize personal likes and dislikes.

9.2.4.C 1-3
C. Interpersonal Communication
1. Develop positive social skills to interact with others.
2. Select and use language appropriate to the situation.
3. Develop skills for accepting self and others through awareness of different cultures, lifestyles, and attitudes.

Career Readiness, Life Literacies and Key Skills

Standard	Performance Expectations	Core Ideas
9.4.8.CT.1	Evaluate diverse solutions proposed by a variety of individuals, organizations, and/or agencies to a local or global problem, such as climate change, and use critical thinking skills to predict which one(s) are likely to be effective (e.g., MS-ETS1-2).	Multiple solutions often exist to solve a problem.
9.4.8.CT.2	Develop multiple solutions to a problem and evaluate short- and long-term effects to determine the most plausible option (e.g., MS-ETS1-4, 6.1.8.CivicsDP.1).	Multiple solutions often exist to solve a problem.
9.4.8.DC.6	Analyze online information to distinguish whether it is helpful or harmful to reputation.	Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.
9.4.8.IML.2	Identify specific examples of distortion, exaggeration, or misrepresentation of information.	Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.

Central Idea/Enduring Understanding:
  ● Social Skills
  ● Personal Attitude
  ● Good Manners
  ● Empathy Vs. Sympathy
  ● Making Friends
  ● Entering and Exiting Conversations
  ● Eye Contact

Essential/Guiding Question:
  ● Why are social skills important?
  ● How can self-confidence impact different areas of your life?
  ● How can you develop a stronger sense of confidence?
  ● Why are good manners so important?
  ● How do good manners vary in different social situations?

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	- What is the difference between empathy and sympathy? - How can being empathetic improve a relationship? - What are important qualities to have in a friend? - How do actions help determine the different stages of friendship? - How can you decide if someone is a good friend? - How can eye contact help improve social skills? - What are some ways you can contribute to a conversation?
Content: - Controlling Emotions - Building Self-Confidence - Managing Personal Attitude - Good Manners - Politeness - Empathy - Sympathy - Person-Centered Approach - Perspective Taking - Common Interest - Positive Qualities of a Friend - Intimacy/Relationships - Saying hello - Introductions - Contributing to Conversations - Eye Contact - Staying On Topic	**Skills(Objectives):** - Identify positive social skills - Demonstrate understanding of social skills - Determine the positive qualities of oneself - Determine how your personal attitude can affect your confidence - Explain how confidence can be expressed - Explain what good manners are - Describe how to use good manners in different scenarios - Demonstrate examples of good manners while role-playing - Compare and contrast empathy and sympathy - Determine how to be empathetic or sympathetic in different situations - Dissect the positive qualities of a friendship - Analyze the friendships in personal life - Explain three stages of friendship - Decide on ways to contribute to a conversation - Demonstrate how to keep a conversation going while role-playing - Demonstrate good eye contact through skits/role-playing

Interdisciplinary Connections:
Students will understand how thoughts, feelings, and action can be applied across the disciplines and can lead to numerous applications in their future careers.

Stage 2: Assessment Evidence

Performance Task(s): Performance Task 1: - Students will display understanding of positive social skills through the following activities: - Skits/Role Play - Task Cards - Modeling - Narrative Writing - Personal Attitude Speech - Commercial Writing - selling positive qualities about oneself - Charts	**Other Evidence:** - Structured Observations - Task analysis - Evaluation and reflections of progress toward IEP goals (weekly, review at the end of each marking period). - Complete supplemental worksheets, tests, and quizzes on material covered. - Cooperative learning opportunities. - Classwork. - Tech based Projects. - Data for Functional Life Skills (AFLS)

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○ Posters ○ Empathy Vs. Sympathy Sort ○ Charting the Roles of Friends ○ Self Evaluation Checklists ○ Social Stories	● Community Based Instruction ● Role Play ● Class Discussions

Stage 3: Learning Plan

Learning Opportunities/Strategies:

Social Skills:
- Photo Interpretations: You can have students work in groups to analyze and interpret photos of people expressing particular feelings, emotions, and character traits nonverbally. Students can look at pictures of people, and discuss what they can figure out from them. The discussion can then widen to the whole class, and students can see if there were any disagreements, or if the nonverbal communication was obvious.
- Social Scenarios Task Cards: Students will go through social scenarios, and they will discuss how they would appropriately react in each situation.
- Social Interactions Checklist: Students will complete a pre-social interactions checklist and a post-social interactions checklist to self analyze their improvement throughout the class.

Friendships:
- Interactive Notebook Google Slides: Students will work through interactive slides where we discuss what makes a good friend. We will look into the positive qualities of a friend. We will talk about social scenarios with friends and see if they are being a good friend or not.

Conversations:
- Role Play: Students will practice having conversations with their peers. Students will be given a topic to discuss with a friend. Students will try to stay on topic, as well as keep the conversation going with comments and questions.
- CBI experiences: Students will be able to practice their social skills through the staff luncheons, as well as delivering supplies to teachers. The students will practice making eye contact, using appropriate volume and tone, and keeping the conversation on topic.

Resources:

Google Classroom
Google Slides
TeachersPayTeachers
IEP
Instructional Videos
Online resources
CBI
Teacher developed worksheets
Journals
Online resources,such as: google docs, google slides, kahoot
Social Stories and monitored social time
N2Y
AFLS
GLSEN Educator Resource
For Educators: Supporting LGBTQIA Youth Resource List
Respect Ability: Fighting Stigmas, Advancing Opportunities

Differentiation

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL

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1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course packet with enrichment materials. 3. An adaptive assessment that gets harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	1. Course packet with individualized materials. 2. An adaptive assessment that gets harder depending on how a student is performing. 3. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 4. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 5. A personalized course packet with individualized remediation or enrichment materials. 6. An adaptive assessment that gets easier or harder depending on how a student is performing. 7. One-on-one coaching with a student, designed around his/her specific challenges. 8. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other	1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course individualized packet. 3. An adaptive assessment that gets easier or harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. 6. Allow extra time on assessments 7. Provide study guides Weekly conference to set short term goals	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing ELL supports should include, but are not limited to, the following:: Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries

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Unit 5 Title: Responsible Use of Social Media

Stage 1: Desired Results

Standards & Indicators:

RI.CT.7.8. Reading Informational Texts.Comparison of Texts.7.8. Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

RI.MF.7.6. Reading Informational Texts.Diverse Media and Formats.7.6. Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.

W.WP.7.4. Writing.Writing Process.7.4. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.

W.RW.7.7. Writing.Range of Writing.7.7. Write routinely over extended time frames (time for research, reflection, metacognition/self- correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.PE.7.1. Speaking and Listening.Participate Effectively.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.

Career Readiness, Life Literacies and Key Skills		
Standard	**Performance Expectations**	**Core Ideas**
● 9.4.8.CI.3	Examine challenges that may exist in the adoption of new ideas (e.g., 2.1.8.SSH, 6.1.8.CivicsPD.2).	● Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Content:	**Skills(Objectives):**
- Media - Digital Media - Bystander - Upstander - Empathize - Harass - Digital Footprint - Digital Safety - Invisible Audience - Deceiving - Hate Speech	- Learn about the 24/7, social nature of digital media. - Explore our digital lives. - Learn it is important to act responsibly when carrying out relationships over digital media. - Reflect on what it means to be brave and stand up for others offline and online. - Learn to show empathy for those who have been cyberbullied. - Generate multiple solutions for helping others when cyberbullying occurs. - Describe positive aspects of online talking and messaging.

	- Identify situations in which flirting and chatting becomes inappropriate and risky. - Understand rules for safe online messaging, and feel empowered to deal with uncomfortable situations when communicating online. - Learn everyone has a digital footprint and information from it can be searched, copied and passed on, and seen by a large, invisible audience, and can be persistent. - Recognize people's online information can be helpful or harmful to their reputation and image. - Consider our own digital footprints and what we want those footprints to be like in the future. - Analyze online bullying behaviors that "cross the line." - Learn about the various ways that students can be cyberbullied, including flaming, deceiving, and harassing. - Adopt the point of view of teens who have been cyberbullied, and offer solutions.

Interdisciplinary Connections: Students will understand how effective communication, goals, and the modifications and accommodations in their Individualized Education Plan can be applied across the disciplines and can lead to numerous applications in their future careers.

Stage 2: Assessment Evidence

Performance Task(s):	**Other Evidence:**
Performance Task 1: Digital Footprint Digital Life 101 Similes Digital Life 101 Animation and Assessment Trillion Dollar Footprint Assessment Performance Task 2: Cyberbullying Cyberbullying: Be Upstanding Assessment Cyberbullying: Crossing the Line Discussion Guide Cyberbullying: Crossing the Line Assessment Performance Task 3: Digital Safety Safe Online Talk Assessment Digital Safety Task Cards Performance Task 4: Update data for Functional Life Skills.	- Structured Observations - Task analysis - Evaluation and reflections of progress toward IEP goals (weekly, review at the end of each marking period). - Complete supplemental worksheets, tests, and quizzes on material covered. - Cooperative learning opportunities. - Classwork. - Tech based Projects. - Data for Functional Life Skills (AFLS) - Community Based Instruction - Role Play - Class Discussions

Stage 3: Learning Plan

Learning Opportunities/Strategies: Digital Life 101	**Resources:** CommonSenseMedia.org - https://www.commonsensemedia.org/educators

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Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary and knowledge for discussing the media landscape.
Students watch the video **"Digital Life 101 Animation,"** which shows the 24/7, social nature of digital media — a change from the media consumption culture of the past. They then make **similes** about their digital lives and learn that because media connect us in more social and interactive ways than ever before, it is important to carry out online relationships responsibly. This lesson also serves as an assessment baseline for teachers to gain a better understanding of their students' familiarity with digital media and vocabulary associated with digital life.

Cyberbullying: Be Upstanding
Students learn about the difference between being a passive bystander versus a brave upstander in cyberbullying situations. Students reflect on what it means to be brave and to stand up for others. They fill out the **Why Care? Student Handout**, create a **diagram** of the players involved, and generate ideas about how bystanders can become upstanders. They then identify concrete solutions for dealing with cyberbullying situations.

Safe Online Talk
While acknowledging the benefits of online talk and messaging, students consider scenarios in which they may feel uncomfortable, or may encounter inappropriate behavior on the Internet. Students first watch a short video in which teens share their rules of the road for connecting with others online. Through a guided class discussion, students then learn strategies for recognizing and responding to risky online interaction. Finally, students work in groups to rate the riskiness of several online scenarios using the **Internet Traffic Light Student Handout**.

Trillion Dollar Footprint
Students learn that they have a digital footprint, which can be searched, shared, and seen by a large, invisible audience. Students then learn that they can take some control over their digital footprint based on what they post online. Students watch the video **"The Digital Footprint"** to learn how information online can easily get out of one's control. They then examine the blog posts, photos, and profiles of two fictional host applicants for a TV show called "Trillion Dollar Footprint" and decide which would make a more honest host who works well with others **(Choose a Host)**. A key message of the lesson is that although online information provides an incomplete picture of a person, it can still affect how others view that person.

Digital Life 101 Lesson Plan -
https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit1-digitallife101.pdf
Digital Life 101 Animation -
https://www.commonsensemedia.org/tlr-ui/modal-collection-video/355686
Digital Life 101 Video Discussion Guide -
https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-vd_6-8_digitallife101.pdf

Cyberbullying: Be Upstanding Lesson Plan -
https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit1-cyberbullyingbeupstanding.pdf

Safe Online Talk Lesson Plan -
https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit2-safeonlinetalk.pdf
Perspectives on Chatting Safely Online Video -
https://www.youtube.com/watch?v=MmfiHdQ4Wfs
Perspectives on Chatting Safely Online Video Discussion Guide -
https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-vd_6-8_perspectiveonchattingsafelyonline.pdf

Trillion Dollar Footprint Lesson Plan -
https://d2e111jq13me73.cloudfront.net/sites/default/files/uploads/classroom-curriculum/6-8-unit3-trilliondollarfootprint.pdf
Digital Footprint Video -
https://d1pmarobgdhgjx.cloudfront.net/education/ED_digital-footprint.mp4
Digital Footprint Video Discussion Guide -
https://d2e111jq13me73.cloudfront.net/sites/default/files/edu-vd_6-8_digitalfootprint.pdf

Google Classroom
Google Slides
TeachersPayTeachers
IEP
Instructional Videos
Online resources
CBI
Teacher developed worksheets
Journals
Online resources,such as: google docs, google slides, kahoot
Social Stories and monitored social time

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	N2Y AFLS [GLSEN Educator Resource](#) [For Educators: Supporting LGBTQIA Youth Resource List](#) [Respect Ability: Fighting Stigmas, Advancing Opportunities](#)

Differentiation

High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course packet with enrichment materials. 3. An adaptive assessment that gets harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.	1. Course packet with individualized materials. 2. An adaptive assessment that gets harder depending on how a student is performing. 3. One-on-one coaching with a student, designed around his/her specific for higher thinking challenges. 4. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other. 5. A personalized course packet with individualized remediation or enrichment materials. 6. An adaptive assessment that gets easier or harder depending on how a student is performing. 7. One-on-one coaching with a student, designed around his/her specific challenges. 8. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other	1. Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student). 2. A personalized course individualized packet. 3. An adaptive assessment that gets easier or harder depending on how a student is performing. 4. One-on-one coaching with a student, designed around his/her specific challenges. 5. Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other. 6. Allow extra time on assessments 7. Provide study guides Weekly conference to set short term goals	Any student requiring further accommodations and/or modifications will have them individually listed in their 504 Plan or IEP. These might include, but are not limited to: breaking assignments into smaller tasks, giving directions through several channels (auditory, visual, kinesthetic, model), and/or small group instruction for reading/writing.

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Pacing Guide

Course Name	Resource	Standards
MP 1		
UNIT 1 Interpersonal Relationships 15 days	**RESOURCES** Instructional Videos Online resources Teacher developed worksheets Online resources,such as: google docs, google slides Social Stories and monitored social time Flocabulary N2Y Data for Functional Life Skills (AFLS) Community Based Instruction End of Unit Assessment: Role Play; AFLS grid	**STANDARDS** 2.2.8.B.1 2.2.8.B.2 2.2.8.C.1 2.4.8.A.5 9.2.8.B.3 W.NW.7.3 W.WP.7.4 SL.PE.7.1 9.2.4.A 1-4 9.2.4.C. 4-5 9.1.8.CR.2 9.1.8.FP.1 9.1.8.FP.2 9.1.8.PB.5
MP1		
UNIT 2 Communication 15 days	**RESOURCES** Instructional Videos Online resources Teacher developed worksheets Online resources,such as: google docs, google slides Social Stories and monitored social time Flocabulary N2Y Data for Functional Life Skills (AFLS) Community Based Instruction End of Unit Assessment: Role Play; AFLS grid	**STANDARDS** 2.2.8.A.1 2.2.8.B.1 2.2.8.B.2 2.2.8.C.1 2.4.8.A.5 9.2.8.B.3 W.NW.7.3 W.WP.7.4 SL.PE.7.1 9.2.8.C1-6. 9.2.8.CAP.1 9.2.8.CAP.2 9.2.8.CAP.3 9.2.8.CAP.4 9.2.8.CAP.5

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MP2		
UNIT 3 Social Skills 15 Days	**RESOURCES** Instructional Videos Online resources Teacher developed worksheets Online resources,such as: google docs, google slides Social Stories and monitored social time Flocabulary N2Y Data for Functional Life Skills (AFLS) Community Based Instruction End of Unit Assessment: Role Play; AFLS grid	**STANDARDS** 2.2.8.B.3 2.2.8.C.1 W.NW.7.3 W.WP.7.4 SL.PE.7.1 9.2.4.B 1-5 9.2.4.C 1-3 9.4.8.CT.1 9.4.8.CT.2 9.4.8.DC.6 9.4.8.IML.2
MP 2		
UNIT 4 Social Media 15 Days	**RESOURCES** Instructional Videos Online resources Teacher developed worksheets Online resources,such as: google docs, google slides Social Stories and monitored social time Flocabulary N2Y Data for Functional Life Skills (AFLS) Community Based Instruction End of Unit Assessment: Role Play; AFLS grid	**STANDARDS** RI.CT.7.8. RI.MF.7.6. W.WP.7.4. W.RW.7.7. SL.PE.7.1. 9.4.8.CI.3