

# Interpersonal Studies

## Unit 1 Title: Interpersonal Relationships

### Stage 1: Desired Results

#### 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:**

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

#### **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

### **Career Readiness, Life Literacies and Key Skills**

<b>Standard</b>	<b>Performance Expectations</b>	<b>Core Ideas</b>
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.	
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:

- Kindness
- Healthy Relationships
- Conflict Resolution
- Elements of Trust
- Respect
- Peer Mediation
- Teamwork

#### Essential/Guiding Question:

- 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?

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	<ul style="list-style-type: none"> <li>• Why is it important to show respect?</li> <li>• What are the methods and benefits of peer mediation?</li> <li>• What are examples of teamwork used daily?</li> </ul>
<b><u>Content:</u></b> <ul style="list-style-type: none"> <li>• Acts of Kindness</li> <li>• Character Traits</li> <li>• Trust</li> <li>• Verbal and Nonverbal Communication</li> <li>• Empathy</li> <li>• Conflict</li> <li>• Body Language</li> <li>• Perspective</li> <li>• Role in Society</li> <li>• Respectful Behavior</li> <li>• Peer Mediation Techniques</li> <li>• Negotiation/Compromise</li> <li>• Supporting Others</li> <li>• Listening to Suggestions</li> <li>• Working Together</li> </ul>	<b><u>Skills(Objectives):</u></b> Define and explain the term 'kindness' <ul style="list-style-type: none"> <li>• Explain what kindness looks, sounds, and feels like</li> <li>• Define and explain a trusting relationship</li> <li>• Identify verbal and nonverbal communication</li> <li>• Demonstrate verbal and nonverbal communication</li> <li>• Compare and contrast conflict and resolution</li> <li>• Develop methods to resolve conflicts</li> <li>• Identify characteristics of a trusting relationship</li> <li>• Analyze the relationships in their own lives</li> <li>• Define respect</li> <li>• Write examples of how to show respect to others, themselves, and their environment</li> <li>• Explain how peer mediation works and why it's important</li> <li>• Propose a peer mediation plan to resolve a conflict</li> <li>• Identify the steps of peer mediation</li> <li>• Demonstrate different examples of teamwork</li> <li>• Prove the benefits of teamwork</li> </ul>

### **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

<b><u>Performance Task(s):</u></b>  <b>Performance Task 1</b> <ul style="list-style-type: none"> <li>• Students will display understanding of kindness through the following activities:               <ul style="list-style-type: none"> <li>○ Kindness Charts</li> <li>○ Kindness Bingo Cards</li> <li>○ Role Play</li> <li>○ Growth Mindset Task Cards</li> <li>○ Kindness Game</li> <li>○ Kindness Narrative Diaries</li> </ul> </li> </ul> <b>Performance Task 2</b> <ul style="list-style-type: none"> <li>• Students will demonstrate the importance of trust in relationships through the following activities:               <ul style="list-style-type: none"> <li>○ Creating small plays to demonstrate elements of trust and communication</li> <li>○ Posters</li> <li>○ Respect Lessons #1-4</li> <li>○ Respect Commercial Project</li> <li>○ Growing Friendships Card Game</li> <li>○ Inclusiveness Lessons #1-4</li> <li>○ Inclusiveness Scenarios</li> <li>○ Inclusive Children's Narrative Story Project</li> </ul> </li> </ul>	<b><u>Other Evidence:</u></b> Worksheets Interactive Notebook Journal Topics Observations Role Play Projects Class Discussions
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<p><b>Performance Task 3</b></p> <ul style="list-style-type: none"> <li>Students will demonstrate conflict resolution skills through the following activities: <ul style="list-style-type: none"> <li>Create a skyscraper as a group to practice the importance of teamwork</li> <li>Birthday Line Up Activity</li> <li>Conflict Resolution Plan</li> <li>Respect Categories and Sorting</li> <li>Mediation Techniques</li> <li>Peer Mediation Plan</li> <li>Flexible Thinking Activity: Toppings on a Pizza</li> <li>Fix the Problem Card Game</li> <li>Social Scenario Problem Solving Task Cards</li> <li>Problem Solution Characters</li> </ul> </li> </ul>	
<p align="center"><b>Stage 3: Learning Plan</b></p>	
<p><u><b>Learning Opportunities/Strategies:</b></u></p> <p><u>Understanding Kindness</u></p> <ul style="list-style-type: none"> <li><b>Kindness Narrative Diary-</b> 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.</li> <li><b>Kindness Bingo-</b> Students will play bingo by completing kindness tasks throughout the week. Students will have boxes signed by teachers or other students who witnessed the kindness act.</li> <li><b>Compliment Activity-</b> 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 group. The compliments will then be passed out, and the students will read them.</li> <li><b>Kindness Game</b> (Slide 9, <a href="#">SEL Lesson: Taking Care of Each Other: Showing Kindness</a>)</li> <li><b>Group Discussion</b> (Slide 10, <a href="#">SEL Lesson: Taking Care of Each Other: Showing Kindness</a>)</li> <li><b>Growth Mindset Task Cards-</b> Students will draw a card and answer the question and/or discuss the scenario. Students will discuss different points of view.</li> <li><b>Gratitude Activities-</b> Students will complete narrative writing assignments on pages 3-5 of the file. Students may also include gratitude entries in their journals. Students will complete Think-Pair-Share (Slide 5, <a href="#">SEL Lesson: Gratitude</a>)</li> </ul> <p><u>Exploring Trust in Relationships</u></p> <ul style="list-style-type: none"> <li><b>Healthy Relationships Short Plays-</b> Students will be placed in groups and create a short play</li> </ul>	<p><u><b>Resources:</b></u></p> <p>Google Classroom Google Slides Model Me DVDs Instructional Videos TeachersPayTeachers Xanadu</p> <p><a href="#">GLSEN Educator Resources</a> <a href="#">For Educators: Supporting LGBTQIA Youth Resource List</a> <a href="#">Respect Ability: Fighting Stigmas. Advancing Opportunities</a></p> <p><b>Kindness and Gratitude:</b></p> <ol style="list-style-type: none"> <li><a href="#">SEL Lesson: Taking Care of Each Other: Showing Kindness</a></li> <li><a href="#">SEL Lesson: Gratitude</a></li> <li><a href="#">SEL Lesson: Growth Mindset and the Power of YET</a></li> <li><a href="#">Growth Mindset Task Cards</a></li> <li><a href="#">Kindness Bingo</a></li> <li><a href="#">Gratitude Activities</a></li> </ol> <p><b>Trust in Relationships:</b></p> <ol style="list-style-type: none"> <li><a href="#">SEL Lesson: Teamwork: Take Care of Each Other</a></li> <li><a href="#">SEL Lesson: Joy to Self and Bringing it to Others</a></li> <li><a href="#">Respect Lesson #1: Respectful Communication</a></li> <li><a href="#">Respect Lesson #2: Active Listening Skills</a></li> <li><a href="#">Respect Lesson #3: Assessing Media Messages for Respect</a></li> <li><a href="#">Respect Lesson #4: Respect for Other Cultures</a></li> <li><a href="#">Respect Commercial Project</a></li> <li><a href="#">Growing Friendships Card Game</a></li> <li><a href="#">Inclusiveness Lesson #1: Identity Circles</a></li> <li><a href="#">Inclusiveness Lesson #2: Fairness Perspective</a></li> <li><a href="#">Inclusiveness Lesson #3: Equity Challenge</a></li> <li><a href="#">Inclusiveness Lesson #4: Finding Your Voice</a></li> </ol>

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that will demonstrate elements of trusting relationships. In addition, they should add in examples of verbal and nonverbal communication.

- **Growing Friendships Card Game-** Students will follow the directions on page 6 to play the dice/card game and answer relationship questions.
- **Active Listening Activity-** Students will be in 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.
- **Birthday Line Up Activity and Discussion** (Slide 10, [SEL Lesson: Teamwork: Take Care of Each Other](#))
- **Joy Think-Pair-Share Discussions** (Slides 9-11, [SEL Lesson: Joy to Self and Bringing it to Others](#))
- **Respect Lesson #1-** Students will practice respectful communication through iMessages, negotiation skills, speaking skills, and evaluating written communication.
- **Respect Lesson #2-** Students will watch a video of active listening and practice with a debatable issue with a partner.
- **Respect Lesson #3-** Students will think about the messages they receive online and determine if messages are respectful or not.
- **Respect Lesson #4-** Students will brainstorm different cultural elements in groups and create different melting pots that represent these cultures.
- **Respect Commercial Project-** Students will write, script, and record a commercial promoting respect in our school. Students will promote respectful behavior around speaking, listening, and communicating. Students will upload their commercials for other students to view.
- **Inclusiveness Lesson #1-** Students will create bubble maps of identity characteristics to determine how their own identities can help them be more inclusive of others.
- **Inclusiveness Lesson #2-** Students will evaluate 2 situations from multiple perspectives and brainstorm solutions that are inclusive and fair for everyone.

### 13. [Inclusiveness Children's Story Project](#)

#### Conflict Resolution:

1. [SEL Lesson: Ways to Resolve Conflict: Take Care of Each Other](#)
2. [SEL Lesson: Flexible Thinking & Adaptability](#)
3. Fix the Problem Card Game ([Cards](#) & [Scenarios](#))
4. [Social Scenario Problem Solving Task Cards](#)
5. [Problem Solution Character Cards](#)

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- **Inclusiveness Lesson #3-** Students will complete discussion prompts and media analyses to understand the definition of equity, how it relates to fairness, and how it can help us become more inclusive/have better relationships.
- **Inclusiveness Lesson #4-** Students will discuss their own voice when it comes to inclusiveness, how to create opportunities for inclusion, and how to create happiness/trust in relationships.
- **Inclusiveness Children's Narrative Story Project-** Students will write their own short children's narrative stories about being inclusive and publish their stories online.

### Conflict Resolution

- **Peer Mediation Plan-** Students will create a peer mediation plan. Students will role play peer mediation and conflict resolution.
- **Flexible Thinking Activity: Toppings on a Pizza** (Slides 14-17, [SEL Lesson: Flexible Thinking & Adaptability](#))
- **Fix the Problem Card Game-** Students will analyze scenarios that describe social or emotional dilemmas. Students will ask their partner to "fix my problem." Students may work together to "fix the problem" using appropriate conflict resolution skills.
- **Social Scenario Problem Solving Task Cards-** Students will draw cards to solve the given problem.
- **Problem Solution Character Cards-** Students will create character cards for a character that causes problems and a character that solves them. Students will use creativity to create characters, problems, and solutions.

**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
<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course packet with enrichment materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p>	<p>Course packet with individualized materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for</p>	<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course individualized packet.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p>	<p>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</p> <p>ELL supports should include,</p>

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<p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p>	<p>higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p> <p>A personalized course packet with individualized remediation or enrichment materials.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other</p>	<p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p> <p>Allow extra time on assessments</p> <p>Provide study guides</p> <p>Weekly conference to set short term goals</p>	<p>but are not limited to, the following:</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>
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### Unit 2 Title: Types of Communication

#### Stage 1: Desired Results

##### Standards & Indicators:

##### **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:**

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.



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<p><b>NJSLSA.W6.</b> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><b>NJSLSA.SL1.</b> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><b>NJSLSA.SL3.</b> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric</p> <p><b>9.2.8.C1-6. Interpersonal Communication</b></p> <ol style="list-style-type: none"> <li>1. Demonstrate respect and flexibility in interpersonal and group situations.</li> <li>2. Organize thoughts to reflect logical thinking and speaking.</li> <li>3. Work cooperatively with others to solve a problem.</li> <li>4. Demonstrate appropriate social skills within group activities.</li> <li>5. Practice the skills necessary to avoid physical and verbal confrontation in individual and group settings.</li> <li>6. Participate as a member of a team and contribute to group effort.</li> </ol>		
<b>Career Readiness, Life Literacies and Key Skills</b>		
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.	
9.2.8.CAP.3	Explain how career choices, educational choices, skills, economic conditions, and personal behavior affect 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.	
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.
<p><b><u>Content:</u></b></p> <p>Use eye contact</p> <ul style="list-style-type: none"> <li>• Ask open-ended questions</li> <li>• Compliments</li> <li>• Body Language</li> <li>• Gestures</li> <li>• Positioning/Personal Space</li> <li>• Active Listening</li> <li>• Paraphrasing/Summarizing</li> <li>• Questioning/Clarifying</li> <li>• Reflective Listening</li> <li>• Reflecting/Expressing</li> <li>• Emotions</li> <li>• Nonverbal Communication</li> <li>• Pacifying Behavior</li> <li>• Face-to-face conversations</li> <li>• Telephone/texting conversations</li> <li>• Presentations</li> </ul>		<p><b><u>Skills(Objectives):</u></b></p> <ul style="list-style-type: none"> <li>• Define communication skills</li> <li>• Identify key aspects of effective communication</li> <li>• Demonstrate specific facets of effective communication</li> <li>• Define body language concepts</li> <li>• Explain messages given with body language</li> <li>• Discuss cultural differences in body language</li> <li>• Demonstrate understanding of active listening</li> <li>• Determine and evaluate active listening in others</li> <li>• Identify their own personal space</li> <li>• Decide the appropriate amount of personal space for different relationships</li> <li>• Express themselves using body language</li> <li>• Compare and contrast active and reflective listening</li> <li>• Determine the behaviors that indicate reflective listening</li> <li>• List different types of nonverbal communication</li> </ul>

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	<ul style="list-style-type: none"> <li>Analyze nonverbal communication</li> <li>Apply basic oral communication skills in a classroom setting</li> <li>Identify the advantages/disadvantages of oral communication in various settings</li> <li>Conclude the different forms of oral communication</li> </ul>
<p><b><u>Interdisciplinary Connections:</u></b>  Students will understand how thoughts, feelings, and action can be applied across the disciplines and can lead to numerous applications in their future careers.</p>	
<b>Stage 2: Assessment Evidence</b>	
<p><b><u>Performance Task(s):</u></b></p> <p><b>Performance Task 1</b></p> <ul style="list-style-type: none"> <li>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  Tips of Oral Communication Poster  "I" Message Role Plays and Discussions  "I" Message Toolboxes  "I" Message T-Chart  Online/Social Media Integration</li> </ul> <p><b>Performance Task 2</b></p> <ul style="list-style-type: none"> <li>Students will display understanding of active listening through the following activities:  Scenarios  Role Plays  Class Discussions  Student-to-Student Interviews  Small Group Listening Activities  Reflective Journals  Games  Graphic Organizers</li> </ul> <p><b>Performance Task 3</b></p> <ul style="list-style-type: none"> <li>Students will display understanding of starting and maintaining conversations through the following activities:  Scenarios  Journaling  Class Discussions  Conversation Starter Card Game  Asking Opinions Paper Fortune Teller Activity  Asking How Are You in Different Ways Paper Fortune Teller Activity  Comic Book Narratives Conversations Activity</li> </ul>	<p><b><u>Other Evidence:</u></b></p> <p>Worksheets  Interactive Notebook  Journal Topics  Observations  Role Play  Projects  Class Discussions</p>



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## Stage 3: Learning Plan

### Learning Opportunities/Strategies:

#### Effective Verbal and Nonverbal 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 Morals-** 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.

#### "I" Statements

- **iMessage Scenarios** (Slides 18-19, [SEL Lesson: "I" Statements](#))
- **Slowing Down the Escalator-** Students will identify "you" messages as conflict escalates, create an "I" message, and role play using an "I" message in a conflict situation.
- **"I" Message Toolboxes-** Have students create "conflict toolboxes," decorated boxes filled with items that represent key skills you need to resolve a conflict peacefully. Some possible things to include might be a large cutout letter "I," as a reminder to use "I" messages, cutout shoes for perspective taking, etc. Invite students to have as much fun as possible with this. Then during transitions, such as when the class is coming back from recess or lunch, ask a few students to share what they have in their toolboxes, as a way to refocus and reconnect the group. Or invite

### Resources:

Google Classroom  
Google Slides  
Model Me DVDs  
Instructional Videos  
TeachersPayTeachers  
Xanadu

#### [GLSEN Educator Resources](#)

[For Educators: Supporting LGBTQIA Youth Resource List](#)  
[Respect Ability: Fighting Stigmas. Advancing Opportunities](#)

#### **"I" Statements**

1. [SEL Lesson: "I" Statements](#)
2. [Slowing Down the Escalator](#)
3. ["I" Message Toolboxes](#)
4. ["I" Message T-Chart](#)
5. ["I" vs. "You" Messages on Social Media](#)

#### **Active Listening**

1. [Conversation Skills: Listening](#)
2. [Small Group Listening Activity](#)
3. [Relationship Skills: Communication Lessons 1-6 Activities](#)

#### **Starting and Maintaining Conversations**

1. [Conversation Starter Cards](#)
2. [Starting a Conversation Activities](#)
3. [Asking Opinions Paper Fortune Tellers](#)
4. [How Are You Paper Fortune Tellers](#)
5. [Comic Book Conversations](#)

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students to get the conflict toolboxes when they are in a conflict and need help.

- **“I” Message T-Chart-** Students will create a T-chart with one side labeled “you” messages and one side labeled “I” messages. Make a box on each side for tally marks. As you read stories and/or news articles or explore history, record with words and tally marks any “you” or “I” messages you hear. Encourage students to add to the chart when they come across examples in their independent reading. Add to the chart examples from daily life in or out of the classroom. Discuss their experiences with both of these kinds of statements.
- **“I” vs. “You” Messages on Social Media-** Students will look at their social media newsfeeds for examples of “I” Messages vs. “You” messages. Compare channels: Which is the most negative newsfeed? Which is the more positive? How might students influence that trend? Students will write narratives regarding their social media accounts and firsthand experiences with “I” vs. “You” Messages. Students may publish their findings online to generate discussions among their peers.

### Active Listening

- **Conversation Skills: Listening-** Students will role play conversations with modeling from the teacher. Students will interview each other using the color coded questions to practice active listening. Students will present their partners’ answers to the class to determine how well they listened.
- **Small Group Listening Activity-** Students will follow the outlined rules to partake in a group conversation about a presented topic. Students will summarize the conversation and identify any patterns or insights from the activity. Students may complete a reflective journal as a closing assignment.
- **Relationship Skills: Communication Lessons 1-6-** Students will answer guiding questions, complete the activities, and answer closures for each lesson.
  - Lesson 1: Listening To and Following Directions
  - Lesson 2: Small Group Communication Guessing Game
  - Lesson 3: Small Group Conversations
  - Lesson 4: Communication Graphic Organizers
  - Lesson 5: “I” Statements regarding Peer Conflicts
  - Lesson 6: Narrative Journaling

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### Starting and Maintaining Conversations

- **Conversation Starter Cards-** Students will ask and answer a selected card's question with a partner. Students will discuss and generate a conversation around the question. Students will then summarize their conversations to present to the class.
- **Starting a Conversation Activities-** Students will share strategies for starting a conversation and complete the "Starting a Conversation" handout. Students will develop questions or ideas for how to start conversations and then practice using these ideas with a partner. Students will determine common interests with a partner. Students will practice using conversation starters with different partners to see similarities and differences in conversations.
- **Paper Fortune Tellers: Asking Others' Opinions-** Students will create paper fortune tellers to prompt them to ask others' opinions in conversations. Students will practice using the paper fortune tellers with a partner.
- **Paper Fortune Tellers: How Are You?-** Students will create paper fortune tellers to prompt them to ask how someone is doing in different ways. Students will practice using the paper fortune tellers with a partner.
- **Comic Book Conversations-** Students will create their own narrative comics using a teacher-provided prompt for the conversation. Students will apply their understanding of initiating and maintaining conversations to make creative, positive interactions in their comic. Students will publish their comic books online for others.

**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
<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course packet with enrichment materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p>	<p>Course packet with individualized materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for</p>	<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course individualized packet.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p>	<p>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</p> <p>ELL supports should include,</p>

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

#### Stage 1: Desired Results

##### Standards & Indicators:

##### **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:**

**NJSLSA.W3.** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

**NJSLSA.W6.** Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

**NJSLSA.SL1.** Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

**NJSLSA.SL3.** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric

##### **9.2.4.B 1-5: Self-Management**

1. Demonstrate an understanding of the relationship between personal behavior and self-image.

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2. Recognize and build upon personal strengths. 3. Accept criticism and respond constructively. 4. Recognize personal likes and dislikes. <b>9.2.4.C 1-3</b> <b>C. Interpersonal Communication</b> 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.		
<b>Career Readiness, Life Literacies and Key Skills</b>		
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).	
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.
<b>Central Idea/Enduring Understanding:</b> <ul style="list-style-type: none"> <li>• Social Skills</li> <li>• Personal Attitude</li> <li>• Good Manners</li> <li>• Empathy Vs. Sympathy</li> <li>• Making Friends</li> <li>• Entering and Exiting Conversations</li> <li>• Eye Contact</li> </ul>		<b>Essential/Guiding Question:</b> <ul style="list-style-type: none"> <li>• Why are social skills important?</li> <li>• How can self-confidence impact different areas of your life?</li> <li>• How can you develop a stronger sense of confidence?</li> <li>• Why are good manners so important?</li> <li>• How do good manners vary in different social situations?</li> <li>• What is the difference between empathy and sympathy?</li> <li>• How can being empathetic improve a relationship?</li> <li>• What are important qualities to have in a friend?</li> <li>• How do actions help determine the different stages of friendship?</li> <li>• How can eye contact help improve social skills?</li> <li>• What are some ways you can contribute to a conversation?</li> </ul>
<b>Content:</b> Controlling Emotions <ul style="list-style-type: none"> <li>• Building Self-Confidence</li> </ul>		<b>Skills(Objectives):</b> Identify positive social skills <ul style="list-style-type: none"> <li>• Demonstrate understanding of social skills</li> </ul>

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<ul style="list-style-type: none"> <li>• Managing Personal Attitude</li> <li>• Good Manners</li> <li>• Politeness</li> <li>• Empathy</li> <li>• Sympathy</li> <li>• Person-Centered Approach</li> <li>• Perspective Taking</li> <li>• Common Interest</li> <li>• Positive Qualities of a Friend</li> <li>• Intimacy/Relationships</li> <li>• Saying hello</li> <li>• Introductions</li> <li>• Contributing to Conversations</li> <li>• Eye Contact</li> <li>• Staying On Topic</li> </ul>	<ul style="list-style-type: none"> <li>• Determine the positive qualities of oneself</li> <li>• Determine how your personal attitude can affect your confidence</li> <li>• Explain how confidence can be expressed</li> <li>• Explain what good manners are</li> <li>• Describe how to use good manners in different scenarios</li> <li>• Demonstrate examples of good manners while role-playing</li> <li>• Compare and contrast empathy and sympathy</li> <li>• Determine how to be empathetic or sympathetic in different situations</li> <li>• Dissect the positive qualities of a friendship</li> <li>• Analyze the friendships in personal life</li> <li>• Explain three stages of friendship</li> <li>• Decide on ways to contribute to a conversation</li> <li>• Demonstrate good eye contact through skits/role-playing</li> </ul>
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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 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
  - Posters
  - Empathy Vs. Sympathy Sort
  - Charting the Roles of Friends
  - Self Evaluation Checklists
  - Social Stories

#### **Performance Task 2**

- Students will display positive decision-making skills and responsibility through the following activities:
  - Stand Up/Sit Down Game
  - Class Discussions
  - DOK Level ¾ Questions Regarding Positive Decision-Making

#### **Performance Task 3**

- Students will display understanding of empathy and perspective taking through the following activities:
  - Scenarios

### Other Evidence:

Worksheets  
Interactive Notebook  
Journal Topics  
Observations  
Role Play  
Projects  
Class Discussions  
Exit Slips

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Role Plays  
Class Discussions  
Perspective-Taking Questions and DOK  $\frac{3}{4}$   
Questions Regarding Empathy  
Empathy Shoes Posters

### Performance Task 4

- Students will display understanding of self-awareness and self-management through the following activities:  
Situational Flow Charts  
Class Discussions  
DOK  $\frac{3}{4}$  Questions Regarding Self-Awareness and Self-Management  
Can You Read This Emotion? Card Game  
Emoji Identification Game  
Journaling  
My Coping Strategies Notebooks  
Mindfulness Practice

### Performance Task 5

- Students will display understanding of confidence and friendship taking through the following activities:  
Journaling  
Class Discussions  
DOK  $\frac{3}{4}$  Questions Regarding Confidence and Friendship Skills  
Letter to Yourself Letter Writing Activity  
Self-Esteem/Friendship Collages

## 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 glean 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.
- Silent Movie Acting-** Start by creating a series of silent movie scripts, and hand them out to students. Each script should have a small group worth of actors. Have them act out the script without using words - every line of dialogue expressed using nonverbal communication.
- 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.

### Resources:

Google Classroom  
Google Slides  
Model Me DVDs  
Instructional Videos  
TeachersPayTeachers  
Xanadu

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

### **Decision-Making Skills and Responsibility**

- [SEL Lesson: Ways to Make Good Decisions and Problem Solve](#)
- [SEL Lesson: Taking Responsibility for Your Actions](#)
- [Social Media and Digital Footprints: Decisions and Responsibilities](#)

### **Empathy and Perspective Taking**

- [Empathy and Perspective Lesson: Activity 1 and 2](#)
- [Empathy Discussions](#)
- [Empathy Scenarios](#)



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## Decision-Making and Responsibility

- **Ways to Make Good Decisions and Problem Solve-** Students will watch the embedded videos and answer the guiding questions. Students will play the Stand Up or Sit Down game (Slide 10, [SEL Lesson: Ways to Make Good Decisions and Problem Solve](#)).
- **Taking Responsibility for Your Actions-** Students will watch the embedded videos and answer the guiding questions. Students will complete the small group discussion (Slide 12, [SEL Lesson: Taking Responsibility for Your Actions](#)).
- **Social Media and Digital Footprints: Decisions and Responsibilities-** Students will answer guiding questions, analyzing their responsibility on social media, determining others' responsibilities, and discussing their thoughts. Students will write narratives about responsibilities and positive decision making skills online and in the real world. Students will publish their writing online to be used as student references.

## Empathy and Perspective Taking

- **Empathy and Perspective Lesson: Activity 1-** Explain that next students will be sharing some of their own perspectives. As young adults, it's important to begin to understand and voice your own opinion and perspectives. It helps you to understand who you are, what you stand for, and how you want to live your life.
- **Empathy and Perspective Lesson: Activity 2-** Explain that many times, people have different perspectives on the very same situations. Discuss that in this activity, students will be learning to understand that there can be more than one perspective right in front of us.
- **Empathy Discussions-** Students will partake in empathy discussions using the given prompts on the [Google Slides](#).
- **Empathy Scenarios-** Students will receive an empathy scenario and answer the given questions with their understanding of empathy.
- **Put Yourself in Someone Else's Shoes Scenarios and Activity-** Students will create their own empathy shoes/posters and answer scenario questions using their understanding of empathy vs. "stomping" on others' feelings. Students' posters will be "published" as displays in the classroom.

## Self-Awareness and Self-Management

4. [Put Yourself in Someone Else's Shoes Scenarios and Activity](#)

## **Self-Awareness and Self-Management**

1. [SEL Lesson: What ARE Emotions?](#)
2. [SEL Lesson: Take Care of Yourself- Identify Emotions](#)
3. [SEL Lesson: Take Care of Yourself- Emotions are Normal](#)
4. [SEL Lesson: Take Care of Yourself- Managing Emotions and Stress](#)
5. [Breath-Counting Mindfulness Practice](#)
6. [My Coping Strategies Notebooks](#)
7. [SEL Lesson: Take Care of Yourself- Coping Skills](#)

## **Confidence and Friendship**

1. [SEL Lesson: Take Care of Yourself- Strengths](#)
2. [The Self-Esteem Workbook for Teens](#)
3. [Letter to Yourself](#)

## Interpersonal Studies

- **What ARE Emotions?**- Students will learn about situations, thoughts, emotions, and behaviors and how they're connected. Students will complete situational flow charts as a class and discuss possible outcomes (Slides 19-22, [SEL Lesson: What ARE Emotions?](#)).
- **Take Care of Yourself- Identify Emotions-** Students will identify triggers, sensations, and situations that can cause various emotions. Students will watch the embedded video and discuss needed vocabulary and guiding questions.
- **Take Care of Yourself- Emotions are Normal-** Students will answer the Can You Read This Emotion? cards on Slides 6, 8, 10, [SEL Lesson: Take Care of Yourself- Emotions are Normal](#)). Students will answer the guiding questions and complete the emoji identification on Slide 18.
- **Take Care of Yourself- Managing Emotions and Stress-** Students will answer the circle question and complete the brain regulation activity (Slides 2-3, [SEL Lesson: Take Care of Yourself- Managing Emotions and Stress](#)). Students will watch the embedded video and practice the Hand Model. Students will journal about regulation techniques they can use when feeling certain emotions.
- **Breath-Counting Mindfulness Practice-** Students will practice focusing and reflecting their attention to their breath by counting in breaths and out breaths. Students will listen to the mindful audio and practice the breathing exercise. Students will create [My Coping Strategies Notebooks](#) about their personal experiences and reflect on how/when to use the technique and others to regulate their emotions (See [SEL Lesson: Take Care of Yourself- Coping Skills](#)). Students may publish their notebooks for others to utilize.

### Confidence and Friendship

- **Take Care of Yourself: Strengths-** Students will answer the guiding questions about their strengths. Students will watch the embedded video and reflect on their strengths from the 24 given traits. Students will journal ideas about why they believe specific traits to be their strengths. Students will share their answers with a partner.
- **The Self-Esteem Workbook for Teens-** Students will read positive self-esteem stories, answer reflective questions, repeat affirmations, journal, and complete the activities.

## Interpersonal Studies

<ul style="list-style-type: none"><li>● <b>Letter to Yourself-</b> Students will write a letter to their future self about what they would like to do and accomplish by the end of the school year. Students may publish their writings using the provided website. At the end of the year, students will review their letters so they can reflect on how far they've come. If they didn't fully reach their goals, celebrate their progress and talk about the lessons they've learned that will help them in the future.</li><li>● <b>Self-Esteem/Friendships Collages-</b> Students will create self-esteem/friendship collages using words, phrases, and visuals to show things about themselves that are important, special, unique, fun, making them a good friend, etc.</li></ul>			
<b>Differentiation</b> *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
<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course packet with enrichment materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p>	<p>Course packet with individualized materials.</p> <p>An adaptive assessment that gets harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific for higher thinking challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can assist and challenge each other.</p> <p>A personalized course packet with individualized remediation or enrichment materials.</p> <p>An adaptive assessment that gets easier or harder</p>	<p>Varying sets of reading social stories to focus on specific behaviors (either chosen by the teacher or student).</p> <p>A personalized course individualized packet.</p> <p>An adaptive assessment that gets easier or harder depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other.</p> <p>Allow extra time on assessments</p> <p>Provide study guides</p> <p>Weekly conference to set short term goals</p>	<p>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</p> <p>ELL supports should include, but are not limited to, the following:</p> <p>Extended time Provide visual aids Repeated directions Differentiate based on proficiency Provide word banks Allow for translators, dictionaries</p>

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	<p>depending on how a student is performing.</p> <p>One-on-one coaching with a student, designed around his/her specific challenges.</p> <p>Students grouped into small groups, which are designed around their strengths and weaknesses so that they can tutor each other</p>		
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## Pacing Guide

Course Name	Resource	Standards
MP 1		
<b>UNIT 1</b> Interpersonal Relationships 15 days	<b>CHAPTERS</b> Unit Online Assessment: <ul style="list-style-type: none"> <li>• Conflict Resolution Plan</li> <li>• Respect Categories and Sorting</li> <li>• Mediation Techniques</li> <li>• Peer Mediation Plan</li> <li>• Creating a skyscraper as a group to practice the importance of teamwork</li> <li>• Creating small plays to demonstrate elements of trust and communication</li> <li>• Posters</li> <li>• Kindness Narrative Diary Writing</li> <li>• Respect Commercial Project</li> <li>• Inclusive Children's Narrative Story Project</li> </ul>	<b>STANDARDS</b> 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 NJSLSA.W3. NJSLSA.W6. NJSLSA.SL1. NJSLSA.SL3. 9.2.4.A 1-4 9.2.4.C. 4-5 9.1.8.CR.1 9.1.8.CR.2 9.1.8.CR.3 9.1.8.CR.4 9.1.8.FP.1 9.1.8.FP.2 9.1.8.FP.3 9.1.8.FP.4 9.1.8.FP.5 9.1.8.FP.6 9.1.8.FP.7 9.1.8.PB.5 9.1.8.PB.6
MP1-2		
<b>UNIT 2</b> Communication 15 days	<b>CHAPTERS</b> Unit Online Assessment: <ul style="list-style-type: none"> <li>• Skits/Role Play</li> <li>• Task Cards</li> </ul>	<b>STANDARDS</b> 2.2.8.A.1 2.2.8.B.1 2.2.8.B.2

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	<ul style="list-style-type: none"> <li>Modeling</li> <li>Narrative Writing</li> <li>Self Evaluations</li> <li>Active Listening Checklist</li> <li>Creation of Videos</li> <li>Posters</li> <li>Nonverbal Communication Observation List</li> <li>Tips of Oral Communication Poster</li> <li>"I" Message Toolboxes</li> <li>"I" Message T-Chart</li> <li>Online/Social Media Integration</li> <li>Student-to-Student Interviews</li> <li>Comic Book Narratives Conversations Activity</li> </ul>	2.2.8.C.1 2.4.8.A.5 9.2.8.B.3 NJSLSA.W3. NJSLSA.W6. NJSLSA.SL1.. NJSLSA.SL3. 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
MP2		
<b>UNIT 3</b> Social Skills 15 Days	<b>CHAPTERS</b> Unit Online Assessment: <ul style="list-style-type: none"> <li>Skits/Role Play</li> <li>Task Cards</li> <li>Modeling</li> <li>Narrative Writing</li> <li>Personal Attitude Speech</li> <li>Commercial Writing - selling positive qualities about oneself</li> <li>Charts</li> <li>Posters</li> <li>Empathy Vs. Sympathy Sort</li> <li>Charting the Roles of Friends</li> <li>Self Evaluation Checklists</li> <li>Social Stories</li> <li>Perspective-Taking Questions and DOK ¾ Questions</li> <li>Empathy Shoes Posters</li> <li>My Coping Strategies Notebooks</li> <li>Letter to Yourself Letter Writing Activity</li> <li>Self-Esteem/Friendship Collages</li> </ul>	<b>STANDARDS</b> 2.2.8.B.3 2.2.8.C.1 NJSLSA.W3. NJSLSA.W6. NJSLSA.SL1. NJSLSA.SL3. 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.3 9.4.8.DC.4: 9.4.8.DC.5 9.4.8.DC.6