

Phase 1: Identify Desired Results

- Overview
 - Social Skills Unit
 - High school life skills class
 - The students will spend a 3-week unit working on their social skills. They will be learning to greet, recognize body language, and work together in group during this unit.
- Learning Objectives:
 1. Students will appropriately, as they were taught, greet a three different people in 3 different environments or situations
 - **Standard 1:** SE1.1: Demonstrate self awareness and confidence
 - Bloom: Apply
 2. When presented with different types of body language, students will define the meaning of body language for communicating subtle meaning: gestures, posture, and facial expressions.
 - **Standard 2:** SE1.2: Demonstrate identification and expression of emotions
 - Bloom: Understand
 3. Students will build relationship and cooperative learning skills by interacting with others and using ideas from each group member when participating in group projects.
 - **Standard 3:** SE4.1: Demonstrate relationship skills
 - Apply
- Alignment Matrix (Phase 1):

Learning Objectives	Academic Standards	Bloom Level	
Objective #1 – Greeting	Standard 1 SE1.1: Demonstrate self awareness and confidence	Apply	
Objective #2 – Body language	Standard 2 SE1.2: Demonstrate identification and expression of emotions	Understand Analyze	
Objective #3 – Relationship skills	Standard 3 SE4.1: Demonstrate relationship skills	Apply	

- Sources:
 - <http://projectaccess.uoregon.edu/teachers/social/emotional/socialskills/A2%20TI%20Social%20Skill%20Unit%20Learning%20Objectives%20DONE.pdf>
 - I found Learning objective for social skills from this website
 - <http://www.doe.in.gov/sites/default/files/earlylearning/foundations-2015-august-12.pdf>
 - Found my academic standards here

Phase 2

- Pre-assessment
 - Students will enter the classroom and be introduced to a new person. This person will be a paraprofessional from a different special education room. I will observe the interaction between my student and the paraprofessional. I will be looking to see how my students naturally greet a new person, before I have taught them to properly greet. Students will then be tested on their understanding of body language for communication. Students will be given a paper that is numbered 1-5. The students will be told to answer “yes” or “no” for each number. I will be showing photos or videos and verbally asking the students the following 5 questions.
 - 1 – Is this man is listening?



- 2 – Are these people interested?



- 3 – Would you want to talk to this person?



- 4 – Do you think these people are friends?



- 5 – Is this person happy?



- Pre-assessment Key
 - Rubric used for the performance assessment will be used to assess greeting
 - 1. yes
 - 2. no
 - 3. no
 - 4. no
 - 5. no
- Performance Assessment
 - Students will be assessed on their greeting skills. Students will perform this assessment after 3 weeks of instruction about greeting and body language. The students will be assessed on body language, facial expression, words spoken, gestures, and independence. The students will be introduced to 3 new people in three different environments over the course of 3 days. The students will be assessed using a rubric and their final score will be an average of all three greetings.
 - This is the rubric that will be used to assess the performance task

	Alignment	Inappropriate	Appropriate	Excellent
Point values		0-6pts	7-8pts	9-10pts
1. Body Language. The students body language while greeting.	Objective #1 Objective #2 Objective #3	<ul style="list-style-type: none"> Waits for person to approach Stance shows discomfort Too close (closer than arms length) or too far (cannot reach to give proper hand shake) from person being greeted Body facing away from the person 	<ul style="list-style-type: none"> Walks towards person Stands casually Arms length away from person being greeted Body facing towards the person being greeted 	<ul style="list-style-type: none"> Walks towards person with confidence Stands up straight with confident posture Arms length away from person being greeted Body facing towards the person being greeted
2. Facial Expression. The students use of facial expression during greeting.	Objective #1 Objective #2 Objective #3	<ul style="list-style-type: none"> Shows no expression No eye contact Looking at the ground or around the room Shows of signs great discomfort 	<ul style="list-style-type: none"> Smiles Eye contact Some slight discomfort is ok 	<ul style="list-style-type: none"> Smiles naturally (does not look forced, shows comfortability with task) Eye contact Engaged with person being greeted Showing enjoyment and excitement towards the person being greeted.
3. Words Spoken. The way student uses words during greeting.	Objective #1 Objective #3	<ul style="list-style-type: none"> Does not say "Hello or Hi". Waits for the other person to initiate Waits to be asked questions such as "how are you?", "how was your day" Waits a long period of time before responding Speaks too loud or too quietly 	<ul style="list-style-type: none"> Says "Hello or Hi" Waits to be asked questions such as "how are you?", "how was your day" Appropriately answers questions asked Speaks at appropriate volume 	<ul style="list-style-type: none"> Says "Hello or Hi" Initiates appropriate questions such as "how are you?", "how was your day" Appropriately answers questions asked Speaks at appropriate volume Continues conversation with person they greeted
4. Gestures. The gestures used during greeting.	Objective #1 Objective #2 Objective #3	<ul style="list-style-type: none"> Does not waves hand Waits for person being greeted to initiate hand shake Hesitates to shake hand 	<ul style="list-style-type: none"> Waves hand Waits for person being greeted to initiate hand shake Shakes hand appropriately 	<ul style="list-style-type: none"> Waves hand Initiates hand shake Shakes hand with confidence (firm grasp and no hesitation)
5. Independence. The students level of independent while greeting.	Objective #1 Objective #3	<ul style="list-style-type: none"> Needs verbal or gestural prompting to complete greeting task 	<ul style="list-style-type: none"> Able to perform all aspects of the greeting without any prompting. 	<ul style="list-style-type: none"> Able to perform all aspects of the greeting without any prompting and in multiple settings.

Unit Test: Social Skills

** Students may have this test read aloud and answer verbally if needed.*

Section one: Body Language

1. Select YES or NO for the following questions (1pt each)

A. Would you want to talk to this person? **YES** or **NO**



B. Is this woman listening? **YES** or **NO**



C. Is this man listening? **YES** or **NO**



D. Do you think this person wants to talk? **YES** or **NO**



E. Do you think this woman feels uncomfortable? **YES** or **NO**



2. You can communicate without saying any words (1pt)
 - a. True
 - b. False
3. Eye contact is important for communicating (1pt)
 - a. True
 - b. False
4. It is important to stand very close to a person, so they know you are listening (1pt)
 - a. True
 - b. False

Section 2: Relationship Skills

1. Write (or speak) one sentence explaining how it was hard to work in a group (2pts)

2. Write (or speak) one sentence explain how it was fun to work in a group (2pts)

3. The final product of a group project should (1pt)
 - a. Be mostly one person's ideas
 - b. Be a combination of everyone's ideas
 - c. Be a different project for each person
 - e. There is no final product of a group project
4. You should only work with people who you like (1pt)
 - a. True
 - b. False

Section 2: Greeting

1. *Students will each greet a new person. The rubric used for the performance task will be used for this section of the test. (50pts)*

2. Write (or speak) one sentence explaining what you think is most important about greeting someone? (2pts)

Answer key

Section one:

1. (1 pt. each)
 - a. No
 - b. Yes
 - c. No
 - d. No
 - e. Yes
2. A (1 pt.)
3. A (1pt.)
4. B (1pt.)

Section two:

1. I am looking for students to reflect on their group work experience. My students will just be starting to learn to reflect, so I am looking for my student's best effort in this answer. The main purpose of this question is to challenge my students to reflect on their experience. I will accept any answer related to group work. (2pts)
2. I am looking for students to reflect on their group work experience. My students will just be starting to learn to reflect, so I am looking for my student's best effort in this answer. The main purpose of this question is to challenge my students to reflect on their experience. I will accept any answer related to group work. (2pts)
3. B (1pt.)
4. B (1pt.)

Section three:

1. Rubric will be used to grade this section (50pts)
2. I am looking for students to reflect on their greeting experience and choose one thing that was difficult. My students will just be starting to learn to reflect, so I am looking for my student's best effort in this answer. The main purpose of this question is to challenge my students to reflect on their experience. I will accept any answer related to greeting. (2 pts)

- **Revised Alignment Matrix**

Learning Objectives	Academic Standards	Bloom Level	Assessments
Objective #1 – Greeting	Standard 1 SE1.1: Demonstrate self awareness and confidence	Apply	<ul style="list-style-type: none">• Pre-assessment<ul style="list-style-type: none">○ All questions• Performance assessment<ul style="list-style-type: none">○ All rubric rows• Unit test<ul style="list-style-type: none">○ section three all items
Objective #2 – Body language	Standard 2 SE1.2: Demonstrate identification and expression of emotions	Understand Analyze	<ul style="list-style-type: none">• Pre-assessment<ul style="list-style-type: none">○ All questions• Performance assessment<ul style="list-style-type: none">○ Rubric rows 1, 2, and 4• Unit test<ul style="list-style-type: none">○ section one all items
Objective #3 – Relationship skills	Standard 3 SE4.1: Demonstrate relationship skills	Apply	<ul style="list-style-type: none">• Performance assessment<ul style="list-style-type: none">○ All rubric rows• Unit test<ul style="list-style-type: none">○ section two all items

Phase 3

1. I will be teaching greeting through a group activity. This activity is aligned to objectives 1 and 3. My students learn best when they are able to hands-on practice, so I want my instruction to be interactive. The students will get into pairs and they will practice greeting each other. Working in pairs will have the students begin to practice their relationship skills. I will do a short lesson where I model how to properly greet a person. I will create a simple 5-step process for the students to follow. Each group will be given the 5-step process as reference while practicing greeting. The students should be helping each other and making sure they are properly greeting. This activity will happen everyday

for 20 minutes for a week. The students will practice greeting each other and will be observing and helping where needed. I will also do short lessons every other day to add more specific information about greeting and to elaborate on the 5-step process. The next week the students will switch partners and practice greeting new people. The first 2 weeks of the unit will be extensive practice with greeting, 20 minutes everyday. The last 2 weeks of the lesson the students will practice greeting twice a day. They will practice on other school personal and students, so they can begin to generalize this skill. I will help students perfect their greeting skills, so they are able to be successful during the performance task and unit test.

2. I will be doing an activity that focuses on body language. This activity aligns to objective 2. This activity will act as “morning work” or “warm-up”. So, I will begin my unit instruction by having 5 photos projected on the board. I will ask the students a question about each photo, such as, “is this person listening, or would you want to talk to this person?”. The students will be asked to answer yes or no. This activity is not graded, but will get my students to begin to think in the mind-set of social skills and will set the stage for the rest of the instruction in this unit. The answers will also allow me to keep track of how my students are doing. The unit test requires that students are able to recognize photos of body language and gestures, so this warm-up activity will help prepare them for the unit test.
3. The next activity I will be doing is actually teaching my students to recognize body language and gestures. This activity aligns to objectives 2 and 3. The warm-up activity each day will give me an idea of what we need to work on during the “body language and gestures” lesson. I will be teaching body language and gestures by actually having the students physically participate. I will teach each body language/gesture that I think is important by modeling what it looks like. I will then have each student also model this gesture. Depending on the day, the students may get with partners and practice the different body language/gestures. I will also be introducing photos of the body language/gestures, so they are able to generalize and be prepared for the unit test. The physical practicing of gestures will also prepare students for the performance assessment.

Phase 4: Formative Assessment = End of unit party

The formative assessment for this unit may look different than most formative assessments. The unit was focused on social skills, so I plan to end this unit with a party. The party will include friends and family of each student. The students will all meet new people at this party and will need to use the social skills they learned during this unit. The whole unit will be preparing the students to be comfortable and prepared for social gatherings. The use of a party at the end of this unit is fun and low-stakes. I will use this party to observe my students and note where they appear to be doing well, and where they seem to be struggling. I can gauge the success of this unit by how they are able to apply the skills we have been practicing. I also want to students to have a change to see how much they have learned. I want my students to see how fun it can be to socialize. I want them to feel confident in social situations. After the party is over I will have the students answer a few questions about their experience at the party, so I can learn

about how they feel about their social abilities. Students will take this survey in Canvas. I will ask the following Yes or No questions:

1. Did you have fun?
2. Did you feel confident?
3. Did you meet new people?
4. Did you make new friends?
5. Would you want to go to another party?
6. Do you think the social skill unit helped you at this party?