

COURSE: Social Skills

GRADE LEVEL: 12:1:4 (K-4)

MAIN/GENERAL TOPIC:	SUB-TOPIC:	ESSENTIAL QUESTIONS/ VOCABULARY:	WHAT THE STUDENTS WILL KNOW OR BE ABLE TO DO:	SKILLS:	ASSESSMENTS:
Social Interactions	Greetings	What do we say when someone says hi to us? What do we do when we see someone we know?	<ul style="list-style-type: none"> • The student will return greetings from others. • The student will initiate greetings to others. 	<ul style="list-style-type: none"> • Eye contact • Waves or shakes hands • Verbalizes "hello,hi, goodbye, etc. 	ABLLS-R The Assessment of Basic and Language Learning Skills
	Eye contact	Where should we look with our eyes when someone is talking to us?	<ul style="list-style-type: none"> • The student will make and maintain appropriate eye contact while interacting with others. 	<ul style="list-style-type: none"> • Looks at face of person talking 	
	Shows interest in others	How do we show interest in others? How do we let others know we are listening to them?	<ul style="list-style-type: none"> • The student attend to or show an interest in the behavior behavior of peers and/or adults. 	<ul style="list-style-type: none"> • Gives "high 5" • Eye contact • Help solve a problem • Responds to a question 	
	Obtains attention appropriately	How do we get someone's attention?	<ul style="list-style-type: none"> • The student will obtain others' attention in appropriate ways. 	<ul style="list-style-type: none"> • Calls a person's name • Taps person on shoulder • Physically 	

				moves into a person's line of sight	
Play	Sharing	What do we do if we want to play with someone's toy? What do we do if someone asks to play with our toy?	<ul style="list-style-type: none"> The student allows others to use items which he is using/possesses. The student kindly asks others to share some of their items. 	<ul style="list-style-type: none"> Willingly shares item Asks nicely to use an item 	ABLLS-R The Assessment of Basic and Language Learning Skills
	Turn Taking	How do we wait calmly for our turn? What do we do when it is our turn? How do we know when it is our turn?	<ul style="list-style-type: none"> The student take turns while playing with a peer or group of peers 	<ul style="list-style-type: none"> Willingly takes turns Patiently waits for their turn 	
	Cooperative play	How do we play nicely with our friends?	<ul style="list-style-type: none"> The student will talk about what he is doing while playing with other children. The student will allow peers to give him instructions and direct his actions while engaging in interactive activities. 	<ul style="list-style-type: none"> Demonstrates turn taking Demonstrates sharing Participates in appropriate verbal exchanges with peer 	
	Understands Peer Feedback	What do we do when a friend tells us to stop? What do we do when a friend asks to do	<ul style="list-style-type: none"> The student will allow peers to give him instructions regarding socially acceptable behavior? 	When asked to do so by a peer the student will <ul style="list-style-type: none"> Stand an appropriate distance from 	

		something?		peers <ul style="list-style-type: none"> • Sit quietly • Talk in a quiet voice • Remain in line • Keep hands to self 	
	Winning vs. Losing	How do we act when we win a game? How do we act when we lose a game?	<ul style="list-style-type: none"> • The student will accept a loss without disappointment. • The student will remain calm and humble when he has won a game. 	<ul style="list-style-type: none"> • Accept loss and remain calm • Say “good game” to the winner. • Remain calm and humble upon winning 	
Hygiene	Hand washing	How do we wash our hands? When do we wash our hands?	<ul style="list-style-type: none"> • The student will use soap and water to wash their hands in the sink. • The student will wash their hands after toileting, before eating and when soiled. 	<ul style="list-style-type: none"> • Identify times to wash hands • Follow steps to wash and dry hands 	ABLLS-R The Assessment of Basic and Language Learning Skills
	Using a tissue	When do we use a tissue? How do we use a tissue?	<ul style="list-style-type: none"> • The student will use a tissue when they sneeze or have to wipe their nose. • The student will take one tissue at a time and 	<ul style="list-style-type: none"> • Identify when to use a tissue • Get tissue when needed • Use tissue appropriately 	

			throw it away when they are done.	<ul style="list-style-type: none"> • Throw tissue away 	
	toileting	When do we use the toilet? How do we use the toilet?	<ul style="list-style-type: none"> • The student will be able to independently use the toilet to urinate and defecate. • The student will be able to flush the toilet when they are done using the toilet. 	<ul style="list-style-type: none"> • Initiate or verbalize the need to use the toilet • Follow the steps to use toilet correctly 	
	Tooth brushing	How do we brush our teeth? When do we brush our teeth?	<ul style="list-style-type: none"> • The student will be able to use a toothbrush independently to brush his teeth. • The student will be able to identify what time of day to brush his teeth. 	<ul style="list-style-type: none"> • Identify when we brush our teeth • Follow the steps to brush teeth correctly 	
	Hair brushing	How do we brush our hair?	<ul style="list-style-type: none"> • The student will be able to brush their hair independently. 	<ul style="list-style-type: none"> • Identify the need to brush hair • Get hairbrush • Brush own hair • Put hairbrush away 	
	Face Washing	How do we wash our face? When do we wash our face?	<ul style="list-style-type: none"> • The student will be able to wash their face with assistance. • The student will be able to identify that we wash our face in the morning and at night. 	<ul style="list-style-type: none"> • Identify the need or time to wash face • Get washcloth • Follow the steps to wash face • Put washcloth away 	

Manners	Raises hand	When do we raise our hand?	<ul style="list-style-type: none"> The student will be able to demonstrate appropriate hand raising. 	<ul style="list-style-type: none"> Raise hand during group lesson 	Teacher Created Checklist
	Please, thank you, and you're welcome	When do we say please? When do we say Thank you? When do we say You're Welcome?	<ul style="list-style-type: none"> The student will use the please, thank you and you're welcome appropriately with minimally prompting. 	<ul style="list-style-type: none"> Identifies when to say please, thank you, and you're welcome Says please, thank you and you're welcome at appropriate times 	
	Being Patient	What does it mean to be patient?	<ul style="list-style-type: none"> The student will demonstrate being patient, which is to wait calmly. 	<ul style="list-style-type: none"> Describes the term patient Identifies when others or self is patient Demonstrates patience 	
Group	Sits appropriately	How should we sit when we are in school? Where do we sit in school?	<ul style="list-style-type: none"> The student will sit with a calm body at school. The student will sit on appropriate furniture, such as chairs and floor. 	<ul style="list-style-type: none"> Sits appropriately during group times Sits in appropriate places within the classroom 	ABLLS-R The Assessment of Basic and Language Learning Skills
	Attends to	How do we show	<ul style="list-style-type: none"> The student will 	<ul style="list-style-type: none"> Demonstrates 	

	teacher	the teacher we are listening?	demonstrate listening skills such as quiet body, looking in the teachers direction and following teacher directives.	proper listening skills during group times and 1:1 instruction	
	Follows group direction	What do we do when the teacher gives a direction?	<ul style="list-style-type: none"> The student will respond to the teacher directive. 	<ul style="list-style-type: none"> Follows directive with minimal prompts Acknowledges teacher directive 	
Independence	Follows routines	What are the routines in the classroom? What are the routines in the school?	<ul style="list-style-type: none"> The student will be able to follow the routines in the classroom. The student will be able to follow the routines in the school. 		Teacher Created Checklist
	Obtains materials needed	What do you need to complete your assignment?	<ul style="list-style-type: none"> The student will be able to identify what materials he needs and where to obtain them. 		
	Transitions between activities	How do you transition between activities?	<ul style="list-style-type: none"> The student will demonstrate the ability to transition between activities. 		

Zones of Regulations	Identify the Zones	What are the Zones of Regulation?	<ul style="list-style-type: none"> The student will be able to identify all of the Zones of Regulation and related feelings. 	<ul style="list-style-type: none"> Identify green, blue, yellow and red zones and corresponding feelings. 	The Zones of Regulation: A Curriculum Designed To Foster Self-Regulation and Emotional Control
	Me in My Zones	What is your behavior and your feelings when in each of the zones?	<ul style="list-style-type: none"> The student will be able to identify their behavior and feelings and the corresponding Zone. 	<ul style="list-style-type: none"> Identify own feelings. Identify their own negative behavior. 	
	My Tools	What are your coping skills to manage your feelings?	<ul style="list-style-type: none"> The student will identify coping skills and demonstrate the ability to use them. 	<ul style="list-style-type: none"> Identify coping skills. Chooses coping skills from choice board. Practices using coping skill. 	
	My Triggers	What are your triggers?	<ul style="list-style-type: none"> The student will be able to identify specific triggers that make them mad, sad, angry, scared, etc. 	<ul style="list-style-type: none"> Can identify what a trigger is? Can connect a reason for their feeling or negative behavior. 	
	Applying the Zones	How do I get in the green zone?	<ul style="list-style-type: none"> The student will be able to accurately use the Zones Check in board. 	<ul style="list-style-type: none"> Has knowledge of the different 	

			<ul style="list-style-type: none">• The student will be able to demonstrate self-regulation skills.	<p>types of coping skills that he can use.</p> <ul style="list-style-type: none">• Can use coping skills when at baseline and when escalated.	
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