

**NEW MILFORD PUBLIC SCHOOLS**  
**New Milford, Connecticut**



**Social and Emotional Thinking**

February 2012

*Approved by the Board of Education  
March 13, 2012*

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## **New Milford's Mission Statement**

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

## **Social Thinking**

This sophomore/junior/senior half-year elective course will introduce very functional, practical, creative, and fun strategies for the highly complex challenge of improving social relationships and enhancing life-long skills. It will break down abstract social concepts into small, concrete steps which will help in the understanding of not only what skills to use but also why the skills should be used. Just some of the topics to be covered are being able to put oneself "in someone else's shoes" both cognitively and affectively; being able to take someone's perspective; management of relationships: making friends/ handling friendships/ resolving conflicts/ cooperating; developing coping techniques and practicing relaxation, and problem solving skills/ making appropriate choices.

All students must submit an application to the instructor.

## **Pacing Guide**

<b>Unit #</b>	<b>Title</b>	<b>Days</b>	<b>Pages</b>
1	What Is Social Thinking?	2 weeks	6-8
2	Four Steps of Perspective Taking	2 weeks	9-11
3	Social Behavior Mapping	1 week	12-14
4	Hidden Curriculum	1 week	15-17
5	The Four Steps of Communication	1 week	18-20
6	Flexible Thinking	2 weeks	21-23
7	The ILAUGH Model	3 weeks	24-26
8	Executive Function	2 weeks	27-30
9	Management of Relationships	3 weeks	31-35

# New Milford Public Schools

Committee Members: Erica Fradette & Linda Grimm Unit 1: What Is Social Thinking?	Course/Subject: Social & Emotional Thinking Grade Levels: 10/11/12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Standards</b> <b>Collaborative for Academic, Social, and Emotional Learning (CASEL)</b>	
<ul style="list-style-type: none"> <li>• Social Awareness – being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources</li> <li>• Relationship Skills – establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Everyone has thoughts. Sometimes we share the same thoughts, but sometimes our thoughts are somewhat different from one another.</li> <li>• Social thinking happens all the time.</li> <li>• What one thinks about people is strongly connected to how one feels about them.</li> </ul>	<ul style="list-style-type: none"> <li>• How does social thinking fit into one's life?</li> <li>• How does one's behavior emotionally affect those around you?</li> <li>• How could exploring social thinking benefit one's life?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Social thinking is a way to train one's brain to figure out the people around us – what they may be thinking, how that compares to what you are thinking, and how to vary your actions based on what you and other people are thinking</li> </ul> <p>Students will be able to do the following:</p> <ul style="list-style-type: none"> <li>• Demonstrate awareness that other people have thoughts and that we are supposed to act or react not just to our own thoughts, but to the thoughts of others</li> <li>• Develop and use one's memory of a person to facilitate and sustain interpersonal relationships, as well as to create a base of understanding about that person's potential actions</li> </ul>	
<b>Character Attributes</b>	
<ul style="list-style-type: none"> <li>• Compassion</li> <li>• Responsibility</li> </ul>	
<b>Technology Competencies</b>	
<ul style="list-style-type: none"> <li>• Apply existing knowledge to generate new ideas, products, and processes</li> <li>• Create original works as a means of personal or group expression</li> </ul>	

- Use models and simulations to explore complex systems and issues
- Identify trends and forecast possibilities

## Develop Teaching and Learning Plan

### Teaching Strategies:

- Teacher will distribute a self-report rating scale as a pre-test to the course.
- Teacher will use photographic cards of people of all ages in a variety of settings with strategically placed thought bubbles to encourage students to focus on thoughts and feelings that they and other people experience.
- Teacher will use a TV/movie clip to demonstrate how people's feelings are changed by the behavior of others around them.
- Teacher will introduce the concept, "you can impact or affect my feelings." Teacher will identify students whose recent behavior gave a positive reaction/feeling as well as students whose recent behavior gave a negative reaction/feeling. For example, the teacher can point out a student who looks like he/she is not listening. The teacher will explain that this makes him/her feel worried that the student is not working with the group, and that it can even make the teacher feel frustrated since it does not appear that the student is listening.
- Teacher will present article, "What They Should Have Taught You in School" by Anthony Balderrama, CareerBuilder.com writer.

### Learning Activities:

- Students complete self-report rating scale.
- Students complete journal entries.
- Students work with their classmates to create "people files." People files are visual ways to help students understand that we all continue to learn information about others and file it in an organized way in our brains; we recall this information later when we see that person again. We create people files when we see or meet someone for the first time. We create people files for literary characters which help us understand their feelings, motivations, and behaviors.
- Students discuss what the characters in a TV/movie clip are thinking and feeling and why.
- Students observe others through imitation.

## Assessments

<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<p>Required:</p> <ul style="list-style-type: none"> <li>• Quiz on key concepts of social thinking</li> <li>• Self-report rating scale</li> <li>• Journal entries/ Responses to a variety of reflective journal questions</li> <li>• Informal observation</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• People files</li> <li>• Classroom participation</li> </ul>

## Suggested Resources

- Balderrama, Anthony. "What They Should Have Taught You in School".  
msn.careerbuilder. 24 Feb. 2010. 26 July 2011  
<http://msn.careerbuilder.com/Article/MSN-2163-Workplace-Issues-What-They-Should-Have-Taught-You-in-School>
- Winner, Michelle G., and Pamela Crooke. Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens & Young Adults. Great Barrington: North River Press, 2011.
- Winner, Michelle G. Think Social: A Social Thinking Curriculum for School-Age Students. San Jose: Think Social Publishing, 2006.

# New Milford Public Schools

Committee Members: Erica Fradette & Linda Grimm Unit 2: Four Steps of Perspective Taking	Course/Subject: Social & Emotional Thinking Grade Level: 10/11/12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Standards</b> <b>Collaborative for Academic, Social, and Emotional Learning (CASEL)</b>	
<ul style="list-style-type: none"> <li>• Social Awareness – being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources</li> <li>• Relationship Skills – establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Thinking about people, even when you are not talking to them, is called perspective taking.</li> <li>• Perspective taking means you understand that people have different thoughts from one another.</li> <li>• Different types of people expect different things from you.</li> <li>• Social success (reacting to others, knowing and choosing when to apply specific social skills, and choosing what words to say) depends on our own ability to “read a situation” and infer what actions to take based on that information.</li> <li>• Inferencing is the ability to take what you know and make a guess.</li> <li>• Inferencing can be used as a social thinking skill and is required in academic work.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is perspective taking important?</li> <li>• What does it mean to take another person’s perspective?</li> <li>• How does one take another person’s perspective?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Perspective taking can be broken down into four steps:           <ul style="list-style-type: none"> <li>Step 1: Think about the people near you</li> <li>Step 2: Think about why the person(s) is near you (i.e., their motive)</li> <li>Step 3: Think about what other people may be thinking about you</li> <li>Step 4: Monitor and modify your own behavior</li> </ul> </li> </ul>	

- Perspective taking can include the ability to consider the following of your own and others while considering all of this with regard to the specific situation being considered:
  - Thoughts
  - Emotions
  - Physically coded intentions
  - Language based intentions
  - Prior knowledge and experiences
  - Belief systems
  - Personality
- Social inferencing is a continuous process in all communicative interactions, but it happens at many different levels. At any moment, it involves interpreting:
  - The meaning of spoken words
  - How a person's body language contributes to the overall meaning
  - How a person's facial expression contributes to the overall meaning
  - How a person's eye contact contributes to the overall meaning
  - The person's overall intent or motive
  - How the social context and social environment helps us better interpret all of the above
- The point of social inferencing is to be able to simultaneously think about oneself and others and what you and everyone else is thinking about a topic before you further contribute to another's voiced comment or opinion.
- Personal memories of others allow one to make educated guesses about them.

Students will be able to do the following:

- Recognize that another person has his or her own personal set of emotions.
- Recognize and respond to the fact that other people have their own desires, motives, and intentions.
- Know how to make a "smart guess."

<b>Character Attributes</b>
<ul style="list-style-type: none"> <li>• Compassion</li> <li>• Cooperation</li> <li>• Respect</li> </ul>
<b>Technology Competencies</b>
<ul style="list-style-type: none"> <li>• Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.</li> </ul>

## **Develop Teaching and Learning Plan**

### Teaching Strategies:

- Teacher will discuss how looking at other's eyes can help with perspective taking.
- Teacher will discuss reading other people's plans through their body actions.
- Teacher will discuss that different types of people expect different things from you.
- Teacher will monitor students' behaviors and identify certain behaviors that contribute to the emotional climate in the room.
- Teacher will use photographic cards of people of all ages in a variety of settings with strategically placed thought bubbles to encourage students to focus on thoughts and feelings they and other people experience.

### Learning Activities:

- Students work in groups of two or three and watch/observe other students outside of the classroom (i.e., walking in the hallways, in the library, at lunch, etc.). By watching people's actions or the direction in which their bodies are going, can the students predict where the people are going or what they are doing?
- Students complete perspective taking worksheets.
- Students watch TV/movie clips to make "smart guesses" about what will happen next.
- Students create "body drawings" to understand the concept of storing memories.
- Students create a "visual web" to demonstrate what they remember about another person.

### **Assessments**

<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <p><b>Required:</b></p> <ul style="list-style-type: none"><li>• Journal entries/ responses to a variety of reflective journal questions</li><li>• Informal observation</li></ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"><li>• Classroom participation</li><li>• Worksheet completion</li></ul>

### **Suggested Resources**

- Winner, Michelle G., and Pamela Crooke. Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens & Young Adults. Great Barrington: North River Press, 2011.
- Winner, Michelle G. Worksheets! For Teaching Social Thinking and Related Skills. San Jose: Think Social Publishing, 2005.
- Winner, Michelle G. Thinking About You, Thinking About Me 2<sup>nd</sup> Edition. San Jose: Think Social Publishing, 2007.

# New Milford Public Schools

Committee Members: Erica Fradette & Linda Grimm Unit 3: Social Behavior Mapping	Course/Subject: Social & Emotional Thinking Grade Level: 10/11/12 # of Weeks: 1
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## Identify Desired Results

### Standards

#### **Collaborative for Academic, Social, and Emotional Learning (CASEL)**

- Self-Management – regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.
- Social Awareness – being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.
- Relationship Skills – establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.

<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ... )	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• The importance of problem solving is that it shows how to react and respond so that people have more positive thoughts about them.</li> <li>• There is a specific relationship between behaviors, others' perspectives, others' actions (consequences), and a student's own emotions about those around him or her.</li> <li>• Different environmental contexts command different behavioral expectations.</li> <li>• Behaviors, whether they are expected or unexpected, affect the emotional state of those who are in close proximity.</li> <li>• Consequences occur not because of the behaviors themselves, but from the impact of these behaviors on others' emotional states.</li> <li>• The emotional state of the student is affected by the consequences he or she experiences.</li> </ul>	<ul style="list-style-type: none"> <li>• How can you use Social Behavior Mapping in your own life?</li> <li>• What are the relationships between behaviors, others' perspectives, others' actions (consequences), and the student's own emotions about how people treat him or her?</li> </ul>

<b>Expected Performances</b> What students should know and be able to do
Students will know the following:
<ul style="list-style-type: none"> <li>• A Social Behavior Map is a visual tool that displays the relationship between behaviors, others' perspectives, others' actions (consequences), and the student's own emotions about how people treat him or her through a flow chart or a graphic organizer of social behavior.</li> <li>• Context specific behaviors are defined as expected (socially appropriate) or unexpected (socially inappropriate) through the eyes of the person who is interacting with the student.</li> </ul>
Students will be able to do the following:
<ul style="list-style-type: none"> <li>• Navigate their behaviors for more rewarding social outcomes, which include considering how others perceive and respond to these behaviors</li> <li>• Learn to adapt to the people and situations around them, across contexts, from formal (classroom, workplace, etc.) to casual settings (hanging out, recess, etc.)</li> </ul>
<b>Character Attributes</b>
<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Respect</li> </ul>
<b>Technology Competencies</b>
<ul style="list-style-type: none"> <li>• Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.</li> </ul>
<b>Develop Teaching and Learning Plan</b>
Teaching Strategies:
<ul style="list-style-type: none"> <li>• The teacher will perform a series of bizarre or unexpected behaviors and then engage the class in a discussion about what students might expect of a teacher and others in a classroom setting.</li> <li>• Teacher will use photographic cards of people of all ages in a variety of settings with strategically placed thought bubbles to encourage students to focus on thoughts and feelings they and other people experience.</li> <li>• Teacher will use a TV/movie clip to demonstrate how people's feelings are changed by the behavior of others around them.</li> <li>• Teacher guides class through several Social Behavior Maps.</li> </ul>
Learning Activities:
<ul style="list-style-type: none"> <li>• Students complete Comic Strip Conversations (a conversation between two or more people using simple illustrations in a comic strip format).</li> <li>• Students will create their own Social Behavior Map to help them learn how each behavior they show has an emotional impact on those around them, and that how one feels about another contributes strongly to how one treats or consequences another person's behavior.</li> </ul>

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<p>Required:</p> <ul style="list-style-type: none"> <li>• Journal entries/ responses to a variety of reflective journal questions</li> <li>• Completion of Social Behavior Map</li> <li>• Informal observation</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Classroom participation</li> <li>• Worksheet completion</li> </ul>
<b>Suggested Resources</b>	
<ul style="list-style-type: none"> <li>• Winner, Michelle G. and Pamela Crooke. <u>Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens &amp; Young Adults</u>. Great Barrington: North River Press, 2011.</li> <li>• Winner, Michelle G. <u>Think Social: A Social Thinking Curriculum for School-Age Students</u>. San Jose: Think Social Publishing, 2006.</li> </ul>	

# New Milford Public Schools

Committee Members: Erica Fradette & Linda Grimm Unit 4: Hidden Curriculum	Course/Subject: Social & Emotional Thinking Grade Level: 10/11/12 # of Weeks: 1
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## Identify Desired Results

### Standards

**Collaborative for Academic, Social, and Emotional Learning (CASEL)**

- Self-Management – regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.
- Social Awareness – being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.
- Responsible Decision-Making – making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision making skills to academic and social situations; contributing to the well-being of one's school and community.

<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• We are surrounded on a daily basis by such unstated rules or customs that make the world a confusing place. This is known as the Hidden Curriculum.</li> <li>• The Hidden Curriculum is complex and elusive.</li> <li>• One needs to be able to read the Hidden Curriculum of body language.</li> <li>• Expected and Unexpected behaviors can change depending on the situation.</li> <li>• “Faking it” - the intuitive ability of persons with good social skills to appear to be interested in another person’s words, when actually they are not that interested.</li> <li>• There is no one comprehensive list of all hidden curriculum items.</li> <li>• The Hidden Curriculum differs across age, gender, with whom you are, and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is it important to understand the unwritten social rules and expectations of behavior?</li> <li>• How and why does the Hidden Curriculum change?</li> </ul>

<b>Expected Performances</b> What students should know and be able to do
Students will know the following:
<ul style="list-style-type: none"> <li>The Hidden Curriculum refers to the set of rules or guidelines that are often not directly taught but are assumed to be known (Garnett, 1984; Hemmings, 2000; Jackson, 1968; Kanpol, 1989).</li> <li>The Hidden Curriculum contains items that impact social interactions, school performance, and sometimes safety. It also includes idioms, metaphors, and slang – things most people “just pick up” or learn through observation or subtle cues, including body language.</li> <li>Body language is about how we communicate or “speak” with our body. It includes gestures, facial expressions, body posture, and tone of voice. Understanding a person’s body language is an important aspect of being able to develop relationships and communicate effectively. Sometimes body language seems different than a person’s words, and for this reason, it is important to understand body language.</li> </ul>
Students will be able to do the following:
<ul style="list-style-type: none"> <li>Apply the Hidden Curriculum to multiple settings and situations.</li> </ul>
<b>Character Attribute</b>
<ul style="list-style-type: none"> <li>Cooperation</li> </ul>
<b>Technology Competencies</b>
<ul style="list-style-type: none"> <li>Students use content specific tools, software, and simulations to support learning and research.</li> </ul>
<b>Develop Teaching and Learning Plan</b>
Teaching Strategies:
<ul style="list-style-type: none"> <li>Teacher will discuss and distribute a handout regarding body language.</li> <li>Teacher will introduce Situation-Options-Consequences-Choices-Strategies-Simulation (SOCCSS) strategy to help students understand cause and effect and realize that they can influence the outcome of many situations by the decisions they make. It helps students understand social situations and develop problem solving skills by putting social and behavioral issues into sequential form.</li> <li>Teacher will introduce and discuss Seek-Observe-Listen-Vocalize-Educate strategy (SOLVE) - an empowerment strategy.</li> <li>Teacher will introduce and discuss Social Autopsies.</li> </ul>
Learning Activities:
<ul style="list-style-type: none"> <li>Students will complete a SOCCSS strategy form in response to a personal social situation so that they can understand or interpret what happened to them.</li> <li>Students will complete a Social Autopsy in response to a personal social event (Social Autopsies are designed to dissect a social error to understand its components. It is a constructive problem-solving strategy designed to decrease the likelihood that similar social misunderstandings will reoccur.)</li> <li>Students will generate 5 things that are “hidden rules” of their high school setting.</li> <li>Students will compare “hidden rules” between two settings or people (i.e., English Teacher vs. Math Teacher; Mom vs. Dad; School vs. Home; etc.).</li> </ul>

Assessments	
Performance Task	Other Evidence
<p><b>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</b></p> <p><b>Goal:</b> Students will practice “faking it” in role plays while being video-taped.</p> <p><b>Role:</b> Actor</p> <p><b>Audience:</b> Teacher and students</p> <p><b>Situation:</b> Students will role-play a given situation where they have to pretend they are interested in another person during a conversation. Students will then review their performance 1:1 with the teacher.</p> <p><b>Product:</b> Video-taped role play</p> <p><b>Standards for Success:</b> Teacher rubric</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Journal entries/ responses to a variety of reflective journal questions</li> <li>• Completion of SOCCSS worksheets</li> <li>• Informal observation</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• Classroom participation</li> </ul>
Suggested Resources	
<ul style="list-style-type: none"> <li>• Winner, Michelle G., and Pamela Crooke. <u>Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens &amp; Young Adults</u>. Great Barrington: North River Press, 2011.</li> <li>• Myles, Brenda S., Melissa L. Trautman, and Ronda L. Schelvan. <u>The Hidden Curriculum, Practical Solutions for Understanding Unstated Rules in Social Situations</u>. Overland Park: Autism Asperger Publishing Company, 2004.</li> </ul>	

# New Milford Public Schools

Committee Members: Erica Fradette & Linda Grimm Unit 5: The Four Steps of Communication	Course/Subject: Social & Emotional Thinking Grade Level: 10/11/12 # of Weeks: 1
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## Identify Desired Results

### Standards

Collaborative for Academic, Social, and Emotional Learning (CASEL)

- Social Awareness – being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.
- Relationship Skills – establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.

Enduring Understandings Generalizations of desired understanding via essential questions (Students will understand that ...)	Essential Questions Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Face-to-face communication unfolds in a fairly routine and organized progression.</li> <li>• It is important to explore the fact that communication is not solely based around language but also involves thinking about other people, establishing a physical presence through our bodies and eyes, and elaborating through language which is meaningful to all involved.</li> <li>• This progression is summarized as “The Four Steps of Communication.”</li> <li>• To “listen” means to sit up straight, look at the speaker, keep quiet, do not fidget (if possible), and think about what the speaker is thinking.</li> </ul>	<ul style="list-style-type: none"> <li>• How can one apply the Four Steps of Communication to one’s everyday life?</li> </ul>

### Expected Performances

What students should know and be able to do

Students will know the following:

- The Four Steps of Communication:
  - Step 1: Think about the person(s) with whom you will communicate or share physical space. Consider their thoughts, emotions, motives, intentions, belief systems, prior knowledge, experiences, and personality to better establish successful communication.

- Step 2: Establish a physical presence: Approach the communicative partner and then use body language (such as shoulders, head, and gestures) to further establish nonverbal communicative intent.
- Step 3: Use your eyes to consider more fully how people's body language and facial expressions add to their words; see what other people may be thinking about; evaluate the people around us to determine their intentions; explore the environment for additional cues to add meaning to what is being said.
- Step 4: Use your language to show others that you are interested in them.
- Active listening:
  - Listen with one's shoulders, hips, and feet by turning toward the person who is talking.
  - Listen with one's chest by keeping it up and pointed toward the person who is talking.
  - Listen with one's hands by not distracting other people or your self.
  - Listen with one's ears by hearing what other people are saying.
  - Listen with one's brain by thinking about what other people are saying.
  - Listen with one's eyes by looking at people's faces and eyes when they are talking to you in order to think about how they are feeling.
  - Listen with one's mouth by making comments or asking questions only about what the person is discussing.

Students will be able to do the following:

- Demonstrate the ability to use the Four Steps of Communication in a structured social interaction.
- Establish communicative intention by thinking about the other person and the purpose of his/her communication with that person or group.
  - Indicate what they know and remember about the other person.
  - Identify what the other person may be thinking and feeling.
  - Identify what the other person might want to talk about.
  - Identify how the other person might feel about what they want to say.
- Be aware of their physical presence as well as the physical presence of their communicative partner.
- Use their eyes to think about others and watch what they are thinking about.
- Use their language to relate to others.

#### **Character Attributes**

- Cooperation
- Respect

#### **Technology Competencies**

- Students apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning.

#### **Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher uses a TV/movie clip to demonstrate how people's feelings are changed by the behavior of others around them.

- Teacher provides graphic organizers to be used for students to create “people files in their brain” to remember about others.
- Teacher shows the video moment of the students and asks them to look for examples of people who are using whole body listening.

**Learning Activities:**

- Students will role-play using the Four Steps of Communication.
- Students will participate in charades so that they can practice “reading” body movements to understand what others are communicating nonverbally.
- Students will complete a video moment analysis in two distinct settings: As they sit together as a group being taught a lesson and when they are attempting to engage with each other in an unstructured setting.
- Students will use fairy tale literature to probe the minds of the characters and to recognize how easily a character is duped when he/she is not thinking about the motives or intentions of other characters in the story.

### **Assessments**

<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<p><b>Required:</b></p> <ul style="list-style-type: none"> <li>• Journal entries/responses to a variety of reflective journal questions</li> <li>• Informal observation</li> <li>• Classroom participation</li> </ul> <p><b>Optional:</b></p> <ul style="list-style-type: none"> <li>• Role-plays</li> </ul>

### **Suggested Resources**

- Winner, Michelle G. Thinking About You, Thinking About Me 2<sup>nd</sup> Edition. San Jose: Think Social Publishing, 2007.

# New Milford Public Schools

Committee Members: Erica Fradette & Linda Grimm Unit 6: Flexible Thinking	Course/Subject: Social & Emotional Thinking Grade Level: 10/11/12 # of Weeks: 2
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## Identify Desired Results

### Standards

#### **Collaborative for Academic, Social, and Emotional Learning (CASEL)**

- Self-Awareness – accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.
- Self-Management – regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.
- Responsible Decision-Making – making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision making skills to academic and social situations; contributing to the well-being of one's school and community.

### **Enduring Understandings**

Generalizations of desired understanding via  
essential questions  
(Students will understand that ...)

### **Essential Questions**

Inquiry used to explore generalizations

- Social expectations and social rules change over time, with the situation, and with age.
- Change is a fact of life.
- To “go with the flow” – essentially do what is expected in a situation – is a decision one makes. It is not about who one really is deep down inside. It is part of all the superficial things we all do in life and everyday.
- We all make social mistakes and it is okay to see the humor in it.

- Why is it important to be a flexible thinker?

### **Expected Performances**

What students should know and be able to do

Students will know the following:

- Flexible thinking skills help us to adjust to changes in routine, to expectations, and to shift our thinking from one topic to another.
- We are often faced with situations where things don not turn out quite the way we wanted. The best way to survive these “unwanted” variations is to be flexible. Adapt to the change. Run with the change. Adjust to the change.
- If one is flexible, then one is able to adapt and to adjust. The need to constantly adapt and adjust has never been greater at any time in the history of mankind. Because of today’s technology, changes are constantly occurring at what could be considered a frightening pace.

- Social behavior has many levels from the superficial to the serious. Sometimes we act in certain ways because that is the expected behavior for that particular situation. For us to exist in society, we just have to do certain things, certain ways, whether or not we totally agree with it or like it.

Students will be able to do the following:

- Formulate different solutions to the same problem.

<b>Character Attribute</b>
• Cooperation
<b>Technology Competencies</b>
• Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.

## **Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher presents the class with different problem situations/scenarios and discusses various ways in which the problem can be solved.
- Teacher uses photographic cards of people of all ages in a variety of settings with strategically placed thought bubbles to encourage students to predict what will happen next. They will be required to make several predictions.

Learning Activities:

- Students will complete a SOCCSS strategy form in response to a personal social situation so that they can understand or interpret what happened to them.
- Students will complete a Social Autopsy in response to a personal social event. Social Autopsies are designed to dissect a social error to understand its components. It is a constructive problem-solving strategy designed to decrease the likelihood that similar social misunderstandings will reoccur.
- Students will watch TV/movie clips where characters are either using or not using flexible thinking.
- Students will record in journals any problems they had during the week and how they could have solved the problems differently.
- Students will complete Comic Strip Conversation to solve a problem (a conversation between two or more people using simple illustrations in a comic strip format).

## **Assessments**

<b>Performance Task</b>	<b>Other Evidence</b>
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<p>Required:</p> <ul style="list-style-type: none"> <li>Journal entries/responses to a variety of reflective journal questions</li> <li>Informal observation</li> <li>Classroom participation</li> <li>Completion of SOCCSS strategy</li> </ul>

	<p>Optional:</p> <ul style="list-style-type: none"><li>• Completion of Social Autopsy</li><li>• Completion of Comic Strip Conversation</li></ul>
<b>Suggested Resources</b>	
• Winner, Michelle G., and Pamela Crooke. <u>Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens &amp; Young Adults</u> . Great Barrington: North River Press, 2011.	

# New Milford Public Schools

Committee Members: Erica Fradette & Linda Grimm Unit 7: The ILAUGH Model	Course/Subject: Social & Emotional Thinking Grade Level: 10/11/12 # of Weeks: 3
<b>Identify Desired Results</b>	
<b>Standards</b> <b>Collaborative for Academic, Social, and Emotional Learning (CASEL)</b>	
<ul style="list-style-type: none"> <li>• Social Awareness – being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.</li> <li>• Relationship Skills – establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• I LAUGH is an acronym representing the many different concepts we each need to consider and respond to in order to 1) relate to those around us, 2) interpret social information in academic lessons (such as reading comprehension), and 3) express ourselves in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• How can you use the I LAUGH model to support positive social interaction and personal problem solving?</li> </ul>
<b>Expected Performances</b> What students should know and be able to do	
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• I = Initiation of Language: Initiation of language is the ability to use one's language skills to seek assistance and information or to initiate social relations with others. Skills involved in the initiation of communication transform into self-advocacy skills as students age.</li> <li>• L = Listening with Eyes and Brain: Listening requires more than just taking in auditory information. It requires the person to integrate information s/he sees with what s/he hears to understand the deeper concept of the message or to make a smart guess about what is meant. "Listening with your eyes" helps all students be more receptive to reading people's thoughts, intentions, motives, emotions, etc.</li> <li>• A = Abstract and Inferential Language/ Communication: Communicative comprehension and expression also depends on the ability to recognize that most language/ communication is not intended for literal interpretation. To interpret messages accurately, one must think flexibly and make smart guesses about the intended meaning of the message. Abstract and inferential meaning is often carried subtly through verbal and nonverbal communication. Understanding these nuances of communication depends in part on one's ability to "make a guess" and to take the perspective of another person.</li> </ul>	

- U = Understanding Perspective: This is the ability to understand the emotions, thoughts, beliefs, prior knowledge and experiences, motives, and intentions of oneself as well as others.
- G = Gestalt Processing/ Getting the Big Picture: Information is conveyed through concepts, not just facts. During a conversation, participants intuitively determine the underlying concept being discussed. When reading, the reader tracks the overall meaning (concept) of the material. Such information cannot be viewed simply as a series of facts. Conceptual processing is another key component to understanding social and academic information.
- H = Humor and Human Relatedness: The ability to bond emotionally with others is at the heart of human social relationships and the fuller development of empathy and emotional regulation.

Students will be able to do the following:

- Initiate appropriate social interactions
- Ask for help
- Predict another person's unstated plan
- Understand the perspective of characters in literature
- Regulate their own classroom behavior according to the needs of others
- Break information down and then see how it all goes back together
- Differentiate friendly teasing from "mean-spirited teasing"
- Use humor appropriately

<b>Character Attributes</b>
<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Respect</li> </ul>
<b>Technology Competencies</b>
<ul style="list-style-type: none"> <li>• Students use telecommunications and collaboration tools to work with peers and others to investigate information and to develop solutions or products.</li> </ul>

## **Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher uses a TV/movie clip to demonstrate the use of the I LAUGH model in social interactions.
- Teacher provides students with a short story, and the students will be asked to interpret a character's thoughts and actions based on the context of the story and what one understands about the character's history and motives.

Learning Activities:

- Students will role-play asking for help and joining a peer group for both functional and personal interaction.
- Students will play a game that promotes active listening skills and perspective taking.
- Through the use of TV/movie clips, students will place the communication among characters within the context of the social and cultural environment within which it occurs. The student must take into consideration any prior knowledge or history involved and the possible motives of the person initiating the message.

- Through the use of photographic cards of people of all ages in a variety of settings with strategically placed thought bubbles, students will make “smart guesses” based on past experiences, what they know (or do not know) about the current person and situation and the communication clues available.
- Through the use of literature, students will interpret the meaning (concept) rather than just collect a series of facts with the use of graphic organizers.

<b>Assessments</b>	
<b>Performance Task</b>	<b>Other Evidence</b>
<p><b>Goal:</b> Observe a TV/movie clip presented by the teacher and interpret the possible motives/ intentions of the characters and make predictions as to what will happen next.</p> <p><b>Role:</b> Observer and participant</p> <p><b>Audience:</b> Teacher</p> <p><b>Situation:</b> Classroom</p> <p><b>Product:</b> Students will answer reflective questions developed by the teacher.</p> <p><b>Standards for Success:</b> Teacher rubric</p>	<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p> <p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Journal entries/responses to a variety of reflective journal questions</li> <li>• Informal observation</li> <li>• Classroom participation</li> </ul> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Role-plays</li> </ul>

<b>Suggested Resources</b>
<ul style="list-style-type: none"> <li>• Winner, Michelle G., and Pamela Crooke. <u>Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens &amp; Young Adults</u>. Great Barrington: North River Press, 2011.</li> <li>• Winner, Michelle G. “The ILAUGH Model of Social Cognition, Core Social Cognitive Challenges: The ILAUGH Model.” <u>Socialthinking.com</u>. 2008. 28 July 2011. <a href="http://www.socialthinking.com/what-is-social-thinking/ilaugh-model">http://www.socialthinking.com/what-is-social-thinking/ilaugh-model</a></li> </ul>

# New Milford Public Schools

Committee Members: Erica Fradette & Linda Grimm Unit 8: Executive Function	Course/Subject: Social & Emotional Thinking Grade Level: 10/11/12 # of Weeks: 2
<b>Identify Desired Results</b>	
<b>Standards</b> <b>Collaborative for Academic, Social, and Emotional Learning (CASEL)</b>	
<ul style="list-style-type: none"> <li>• Self-Awareness – accurately assessing one's feelings, interests, values, and strengths; maintaining a well-grounded sense of self-confidence.</li> <li>• Self-Management – regulating one's emotions to handle stress, control impulses, and persevere in overcoming obstacles; setting and monitoring progress toward personal and academic goals; expressing emotions appropriately.</li> <li>• Responsible Decision-Making – making decisions based on consideration of ethical standards, safety concerns, appropriate social norms, respect for others, and likely consequences of various actions; applying decision making skills to academic and social situations; contributing to the well-being of one's school and community.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ...)	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Executive functions helps one manage life tasks of all types. For example, executive functions let you organize a trip, a research project, or a paper for school.</li> <li>• Features of executive functions are seen in our ability to do the following:                     <ul style="list-style-type: none"> <li>○ make plans</li> <li>○ keep track of time</li> <li>○ keep track of more than one thing at once</li> <li>○ meaningfully include past knowledge in discussions</li> <li>○ engage in group dynamics</li> <li>○ evaluate ideas</li> <li>○ reflect on our work</li> <li>○ change our minds and make mid-course and corrections while thinking, reading, and writing</li> <li>○ finish work on time</li> <li>○ ask for help</li> <li>○ wait to speak until one is called on</li> <li>○ seek more information when we need it</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• How does executive functioning affect everyday life?</li> <li>• How does executive functioning affect learning?</li> </ul>

**Expected Performances**  
What students should know and be able to do

Students will know the following:

- The executive functions are a set of processes that all have to do with managing oneself and one's resources in order to achieve a goal. It is an umbrella term for the neurologically-based skills involving mental control and self-regulation.
- Executive functioning skills include the following:
  - Inhibition - The ability to stop one's own behavior at the appropriate time, including stopping actions and thoughts. The flip side of inhibition is impulsivity; if one has weak ability to stop oneself from acting on impulse, then one is "impulsive"
  - Shift - The ability to move freely from one situation to another and to think flexibly in order to respond appropriately to the situation
  - Emotional Control - The ability to modulate emotional responses by bringing rational thought to bear on feelings
  - Initiation - The ability to begin a task or activity and to independently generate ideas, responses, or problem-solving strategies
  - Working Memory - The capacity to hold information in mind for the purpose of completing a task
  - Planning/Organization - The ability to manage current and future-oriented task demands
  - Organization of Materials - The ability to impose order on work, play, and storage spaces
  - Self-Monitoring - The ability to monitor one's own performance and to measure it against some standard of what is needed or expected

Students will be able to do the following:

- Answer questions that encourage them to think about how they think, learn, and plan
- Break down long-term assignments/projects into subtasks with task requirements and deadlines attached to each subtask
- Choose study strategies that work best for their individual needs
- Monitor other students as well as his/her own ability to stay central in a group of students by monitoring if their "brains and body" are in the group or out of the group
- Determine the size of a problem (big problem, little problem), describe their own and others' emotional reactions to problems based on the size, and then minimize their own emotional response to problems they acknowledge to be relatively small

**Character Attributes**

- Cooperation
- Responsibility

**Technology Competencies**

- Students use technology tools to locate, organize, and evaluate information.

## **Develop Teaching and Learning Plan**

### **Teaching Strategies:**

- Teacher will “think aloud” problems to be solved in order to model the use of executive skills. For example, when students get stuck and ask the teacher for assistance, he or she may say, “Let me show you how I might think my way through that problem” and then proceed to talk his/ her way through the task to model that kind of metacognitive thinking.
- Teacher will present different study methods, both individual and group, to help students identify the strategies that work most effectively for them.
- Teacher will put students into cooperative learning groups for the purpose of learning or fine-tuning a set of executive skills (e.g., the types of skills needed to take a project from start-up through finished product such as cooking a meal).
- Teacher will use Situation-Options-Consequences-Choices-Strategies-Simulation (SOCCSS) strategy to help students understand cause and effect and realize that they can influence the outcome of many situations by the decisions they make. It helps students understand social situations and develop problem solving skills by putting social and behavioral issues into sequential form.

### **Learning Activities:**

- Students will set weekly goals and the teacher will check in with them on a daily basis to determine how they are progressing toward those goals. Goals may be academic (e.g., earning a B on a test/quiz or completing a percentage of homework assignments) or behavioral (e.g., not getting into trouble for talking with friends in class).
- Students will complete a SOCCSS strategy form in response to a personal social situation so that they can understand or interpret what happened to them.
- Students will work in cooperative learning groups to practice using a set of executive skills (e.g., following a recipe).

Assessments	
Performance Task	Other Evidence
<p>Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)</p> <p><b>Goal:</b> Students will work in cooperative learning groups of about three or four students to follow a recipe and cook a meal.</p> <p><b>Role:</b> Group member and chef</p> <p><b>Audience:</b> Peers and teacher</p> <p><b>Situation:</b> The challenge involves cooking a meal.</p> <p><b>Product:</b> The group needs to follow a recipe to create a finished product (meal).</p> <p><b>Standards for Success:</b> Work will be judged by the group's ability to follow multiple-step directions, cooperation, collaboration, and participation as measured by a teacher rubric.</p>	<p>Application that is functional in a classroom context to evaluate student achievement of desired results</p> <p>Required:</p> <ul style="list-style-type: none"> <li>• Journal entries/responses to a variety of reflective journal questions</li> <li>• Informal observation</li> <li>• Classroom participation</li> </ul>
Suggested Resources	
<ul style="list-style-type: none"> <li>• Winner, Michelle G., and Pamela Crooke. <u>Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens &amp; Young Adults</u>. Great Barrington: North River Press, 2011.</li> <li>• Winner, Michelle G. <u>Think Social: A Social Thinking Curriculum for School-Age Students</u>. San Jose: Think Social Publishing, 2006.</li> <li>• Dawson, Peg, and Richard Guare. <u>Executive Skills in Children and Adolescents, A Practical Guide to Assessment and Intervention</u>. New York: The Guilford Press, 2003.</li> </ul>	

# New Milford Public Schools

Committee Members: Erica Fradette & Linda Grimm Unit 9: Management of Relationships	Course/Subject: Social & Emotional Thinking Grade Level: 10/11/12 # of Weeks: 3
<b>Identify Desired Results</b>	
<b>Standards</b> <b>Collaborative for Academic, Social, and Emotional Learning (CASEL)</b>	
<ul style="list-style-type: none"> <li>• Social Awareness – being able to take the perspective of and empathize with others; recognizing and appreciating individual and group similarities and differences; recognizing and using family, school, and community resources.</li> <li>• Relationship Skills – establishing and maintaining healthy and rewarding relationships based on cooperation; resisting inappropriate social pressure; preventing, managing, and resolving interpersonal conflict; seeking help when needed.</li> </ul>	
<b>Enduring Understandings</b> Generalizations of desired understanding via essential questions (Students will understand that ... )	<b>Essential Questions</b> Inquiry used to explore generalizations
<ul style="list-style-type: none"> <li>• Social thinking is a part of friendships, dating, and romantic relationships.</li> <li>• Knowing the qualities and the progression of friendship</li> <li>• Figuring out people's motives: friend or bully? Recognizing manipulation, Facebook, and texting</li> <li>• Hanging out is a necessary part of living in the social world and flirting is just a step in the process of figuring out if a person is potentially a romantic option.</li> <li>• Flirting and friendly teasing are often very similar (only the motive is different).</li> <li>• There is a logical order people typically follow when forming a romantic relationship.</li> </ul>	<ul style="list-style-type: none"> <li>• Why is social thinking important in the management of relationships?</li> <li>• How can I use social thinking strategies to help foster positive relationships?</li> </ul>

<b>Expected Performances</b> What students should know and be able to do
<p>Students will know the following:</p> <ul style="list-style-type: none"> <li>• Friends: <ul style="list-style-type: none"> <li>○ Often share something in common</li> <li>○ Are people one can trust</li> <li>○ Are people one feels comfortable being with</li> <li>○ Are people one can have experiences with across time.</li> </ul> </li> <li>• Progression levels of friendship: <ul style="list-style-type: none"> <li>○ Level 1 – Greetings/friendly: Someone with whom one is friendly but really does not know, does not talk to, and does not hang out with at all. To greet people, one does not have to say “hi”; one can just look in the direction of the people one wants to greet and give them a little smile as one walks by them.</li> <li>○ Level 2 – Acquaintance: One has had some small discussions with these people, usually because one worked with them in a classroom group or they are friends of a friend, so one happened to hang out with them for a short while. One may look them up on Facebook even if they are not a “friend” yet and ask if they want to be one’s friend.</li> <li>○ Level 3 – Possible Friendship: This is when one starts to seek out people with whom to talk, and one meets up with them in the same general location that one met them. When one happens to see the person, ask him/her to meet for lunch, break, or after school. <ul style="list-style-type: none"> <li>a. Connect with the person using Facebook.</li> <li>b. Seek the person out to work on a classroom project.</li> <li>c. Call or text the person about homework problems.</li> <li>d. Go up to the person when he or she is standing with another person, even if you do not know the other person.</li> </ul> </li> <li>○ Level 4 – Evolving Friendship: This is when one is demonstrating to people that one would like to spend more time with them by trying to hang out with them in school, work with them on projects, and most importantly contact them to see if they want to hang out outside of the place you met them. At this level, one starts to work at being friends by making plans with the person to do things later in the day or week if they choose to be your friend as well. <ul style="list-style-type: none"> <li>a) Connect on Facebook and text.</li> <li>b) Possibly call them with questions about your homework or other school events.</li> <li>c) Primarily hang out with them at school.</li> <li>d) If in your class, work with them on classroom projects.</li> <li>e) Ask the person if he or she wants to get together to do something after school at your house or in the community (e.g., go to a movie).</li> </ul> </li> <li>○ Level 5 – Bonded Friendship: This is when people are there for each other. They look out for each other and go out of their way to make sure things are okay for that person. It is expected one makes plans to hang out with friends outside of more structured times (seeing them during the school day). This level represents that you are spending a lot of time with this person in the place you met them but also at home or in the community. It is similar to level 4 but just more intense. <ul style="list-style-type: none"> <li>a) Consistently seek out the person to hang out together meeting him or</li> </ul> </li> </ul> </li> </ul>

- b) Post things on the person's Facebook wall, etc.
  - c) Arrange to talk or get together after school just to hang out. What one does is NOT that important. It is being with someone that is more important.
  - d) Talk more personally about your life and your emotions with this person (what makes you frustrated, happy, and so on).
- o Level 6 – Very Close Friend: It is expected that you do all the things in Level 5 with this person, but with a bit more intensity. It is expected you have some deeper conversations with this person when you need to do so. These are the people one can really open up with. Not everyone has a really close friend, but they are worth having because they are someone else to talk to about one's feelings, worries, etc.
  - a) Frequently hang out with the person.
  - b) Definitely let him or her know when things are getting you down or what you are concerned about but save these talks for when you are just with your close friends.
  - c) Your close friend will likely be friends with your bonded friends as well; it is just one feels a bit closer to this person than one does to one's other bonded friends.
  - d) One's close friend will likely have other evolving or bonded friends that one does not know well.
  - e) One makes a point of spending some part of one's weekend time with this person.
- o Level 7 – On Again, Off Again Friends: This type of friendship is one that can be very nice, but the friendship doesn't last forever. It may only last for the period of time you share something in common such as going to the same school, being on the same team, in the same club, living on the same block, etc. In truth, most friendships fall into this category.
- It's important to realize that most friendships may fade in and out or may move up and down across the levels of friendship. One friend may start as an acquaintance, quickly move up to a bonded friend, but then over time the friendship is no longer as strong. By the time you talk to the person again, you're almost back to just being acquaintances. This is to be expected and it is okay!
- Avoid getting mad at the person if he or she "fades you out." We have many, many friends that will fade in and out of our lives at different times!
- Flirting is what people do when they are attracted to another person.
- Flirting is when you devote special attention to someone you think you might like to know better in a romantic way.
- Just because you begin flirting with someone, that doesn't mean you'll continue. Sometimes people begin flirting and then their thoughts or feelings change and one or both realize it would be better to just be friends or acquaintances.
- Flirting should be fun and both people should be having fun. Everyone is a little nervous when they're flirting, but it should still be an enjoyable experience.

Students will be able to do the following:

- Identify people in their lives and accurately place them in the appropriate friendship level.

- Explain how relationships can be formed and maintained according to the social norms of our day.
  - Discriminate different degrees of intimacy and to adapt their behaviors accordingly.

Students will be able to do the following:

- Identify people in their lives and accurately place them in the appropriate friendship level.
- Explain how relationships can be formed and maintained according to the social norms of our day.
- Discriminate different degrees of intimacy and adapt to their behaviors accordingly.

<b>Character Attributes</b>
<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Loyalty</li> <li>• Respect</li> </ul>
<b>Technology Competencies</b>
<ul style="list-style-type: none"> <li>• Apply existing knowledge to generate new ideas, products, and processes           <ul style="list-style-type: none"> <li>◦ Create original works as a means of personal or group expression</li> <li>◦ Use models and simulations to explore complex systems and issues</li> <li>◦ Identify trends and forecast possibilities</li> </ul> </li> </ul>

### **Develop Teaching and Learning Plan**

Teaching Strategies:

- Teacher uses a TV/movie clip to demonstrate different levels of friendship through character interaction.
- Teacher uses a TV/movie clip to demonstrate appropriate and inappropriate flirting.
- Teacher provides graphic organizers to visually demonstrate levels of intimacy.
- Teacher discusses relationship transitions and how relationships can and do change over time.

Learning Activities:

- Students will watch TV/movie clips and identify what level of friendship the characters are displaying.
- Students will watch TV/movie clips and identify what behaviors/messages a character is displaying/sending to signify flirting.
- Identify people in their lives and accurately place them in the appropriate friendship level.

Assessments	
Performance Task	Other Evidence
Authentic application to evaluate student achievement of desired results designed according to GRASPS (one per marking period)	Application that is functional in a classroom context to evaluate student achievement of desired results
	<p>Required</p> <ul style="list-style-type: none"> <li>• Journal entries/responses to a variety of reflective journal questions</li> <li>• Informal observation</li> <li>• Classroom participation</li> </ul>
Suggested Resources	
<ul style="list-style-type: none"> <li>• Winner, Michelle G., and Pamela Crooke. <u>Socially Curious and Curiously Social: A Social Thinking Guidebook for Bright Teens &amp; Young Adults</u>. Great Barrington: North River Press, 2011.</li> </ul>	