



Course: Social Intelligence for ESL Students
PEIMS Code: N1280041 *Abbreviation:* SIESL
Number of credits that may be earned: ½ - 1

Brief description of the course (150 words or less):

This course provides ESL students with the necessary knowledge and skills required for successful adaptation to a new community and educational environment. Students will learn skills to navigate through social situations, such as conflict resolution, communication, decision making, cultural awareness, etc.

Essential Knowledge and Skills of the course:

1) Students will learn appropriate social skills in educational, social and work environments.

The student will be able to:

- A. Recognize appropriate verbal and nonverbal communication skills such as facial expressions, body language and gestures.
- B. Demonstrate effective verbal, nonverbal, written, and electronic communication skills.
- C. Demonstrate positive interpersonal skills including conflict resolution, negotiation, teamwork and leadership.
- D. Demonstrate appropriate grooming and appearance.
- E. Demonstrate appropriate business and personal etiquette in school, social situations and the workplace.
- F. Exhibit productive work habits and attitudes.
- G. Evaluate choices and consequences in decision making.
- H. Demonstrate effective decision making strategies
- I. Identify destructive behaviors such as drug use, alcohol use, violence, gangs, bullying, etc.
- J. Recognize and demonstrate positive behaviors.



K. Recognize the signs of stress and demonstrate effective strategies to deal with stress.

2) Students will learn about the culture of their new community and country.

The student will be able to:

- A. Enhance cultural awareness and diversity.
- B. Identify cultural expectations of their home country.
- C. Identify cultural expectations of their new country.
- D. Compare and contrast cultural differences between their home community and current community

3). Students will develop skills in understanding and managing conflict situations.

Students will be able to:

- A. Identify conflict situations.
- B. Determine choices and consequences associated with conflicts.
- C. Identify emotions and actions in conflict situations.
- D. Identify methods of calming down or defusing conflict situations.
- E. Use communication skills including; I messages and active listening, which enhance conflict resolution.
- F. Use problem solving techniques for resolving conflicts.
- G. Practice skills of calming down, communication and problem solving.

Description of the specific student needs this course is designed to meet:

This course is designed to provide students with the skills necessary to become successful members of the society within the United States. Many students coming to the United States lack the social skills to function within their new environment. Skills required to help students deal with conflict/anger management, connect individual goals to social goals and to identify and navigate through problematic social situations will elevate these issues. The tools provide to ELL students will discourage violence, bullying, vandalism, anxiety, truancy, drug use and drop outs.

Major resources and materials to be used in the course:

Some resources and materials that may be used include but are not limited to:



- 1) South Boston in Massachusetts - programs that improve social skills and that directly improve academic performance
- 2) Kalamazoo in Michigan – programs that improve social skills and that directly improve academic performance: the website,
- 3) Collaborative for Academic Social and Environmental Learning - offers further materials and resources (www.casel.org).

Required activities and sample optional activities to be used:

The SIOP Model for English learners developed by Jana Echevarria, Mary Ellen Vogt and Deborah J. Short (Second Edition)

Methods for evaluating student outcomes:

Content and Language Objectives are designed to review key vocabulary and key content concept; also, evaluations provided feedback to students on their output (quizzes, tests, cooperative projects, panel discussions and role playing); and on-going assessment of student comprehension via spot checking group response, and board work is another key component in evaluating student outcomes.

Required qualifications of teachers:

- 1) ESL academy or similar experiences
- 2) Two years teaching experience
- 3) Highly qualified teacher as defined by NCLB

Additional information (optional):

- 1) Journal of School Health, September 2004
- 2) Durback and Weisberg, 2005
- 3) Howard Gardner, Frames of Mind: The Theory of Multiple Intelligences
- 4) Daniel Goleman, Social Intelligence