Communication

Content Area: **Special Education**
Course(s):
Time Period: **September**
Length: **Full Year**
Status: **Published**

Enduring Understandings

- Using modeling and other techniques, I will be able to appropriately communicate my wants and needs to peers and adults in my classroom and in other settings throughout the school.
- Using modeling and other techniques, I will be able to appropriately communicate my wants and needs during CBI trips.
- Using various activities, I will be able to identify and utilize the many types of communication
- Using classroom, school and CBI trips, I will be able to appropriately communicate my wants and needs in different locations.

Essential Questions

- What communication skills are needed to successfully participate in CBI trip locations?
- What are various forms of communication?
- Which form of communication is appropriate for given situations?
- What communication steps are needed to order various goods and services, including various eating establishments?
- How do you effectively communicate with peers and adults?

Content

- Will be chosen and/or designed based on the individual needs of each student. When choosing content, consideration will be given to each student´s current level of functioning as demonstrated through observation, interviews and standardized assessments such as the VB-MAPP.
- Instruction will be differentiated with multiple entry points for diverse learners. The low ratio of teacher to students, in this class provides for each student's individual needs to be met and for the lesson to change to meet the needs of individual learning styles as the lesson progresses.

Skills

- Be able to successfully communicate on CBI trips.
- Be able to identify and use various forms of communication
- Be able to communicate appropriately and effectively with peers and adults
- Be able to participate in communication activities.

Resources

- VB-Mapp
- Essentials for Living

Standards

LA.K-12.3.1	All students will speak for a variety of real purposes and audiences.
	The ability to communicate with others is a fundamental life function. Self expression is central to a person's quality of life and essential to learning. There are many ways in which students may express themselves to others, such as through signing, oral expression, gesture, or through the use of augmentative communication. The intent of this standard is to develop students' abilities to use their primary systems of communication to express themselves with others in school, home and in the community to perform a variety of important life functions and to satisfy their emotional and social needs.
LA.K-12.3.1.1	Express ideas, needs, wants and feelings using student's primary system of communication such as, sign language, oral language, object symbols gesture, and/or communication devices.
LA.K-12.3.1.2	Participate in conversations with peers and adults by alternating roles of speaker and listener.
LA.K-12.3.1.3	Give directions and/or instructions to others.
LA.K-12.3.1.4	Adjust expressive communication for different purposes and audiences.
LA.K-12.3.1.5	Use communication system in school, home, community and work situations.
LA.K-12.3.2	All students will listen actively in a variety of situations to information from a variety of sources.
	Listening involves sensory and cognitive processes important to all students. The ability to comprehend the communication of others enables students to engage in meaningful social interactions for pleasure and for practical purposes. While some students are able to listen through hearing, other students may learn "to listen" by using other senses such as vision or touch. Students may demonstrate their comprehension through verbal and non-verbal means.
LA.K-12.3.2.1	Listen for a variety of purposes such as enjoyment and obtaining information.
LA.K-12.3.2.2	Demonstrate comprehension of another's message through appropriate verbal or nonverbal responses.

LA.SL.8	Speaking and Listening
LA.SL.8.1.C	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
LA.SL.8.1.D	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
LA.L.8.1.A	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.