

Unit 01: Functional Communication

Content Area: **Template**
Course(s):
Time Period: **Full Year**
Length: **FY**
Status: **Published**

Standards Alignment

New Jersey Student Learning Standards

AAAA.K-12.1	Inquire, think critically, and gain knowledge.
AAAA.K-12.1.1	Skills
AAAA.K-12.1.1.4	Find, evaluate, and select appropriate sources to answer questions.
AAAA.K-12.1.4	Self-Assessment Strategies
AAAA.K-12.1.4.2	Use interaction with and feedback from teachers and peers to guide own inquiry process.
AAAA.K-12.1.4.4	Seek appropriate help when it is needed.
AAAA.K-12.2.3	Responsibilities
AAAA.K-12.2.3.1	Connect understanding to the real world.
AAAA.K-12.2.4	Self-Assessment Strategies
AAAA.K-12.2.4.3	Recognize new knowledge and understanding.
AAAA.K-12.3.1	Skills
AAAA.K-12.3.1.2	Participate and collaborate as members of a social and intellectual network of learners.
AAAA.K-12.3.1.3	Use writing and speaking skills to communicate new understandings effectively.

Integration of Career Readiness, Life Literacies and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP5	Consider the environmental, social and economic impacts of decisions.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP7	Employ valid and reliable research strategies.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP9	Model integrity, ethical leadership and effective management.
CRP.K-12.CRP10	Plan education and career paths aligned to personal goals.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

Technology / Integration of Computer Science and Design Thinking

TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.
TECH.8.1.12.A	Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.
TECH.8.1.12.A.1	Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.
TECH.8.1.12.F	Critical thinking, problem solving, and decision making: Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
TECH.8.1.12.F.1	Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Interdisciplinary Connections: NJSL for ELA, Social Studies, Science and/or Math Section

LA.RL.11-12	Reading Literature
LA.K-12.NJSLSA.R2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Craft and Structure
LA.K-12.NJSLSA.R4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
LA.RI.11-12	Reading Informational Text
LA.RI.11-12.2	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text. Craft and Structure
LA.RI.11-12.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
LA.K-12.NJSLSA.SL	Speaking and Listening Comprehension and Collaboration
LA.K-12.NJSLSA.SL1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
LA.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

LA.SL.11-12.1.B

Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g., student developed rubrics), and establish individual roles as needed.

LA.SL.11-12.1.D

Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.

Integration of Diversity, Equity and Inclusion; Climate Change; Informational and Media Literacy

see Crosswalks

21st Century Life and Careers

Stage I: Desired Results

Transfer/Overview/Rationale

Transfer / Overview / Rationale

Unit Rationale

The purpose of this unit...

In order to function independently within the home, school, and community environments, one must have skills to manage a broad range of common school and work based situations. It is necessary for students to develop functional communication skills in order to effectively communicate while in the home, school, and community settings. Due to the varying strengths, abilities, and weaknesses, and experiences of students in this program, some skills may have been mastered by some students and not introduced to others. Instructors should modify instruction accordingly.

- **Note to Instructors: This unit aligns with the Assessment of Functional Living Skills (AFLS)- Independent Living and Community Participation Protocols. Instructors may find it useful to use the AFLS protocols to collect baseline data, assess which skills need to be targeted per student, and to monitor progress overtime.**

Meaning

Essential Questions

Essential Questions

1. How do I speak with others in an appropriate manner?
2. When can I use “slang” and when do I need to use proper English only?
3. What do I need to include when writing an email?
4. When should I contact someone via phone, text, or email?

Enduring Understanding/Indicators of Understanding

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- Knowing proper phone etiquette will enable students to navigate situations as adults at home and in the workplace.
- Having appropriate conversations skills (i.e. greeting, eye contact, ending the conversation, etc.) will allow students to function within the home, school, work, and community settings, as well as to participate in fulfilling social interactions.
- Being able to determine the appropriate method to contact others will allow the students to get quick and appropriate responses to their questions and issues as they arise with home, school, work, and community settings.
- Being able to identify proper English versus slang and the context in which each should be used will enable students to have appropriate interactions within their school, work, and community settings.

Acquisition (Student Learning Objectives)

Knowledge

Knowledge

Students will know...

- The student will know proper phone etiquette; determine if the appropriate person answered the phone; respond if wrong number calls or is received; relay messages; set-up appropriate voicemail message and leave voicemail.
- The student will determine the appropriate method to contact others. For example, they will identify situations when it is appropriate to contact someone via phone call, email, or text message.
- The student will know how to write an email and using appropriate grammar and punctuation.
- The student will know who to contact and how to appropriately contact and speak to this individual to solve a variety of problems at school/work and how to get assistance when necessary.

Skills

Skills

Student will be skilled at ...

- Keeping their speaking volume at correct level (AFLS page 6; items MS 17)
- Asking to share table in crowded situations (AFLS page 9; MS 32)
- Speaking in front of the class (AFLS page 16; item RE 39)
- Taking turns during discussions (AFLS page 16; item RE 40)
- Appropriately gaining speaker's or group's attentions and waits to be called on to comment on contribute (AFLS page 17; item RE 41)
- Knowing when to speak during a discussion (AFLS page 17; item RE42)
- Returning appropriate greetings (AFLS page 20; item SS 1)
- Appropriately make eye contact (AFLS page 20; item SS 2)
- Respecting personal space during conversations (AFLS page 21; item SS 11)
- Excusing self when interrupting a conversation (AFLS page 22; items SS 17)
- Politely ending conversations (AFLS page 23; item SS 19)
- Asking others permission to join an activity (AFLS page 23; item SS 20)
- Inviting peers to join an activity (AFLS page 23; item SS 21)
- Initiating conversation with peers/co-workers (AFLS page 23; item SS 22)
- Reporting problems to appropriate school/work staff (AFLS page 24; item SS 24)
- Sending and replying to emails appropriately (AFLS page 34; item TN 35)
- Describing roles of building personnel and report problems/concerns accordingly (AFLS page 37, item KC 13)
- Reading with voice inflection (AFLS page 46; items CA 10)

Stage 3: Learning Plan

Resource and Mentor Texts

Resources and Mentor Texts

- **Analyzing the Communication Environment (Rowland & Schweigert, 1993; Communication Skill Builders).** This 52-item inventory examines communication within the context of classroom events. The protocol assesses communication skills, group dynamics, materials, and activities, as well as teacher interaction style, and specific opportunities for communication. Specific examples are highlighted that

link the assessment component to intervention.

- **Communication Supports Checklist (McCarthy et al., 1998; Brookes Publishing).** This 97-item quality assurance tool includes a checklist and action plan for education and human service agencies to self-evaluate and improve their policies and procedures for communication services. The checklist includes assessment of philosophy, protection of communication rights, environmental support for communication, assessment practices, goal-setting practices, program implementation, team knowledge, and team skills and experience.
- **The Functional Communication Profile-Revised (Kleinman, 2003; Linguisticsystems).** This assessment tool describes communication across developmental skill categories, including sensory-motor, attentiveness, receptive language, expressive language, pragmatic/social language, speech, voice, oral characteristics, fluency, and non-oral communication.
- **Achieving Communication Independence (Gillette, 2003; Thinking Publications).** This descriptive checklist measures communication and social interaction within the context of daily activities. The protocol includes communication opportunities, a person's abilities, and a skill component analysis. The protocol links assessment to intervention with suggestions for developing a functional communication plan.

Reference: <http://leader.pubs.asha.org/article.aspx?articleid=2292267>

<http://www.mentalhealthamerica.net/bullying-what-do-if-im-bullied>

<https://www.edutopia.org/blog/teaching-your-students-conversation-allen-mendler>

<http://www.familyconsumersciences.com/2015/10/communication-skills-lesson-activities/>

<http://quizpug.com/can-you-recognize-proper-english-vs-slang-words/?r=3q2517>

<http://grammar.yourdictionary.com/slang/proper-english-versus-slang.html>

Formative Assessment Strategies

Formative Assessment Strategies

Portfolio

AFLS

Observation

Task Analysis

Learning Activities/Unit of Study

Learning Activities/Unit of Study

- Task Analysis (including Self and Peer Assessment of skills)
- Direction instruction
- Teacher observation and feedback
- Group activities
- YouTube videos to supplement instruction
- Community Based Instruction (CBI trips)
- Role-playing

Modifications and/or Accommodations

Suggested Modifications (ELL, Sp. Ed, Gifted, At-risk of Failure)

English Language Learners

Native language support: The teacher provides auditory or written content to students in their native language.

Adjusted Speech: The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas, and speaking more slowly.

Visuals: The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

Front-Loading Vocabulary: The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

Special Education Students

Chunking: The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

Checking for Understanding: It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

Extra time: The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

Oral Reading: The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

Timers: The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

Students with 504 Plans

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Gifted & Talented Strategies

Extensions/Enrichments: Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply

acquired knowledge, and/or to produce something in reference to acquired knowledge.

Modify/Change Activities: Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

Students at Risk of School Failure

Directions or Instructions: Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

Peer Support: Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

Alternate or Modified Assignments: Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

Increase One to One Time: When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

Contracts: It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

Hands On: As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

Tests/Assessments: Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

Seating: Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

