**High School Essential Social Communication Skills**

**School Year: 2018-2019**

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**Course Description:**

This class is designed for students with a disability that have difficulties with reciprocal social communication and social interaction. The purpose of this class is to gain skills in the areas described below. This course is intended to help you build and maintain relationships with friends, family, co-workers, etc…

**We will work on the following skills: Skills and Units will vary depending on Individual Students Needs/IEP Goals and Objectives. Unit Progress will be dependent on individual student needs, and 1 Trimester VS. 3 Trimester class structure.**

1. Expected and Unexpected Behaviors

2. Listening Skills

3. Emotions (controlling and recognizing in myself and others)

4. Perspective Taking

5. Communication skills (advocating, conversing appropriately) and Non-Verbal Communication

6. Conversation skills

7. Hidden Curriculum

8. Relationships/Friendships

9. Problem Solving

10. Disability Awareness

11. Hygiene

**Required Materials:**

1. Come prepared to class with a **good attitude** and a writing utensil every day.
2. Folder
3. Planner (You do **not** need to purchase an expensive planner. Students may use a mini notebook, electronic device, or a paper and pencil planner).

**Grading:**

Exceeding Standards-A (90-100%), Proficient-B (80-89%), Meeting Standards-C (70-79%), Not Proficient-D (60-69%).

P grades may also be given, as per IEP and by discretion of teacher/case manager.

60% Summative Assessments

20% In-class Participation

20% Organizational/Study Skills

We will do the majority of our learning through modeling, role-playing, skits, and activities and conversation. Grading is through daily participation, in class work, common summative assessments, and following the classroom expected behaviors.

**Learning Targets: (May vary from class to class, dependent on individual student needs)**

* I can identify expected and unexpected behaviors of myself.
* I can identify expected and unexpected behaviors of others.
* I can identify how expected and unexpected behaviors can affect how others feel about me.
* I will be able to modify my own behaviors so that others have good thoughts about me.
* I can express a variety of emotion words related to the 5 point scale.
* I can correctly identify my feelings according to the 5 point scale.
* I can describe my stressors.
* I can describe the difference between being passive, assertive and aggressive.
* I can describe different expectations from different types of people.
* I can describe different types of boundaries with different types of people/authority.
* I can describe what perspective taking means.
* I can be a social thinker, and describe another person’s perspective.
* I can learn how to compromise with another person
* I can be a good sport when playing a game or being competitive.
* I can play cooperatively with a peer.
* I can read verbal and nonverbal body language.
* I can send nonverbal messages to another person accurately.
* I can effectively solve a problem with another peer.
* I can show expected behaviors within conversation.
* I can start and end a conversation appropriately.
* I can describe qualities that make a good friend.
* I can keep social memories in my head about others to enhance relationships.

*\*Other learning targets may be covered depending on the student’s needs/IEP goals and objectives. Each class is geared by the students’ individual needs and skills.*