

Course: Individual Studies
Unit 1 - Self Advocacy

Year of Implementation: 2021-2022

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

{provide all applicable links to standards here}

<https://www.state.nj.us/education/cccs/2020/>

Unit Standards:

English Language Arts

- SL.9-10.2. Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, qualitatively)
- SL.9-10.4. Present information, findings and supporting evidence clearly, concisely, and logically.
- 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 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- SL.11-12.1.A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
- 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.
- WHST.9-10.6. Use technology, including the Internet, to produce, share, and update writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
- WHST.11-12.6. Use technology, including the Internet, to produce, share, and update writing products in response to ongoing feedback, including new arguments or information.
- L.9-10.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening. A. Vary word choice and sentence structure to demonstrate an understanding of the

influence of language.

- L.11-12.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.11-12.3. Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening

Career Readiness, Life Literacies, and Key Skills

- 9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas
- 9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities
- 9.4.12.CI.3: Investigate new challenges and opportunities for personal growth, advancement, and transition
- 9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice .

Transfer Goal: Students will be able to independently use their learning to communicate their wants and needs in personal and academic settings.

As aligned with LRHSD long term learning goals: The Lenape Regional High School District Special Education program, in alignment with the General Education program's New Jersey Core Curriculum Content Standards for 21st Century Life and Careers, prepares our students to become successful and responsible citizens in a diverse, ever-changing world. Through completing our General Education and Special Education coursework, our students will be better able to maximize independence, advance and accomplish their personal, educational, and career goals, self-advocate in real-life situations, make sound decisions with confidence, and positively contribute to society.

Enduring Understandings

Students will understand that . . .

EU 1

identifying and accepting their modifications and accommodations will lead to academic success.

EU 2

communication skills are crucial to expressing oneself in a manner that is both appropriate and effective as a self-advocate.

EU 3

goal setting and preparation are necessary factors to academic and future success.

Knowledge

Students will know . . .

Essential Questions

EU 1

- How can you best use your modifications and accommodations to improve your academic performance?
- How will understanding and utilizing your modifications and accommodations be beneficial to your post-secondary life?

EU 2

- When is it appropriate to ask questions?
- How do you express your thoughts and feelings appropriately?
- Why is it important to know the difference between formal and informal communication?
- Why is active listening vital to competent communication?

EU3

- What are the benefits to setting both long term and short term goals?
- How do you monitor your progress in achieving long and short goals?
- What should you do if your goals are not achieved?

Skills

Students will be able to . . .

EU 1

- their IEP modifications are in place to help with their academic success. (9.4.12.CI.1)
- the reasons for each of their modifications and the appropriate time to request modification.(9.4.12.CI.3)
- the purpose of each section of the Individual Education Plan. (9.4.12.CT.1)

EU 2

- communication skills vary depending on the audience. (L.11-12.1, L.11-12.3, WHST.9-10.6, WHST.11-12.6)
- communication may be presented in different forms. (WHST.11-12.6, SL.9-10.4)
- the qualities and skills to be a good self-advocate, such as communicating with teachers and checking personal grades. (9.4.12.CI.1)
- their learning styles and personality types and how they impact their education. (9.4.12.CI.1, 9.4.12.CT.1)

EU 3

- the steps for designing and monitoring long and short term goals. (9.4.12.CI.1, 9.4.12.CI.3)
- how to refine personal and/or academic goals periodically as new experiences or interests develop. (9.4.12.CI.2, 9.4.12.CI.3)

EU 1

- articulate your modifications to mainstream teachers as necessary. (SL.11-12.1)
- articulate personal learning needs and correlating resources that are available to them. (9.4.12.CI.1)

EU 2

- create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity. (SL.9-10.2, SL.11-12.1, SL.11-12.1.A, SL.11-12.1.B)
- interpret spoken and written communication effectively. (L.9-10.3, L.11-12.3)
- engage in self-advocacy based upon individual strengths and weaknesses. (9.4.12.CI.3)
- interpret the results of the “Do What You Are” and Learning Styles Inventory and apply it to your daily lives. (9.4.12.CI.1, 9.4.12.CT.1)

EU 3

- develop long term and short term academic and personal goals. (9.4.12.CI.1, 9.4.12.CI.3)
- monitor progress and refine academic and personal goals when necessary. (9.4.12.CI.2, 9.4.12.CI.3)

Stage Two - Assessment

Other Evidence:

- IEP Scavenger Hunt or reflection
- Journal Writing Activities
- Long and Short Term personal and academic goal setting (each marking period)
- Evaluation and reflections of short and long term goals (each marking period)
- Complete supplemental worksheets, tests, and quizzes on material covered
- Discuss IEP modifications with teachers
- Meet with CST, guidance counselors, and teachers to discuss course options
- Conference with Individual Studies teacher prior to the annual review meeting
- Actively participate in annual review meeting
- Personal Self Advocacy Plan

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.**

- Analyze completed Personal Study Skills Evaluation (October and January). (M) EU3
- Teacher directed discussion on goal setting (A, M) EU3
- Complete Naviance Learning Style Inventory (M) EU2
- Complete Naviance Personality Type Inventory (M)EU2
- Complete Naviance Strengths Explorer (M)EU2
- Write a Self Reflection Journal regarding inventory results (T) EU3
- Teacher directed discussion and modeling on Learning Styles (A) EU2
- Teacher directed discussion and modeling on Personality Types (A) EU2
- Based on Naviance results, create a "Personal Tips for Success" note card to utilize in classes (T) EU3
- Teacher directed discussion on goals vs. dreams (A) EU3
- Teacher directed discussion on short and long term goal setting (A) EU3
- Self assess progress towards written goals (T) EU3
- Identify personal and academic strengths and weaknesses. (A) EU1

- Self-assess personal and academic strengths and weaknesses. (M)
- Access IEP to obtain a list of modifications. (A) EU1
- Interpret IEP accommodations and modifications (M) EU1
- Collaborate with teachers to ensure modifications and accommodations from IEP are incorporated in academic classes. (A) EU1
- Choose the modifications that are most helpful to you. (M) EU1
- Identify the audience in order to determine the most appropriate communication style. (M) EU2
- Compare and contrast proper etiquette of emails, texts, and other written compositions based on audience (M)EU2
- Access Student OWA (A,M) EU3
- Be able to create a new message and use proper email etiquette (A, M, T) EU2
- Attach document (A,M) EU2
- Write an email for a formal communication with a teacher in order to resolve a question about a given situation. (T)EU2
- Create and compile a portfolio containing data from the above activities (T) EU1, EU2, EU3
- Show examples of appropriate and inappropriate speaking and writing samples for various audiences (A) EU2
- Interpret meanings of teacher demonstrated nonverbal and verbal cues (M) EU2
- Justify your course selection in your IEP meeting (T) EU2