

## **Unit 2: Learning About Special Education**

### ***Lesson Overviews***

**Unit Purpose:** The purpose of Unit 2 is to provide students a historical background of disability by discussing events that have influenced the treatment and societal views of people with disabilities. Additionally, students learn the process of being placed in special education and reflect on their personal educational history.

#### **Lesson 1: Learning About the History of Disability**

##### **Objectives**

Students will:

1. learn basic historical facts about attitudes towards people with disabilities
2. identify at least three historical events impacting attitudes towards disabilities
3. identify barriers and/or prejudice people with disabilities face

##### **Materials**

1. Worksheet 2-1: History of Disability
2. Individual KWL chart for each student
3. PowerPoint Presentation

**Activities and Procedures:** Unit 2, Lesson 1 begins with a brief review of self-advocacy and self-awareness. Next, students continue to add to the KWL chart as a group. Students are given worksheet 2-1: History of Disability, to complete before, during, and after the disability history discussion. Worksheet 2-1 provides students a guide for understanding and defining critical special education terms and historical events. Links to six videos are included to enhance the discussion about disability history. However, these are YouTube videos and therefore may not be accessible in your classroom. You might find it useful to view the videos prior to this lesson to give you additional discussion ideas. This lesson ends with students learning to use an individual KWL chart.

##### **Student Evaluation**

1. Participation in class discussion
2. Completion of worksheet 2-1: History of Disability
3. Entries on individual KWL chart

**Extension Activity:** There is no extension activity for Lesson 1.

## **Lesson 2: Learning About Special Education: How & Why Did I Get Here?**

### **Objectives**

Students will:

1. identify the purpose of special education
2. identify key terms and definitions related to special education
3. describe the process of being identified and placed in special education
4. describe the four most common types of IEP meetings

### **Materials**

1. Worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (blank flowchart)
3. Worksheet 2-2c: Learning About Special Education: How and why did I get here?
4. Worksheet 2-2d: Learning About Special Education: How and why did I get here? (answer key)
5. Scissors, tape, and/or glue

**Activities and Procedures:** Lesson 2 begins with each student making entries as needed to his/her individual KWL chart. It is important to provide students time and opportunity to discuss their chart entries. Next, students participate in class discussion while completing worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms). Once worksheet 2-2a is completed, students work in small groups or pairs to assemble a flow chart that includes nine steps of the special education process. Worksheets 2-2b, 2-2c, and 2-2d are provided to guide students while assembling their flow charts. As the lesson comes to a close, students have the opportunity to add new entries to their KWL chart as needed.

### **Student Evaluation:**

1. Completed Worksheet 2-2a: Learning About Special Education: How and why did I get here? (terms and acronyms)
2. Worksheet 2-2b: Learning About Special Education: How and why did I get here? (flowchart)
3. Participation in class discussion
4. Entries as needed on individual KWL chart

**Extension Activity:** There is no extension activity for Lesson 2.

## **Lesson 3: Creating My History**

### **Objectives**

Students will:

1. use appropriate terms and acronyms to accurately describe their education experience
2. identify and describe key events in their educational history
3. create a personal written work depicting their educational experience

**Materials**

1. Materials will vary depending on the method students choose to complete their histories. Possible materials include: colored pencils, colored paper, student photos, paint and access to computers.
2. Worksheet 2-3: Creating MY! History

**Activities and Procedures:** Lesson 3 begins with students reviewing and discussing their KWL charts. Next, the class reviews the information on the flow charts completed during Lesson 2. As the main activity for this lesson, students each create a personal education history using worksheet 2-3 as a guide. At the close of Unit 2, Lesson 3, each student completes Unit 2 Knowledge Quiz.

**Student Evaluation:**

1. Completed worksheet 2-3: Creating My History
2. Completed student history
3. Class participation
4. Entries as needed on individual KWL chart

**Extension Activity:** There is no extension activity for Lesson 3.

## Unit 2: Learning About Special Education

### *COMMON CORE STANDARDS*

#### - High School English Language Arts (Grades 9-10 & 11-12) -

##### Language

[CCSS.ELA-Literacy.L.9-10.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.11-12.1](#) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

[CCSS.ELA-Literacy.L.9-10.2](#) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

[CCSS.ELA-Literacy.L.9-10.3](#) Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 11–12 reading and content*, choosing flexibly from a range of strategies.

- a. [CCSS.ELA-Literacy.L.9-10.4a](#) Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
- b. [CCSS.ELA-Literacy.L.9-10.4b](#) Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., *conceive*, *conception*, *conceivable*).

##### Writing

[CCSS.ELA-Literacy.W.9-10.3](#) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- a. [CCSS.ELA-Literacy.W.9-10.3a](#) Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- b. [CCSS.ELA-Literacy.W.9-10.3b](#) Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- c. [CCSS.ELA-Literacy.W.9-10.3c](#) Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

[CCSS.ELA-Literacy.W.9-10.4](#) Produce clear and coherent writing in which the development,

organization, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.W.9-10.5](#) Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

### **Speaking and Listening**

[CCSS.ELA-Literacy.SL.11-12.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- a. [CCSS.ELA-Literacy.SL.11-12.1a](#) 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.
- b. [CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- c. [CCSS.ELA-Literacy.SL.11-12.1c](#) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
- d. [CCSS.ELA-Literacy.SL.11-12.1d](#) 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.

[CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.

[CCSS.ELA-Literacy.SL.11-12.3](#) Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

[CCSS.ELA-Literacy.SL.11-12.4](#) Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

[CCSS.ELA-Literacy.SL.11-12.6](#) Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

**Reading: Literature**

[CCSS.ELA-Literacy.RL.11-12.7](#) Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)