Unit Purpose: The purpose of Unit 3 is to familiarize students with major components and vocabulary included in IEPs.

Lesson 1: Getting to Know My IEP

Objectives
Students will:
1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

Materials
1. Copies of IEP (preferably the student's personal IEP)
2. Worksheet 3-1: Important Things in My IEP
3. Copies of NICHCY "A Student's Guide to the IEP" for each group (extension activity)
4. The links below are helpful for further information or to review prior to this lesson
   http://www.ed.gov/parents/needs/speced/iepguide/index.html
   http://www.nichcy.org/
   http://www.nichcy.org/EducateChildren/IEP/Pages/IEPcontents.aspx
   http://www.nichcy.org/InformationResources/Pages/NICHCYPublications.aspx
   http://www.nectac.org/chouse/acronyms.asp
NICHCY free resources only available until Sep. 30, 2014

Activities and Procedures: Lesson 1 opens with a critical thinking activity that requires students to discuss a short scenario and then identify the problems and develop possible solutions to those problems. Next, students take time to discuss and make KWL chart entries. The main activity of this lesson requires students to use worksheet 3-1: Important Things In My IEP, to learn about the major components of their IEP's. Student work in pairs or small groups to complete this activity.

Student Evaluation
1. Student participation in class discussion and group work
2. Progress on worksheet 3-1 as appropriate for session
3. Entries on KWL chart as needed

Extension Activity: Lesson 1 includes an extension activity that uses *A Student's Guide to the IEP* (McGahee-Kocac, 2002) to help students learn about the IEP process. The information for this activity is included at the beginning of the procedures in Lesson 1. It would be appropriate to complete the lesson opening, then complete this extension activity prior to using worksheet 3-1. Completing this extension activity will likely take an entire class period.

Lesson 2: Still Getting to Know My IEP

Objectives
Students will:
1. identify the major components of an IEP
2. locate major sections of an IEP
3. define significant terms and acronyms contained in the IEP
4. describe important information in an IEP, including goals/objectives, accommodations and modifications

Materials
1. Copies of IEP (preferably the student's personal IEP)
2. Worksheet 3-1: Important Things in My IEP

Activities and Procedures: Lesson 2 provides students additional time to complete worksheet 3-1 from Lesson 1 and discuss questions they may have regarding their IEPs. Once students complete worksheet 3-1, they revisit the critical thinking scenario from Lesson 1. The purpose for revisiting the scenario is to determine if students identify additional problems and solutions after learning about IEPs. Students complete Unit 3 Knowledge Quiz as the lesson closure.

Student Evaluation
1. Student participation in class discussion and group work
2. Completion of worksheet 3-1
3. Entries on KWL chart as needed

Extension Activity: Lesson 2 does not include an extension activity. However, if you did not complete the Lesson 1 extension activity, it is appropriate to do so at the end of this lesson.

Unit 3: Understanding My Individualized Education Program

COMMON CORE STANDARDS

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

Writing
CCSS.ELA-Literacy.W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

CCSS.ELA-Literacy.W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Reading: Informational Texts
CCSS.ELA-Literacy.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

CCSS.ELA-Literacy.RI.11-12.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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.9-10.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

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.

Language
CCSS.ELA-Literacy.L.11-12.3 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.