

## Unit 4: Understanding My Rights & Responsibilities

### *Lesson Overviews*

**Unit Purpose:** The purpose of Unit 4 is to provide students with crucial information regarding their legal rights and responsibilities during high school to postsecondary school transition. Students receive basic information about the Individuals with Disabilities Education Act (IDEA), Section 504, and the Americans with Disabilities Act (ADA). Major emphasis is placed on student responsibilities, accommodations, and modifications.

#### **Lesson 1:** Learning About My Rights & Responsibilities in High School

##### **Objectives**

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify personal accommodations and modifications

##### **Materials**

1. Notebook paper
2. Transfer of Parental Rights at Age of Majority (extension activity)

**Activities and Procedures:** Lesson 1 begins with a critical thinking activity and review of individual KWL charts. The class briefly reviews IDEA and then moves to a detailed discussion about rights and responsibilities. Next, students participate in a discussion about four major components of IDEA (Child Find, Free Appropriate Public Education, and Accommodations and Modifications). Each student creates figure 4.1 using notebook paper to list his/her personal rights and responsibilities regarding accommodations.

##### **Student Evaluation:**

1. Participation in class discussion
2. Completed Accommodations and Modifications list (Figure 4.1)
3. Rights and Responsibilities Statement (extension activity)
4. Additions to student KWL chart as necessary

**Extension Activity:** Review the “Transfer of Parental Rights at Age of Majority” section of the Policies and Procedures for Special Education in Oklahoma (2007). Have students work in small groups or pairs to create a their personal written statements explaining their rights and responsibilities at age of majority.

## **Lesson 2: Learning About My Rights & Responsibilities After High School**

### **Objectives**

Students will:

1. identify legal facts that affect special education programs
2. identify student rights and responsibilities in a high school setting
3. identify student rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding student rights and responsibilities

### **Materials**

1. Student ME! Book
2. Worksheet 4-2: Modifying My Modifications

**Activities and Procedures:** Students review the four major components of IDEA and review individual KWL charts. Once students have had the opportunity to discuss KWL entries, the class moves on to a discussion about ADA and Section 504, emphasizing differences between accommodations and modifications in high school versus postsecondary school. Next, students work in groups to complete worksheet 4-2: Modifying My Modifications to further develop their ideas and thoughts. Once completed, each group presents and discusses the information they included on worksheet 4-2. The lesson closes with a review of KWL charts and encouraging students to think about postsecondary living, working, and educational goals. Students will need to identify these areas in writing during the next lesson.

### **Student Evaluation:**

1. Completion of worksheet 4-2: Modifying My Modifications
2. Verbal participation during class discussion
3. Add to student KWL chart as necessary

**Extension Activity:** Lesson 2 does not include an extension activity.

## **Lesson 3: Where Do I Go From Here?**

### **Objectives**

Students will:

1. identify legal facts that affect special education programs
2. identify their rights and responsibilities in a high school setting
3. identify their rights and responsibilities in a postsecondary setting
4. identify whom to contact in high school and postschool settings regarding their rights and responsibilities

### **Materials**

1. Worksheet 4-3: Where do I go from here?
2. Colored pencils, makers, etc. for student illustrations

**Activities and Procedures:** Lesson 3 begins with a brief review of main points from Lesson 2 and making entries on KWL charts as needed. The main activity is the completion of worksheet 4-3: Where do I go from here? planning guide that requires students to develop a plan for where they want to work, live, and go to school after high school. Once the worksheet is completed, each student creates a picture, poster, or comic strip illustrating the information they included on worksheet 4-3. The final activity of this lesson requires students to revisit the critical thinking scenario originally presented at the beginning of Unit 4. The purpose for revisiting the scenario is to determine if students identify additional problems and solutions after learning the information presented in this unit. Lastly, each student completes Unit 4 Knowledge Quiz.

**Student Evaluation:**

1. Completion of worksheet 4-3: Where do I go from here? Planning guide.
2. Illustration
3. Presentation of illustration
4. Participation during class discussion

**Extension Activity:** Lesson 3 extension activity familiarizes students with the handout, *Making the Transition from High School to College for Students with Disabilities* (NCLD, 2008). This handout and the NCLD website are both valuable resources for students with disabilities. The time required to complete this activity depends on the extent to which you choose to discuss the handout. The first of four pages in the handout includes a chart comparing important legal differences between colleges and high schools regarding disability services. Page 1 is an important review of information students have learned in the ME! Lessons thus far. It is highly recommended that you either cover the other three pages during this extension activity or include them as part of discussions and/or activities in the remaining units.

## Unit 4: Understanding My Rights & Responsibilities

### COMMON CORE STANDARDS

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

##### Writing

[CCSS.ELA-Literacy.W.9-10.1](#) Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- d. [CCSS.ELA-Literacy.W.9-10.1d](#) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. [CCSS.ELA-Literacy.W.9-10.1e](#) Provide a concluding statement or section that follows from and supports the argument presented.

[CCSS.ELA-Literacy.W.9-10.2](#) Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

- f. [CCSS.ELA-Literacy.W.9-10.2](#) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

[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.
- 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.
- e. [CCSS.ELA-Literacy.W.9-10.3e](#) Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

[CCSS.ELA-Literacy.W.9-10.6](#) Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

##### Language

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

- a. [CCSS.ELA-Literacy.L.9-10.1a](#) Use parallel structure.

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

- a. [CCSS.ELA-Literacy.L.9-10.2a](#) Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
- b. [CCSS.ELA-Literacy.L.9-10.2b](#) Use a colon to introduce a list or quotation.
- c. [CCSS.ELA-Literacy.L.9-10.2c](#) Spell correctly.

[CCSS.ELA-Literacy.L.9-10.4](#) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *grades 9–10 reading and content*, choosing flexibly from a range of strategies.

- 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., *analyze, analysis, analytical; advocate, advocacy*).

[CCSS.ELA-Literacy.L.9-10.6](#) Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

### **Speaking and Listening**

[CCSS.ELA-Literacy.SL.9-10.1](#) Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

- 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.
- c. [CCSS.ELA-Literacy.SL.9-10.1c](#) Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
- d. [CCSS.ELA-Literacy.SL.9-10.1d](#) Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

[CCSS.ELA-Literacy.SL.9-10.2](#) Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

[CCSS.ELA-Literacy.SL.9-10.3](#) *Evaluate* a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Lesson 1 – *Learning About My Rights & Responsibilities in High School*

[CCSS.ELA-Literacy.SL.9-10.4](#) Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

[CCSS.ELA-Literacy.SL.9-10.6](#) Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.