

## Unit 7: Advocating For My Needs in High School

### *Lesson Overviews*

**Unit Purpose:** The purpose of Unit 7 is to help students learn and practice the process of scheduling and appropriately conducting a self-advocacy meeting.

#### **Lesson 1: Planning How to Advocate**

##### **Objectives**

Students will:

1. identify an appropriate teacher and assignment for My Meeting activity
2. create a written plan to use while completing the My Meeting activity
3. identify a timeline for the completion of the self-advocacy activity
4. schedule and complete the My Meeting activity

##### **Materials**

1. Worksheet 7-1: My Meeting
2. Worksheet 5-2: My Disability Form (completed during unit 5)
3. Completed Self-Awareness Project from unit 6

**Activities and Procedures:** During lesson 1, students plan and schedule a meeting with a subject area teacher for the purpose of requesting accommodations in that subject area class. This lesson begins with review and discussion of KWL charts and review of completed worksheet 5-2 from Unit 5 and completed projects from Unit 6. Next, use worksheet 7-1: My Meeting to facilitate discussion and the planning of student-teacher meetings. Lesson 1 also reviews the SHARE strategy from Unit 5. It is very important that students know how to appropriately communicate during the student-teacher meetings.

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

1. Identification of classroom teacher to contact for self-advocacy meeting
2. Completion of worksheet 7-1: My Meeting (Section 1)
3. Contribution to class discussion

**Extension Activity:** Lesson 1 does not include an extension activity.

## Lesson 2: Learning From Experience

### Objectives

Students will:

1. give oral presentation describing meeting experience and results
2. provide constructive feedback to classmates regarding oral presentations
3. identify ways to improve self-advocacy skills
4. identify strengths and needs regarding personal communication skills

### Materials

1. Completed worksheet 7-1: My Meeting from lesson 1
2. Completed worksheet 7-2: Teacher Report lesson 1

**Activities and Procedures:** Each student needs to complete their student-teacher meeting and worksheet 7-1 before beginning this lesson. Students also need a copy of the completed worksheet 7-2 from their content area teacher for this lesson. Begin Lesson 2 with a brief review of the SHARE strategy, then have each student present aloud to the class on his/her meeting results. Provide students with a blank copy of worksheet 7-1 to keep in their ME! Book as a future resource tool.

### Student Evaluation:

1. Completion of worksheet 7-1: My Meeting worksheet
2. Completion of worksheet 7-2: Teacher Report
3. Verbal presentation of meeting experience
4. Unit 7 Knowledge Quiz

**Extension Activity:** Students each write a short essay describing what he/she learned from this activity and how he/she can improve his/her self-advocacy skills based on this new knowledge. Encourage students to review worksheets 7-1 and 7-2 for improvement ideas.

## Unit 7: Advocating For My Needs in High School

### *COMMON CORE STANDARDS*

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

##### **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 [here](#) for specific expectations.)

**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.

**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.)