

Unit 8: Advocating For My Needs After High School

Lesson Overviews

Unit Purpose: The purpose of Unit 8 is to review and expand knowledge regarding postsecondary rights and responsibilities related to school and work.

Lesson 1: Using My New Skills on The Job

Objectives

Students will:

1. identify appropriate ways to disclose disability on the job
2. distinguish legal from illegal job interview and application questions according to ADA
3. identify appropriate responses to questions about disabilities and abilities asked on job applications and interviews
4. identify appropriate responses when asked inappropriate questions on job applications and in interviews

Materials

1. Making the Transition From High School to College for Students with Disabilities: Transition Checklist (page 1 of the NCLD handout from Unit 4)

Activities and Procedures: Lesson 1 begins with a review and discussion of KWL chart entries. Next, the teacher reads aloud a case study about disability issues on a job site. A class discussion about work and disability is guided by a series of questions regarding the case study. Students then work in small groups or pairs to brainstorm about work-related disability issues. Main points of the ADA and Section 504 are then discussed in relation to job applications and interviews.

Student Evaluation:

1. Participation in class discussion
2. Participation in small group work/discussion
3. Entries on KWL chart as needed

Extension Activity: Students work in pairs or small groups to generate a list of possible interview questions. This list should include both legal and illegal questions about disabilities and abilities. Have each group share their list aloud with the rest of the class.

Lesson 2: Using My New Skills at Postsecondary School

Objectives

Students will:

1. identify steps to obtain accommodations in postsecondary schools
2. identify postsecondary schools of interest
3. contact Disability Service offices at postsecondary schools
4. demonstrate appropriate communications skills while contacting postsecondary schools

Materials

1. KWL Chart
2. ME! Binder
3. Worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

Activities and Procedures: Lesson 2 begins with a brief review of self-advocacy during high school, on the job, and postsecondary school settings. Students then discuss KWL chart entries and review differences between secondary and postsecondary school settings. Next, the class participates in a discussion about disability services in postsecondary schools and creates a list of schools the students are interested in attending. Students then work in pairs using worksheet 8-2 as a guide for learning how to request accommodations at the identified schools.

Student Evaluation:

1. Participation in class discussion
2. Participation in pairs/small group activities
3. Completion of worksheet 8-2: Requesting Accommodations at Postsecondary Schools
4. Additions to KWL chart as needed

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

Lesson 3: Reporting My Findings

Objectives

Students will:

1. identify the necessary steps for obtaining accommodations in postsecondary schools
2. demonstrate appropriate communications skills while contacting postsecondary schools

Materials

1. KWL Chart
2. ME! Binder

3. Worksheet 8-2 (completed)
4. Internet access, phonebook or other necessary resource to obtain school contact information
5. Phone or email access to contact schools

Activities and Procedures: Begin Lesson 3 by reviewing KWL charts as needed and providing students time to complete the activity from Lesson 2 if needed. Once each group has completed worksheet 8-2, have them share aloud with the class what they have learned. Next, have students type the information from worksheet 8-2 into a master list or make copies of the worksheets for each student. Every student should have a hardcopy of each worksheet completed by the class. This information is to be placed in their ME! book as a resource.

Student Evaluation:

1. Participation in class discussion
2. Participation in pair/small group activities
3. Additions to KWL chart as needed

Extension Activity: Lesson 3 does not include an extension activity.

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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.

- 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.

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.

[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.

Reading Literature

[CCSS.ELA-Literacy.RL.9-10.7](#) Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

Writing

[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.

[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.