

Unit 9: Developing My Resources

Lesson Overviews

Unit Purpose: The purpose of Unit 9 is to encourage students to develop and identify helpful resources for their ME! Books.

Lesson 1: Completing My Summary of Performance

Objectives

Students will:

1. identify purpose of the Summary of Performance
2. complete a Summary of Performance
3. identify appropriate uses of the Summary of Performance

Materials

1. Worksheet 9-1: A Summary of My Performance and Goals
2. YOU! Scale

Activities and Procedures: In this lesson students create a written document which concisely describes his/her disability, its impact on his/her daily life, ways he/she has learned to compensate, personal strengths, and his/her living, work, and educational goals. Students begin the lesson by sharing information from their KWL charts then move onto completion of worksheet 9-1: A Summary of My Performance & Goals. The teacher discusses reasons for having a summary of performance document and then reviews worksheet 9-1 with students. Next, students complete the worksheet as the teacher moves around the room answering questions and keeping students on task.

Student Evaluation:

1. Completion of worksheet 9-1: A Summary of My Performance & Goals
2. Additions to KWL chart as needed
3. Unit 9 Knowledge Quiz

Extension Activity: Have each student create a resume, cover letter, and application for his/her dream job. Access the following websites for great teaching tools for the creation of these resources: workkeys.com or okcis.intocareers.org.

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COMMON CORE STANDARDS

– High School English 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.9-10.2f](#) 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.

- 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.9-10.5](#) 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.

[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.9-10.7](#) Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

[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.

Reading Informational Text

[CCSS.ELA-Literacy.RI.9-10.6](#) Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Reading Literature

[CCSS.ELA-Literacy.RL.9-10.9](#) Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

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.

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3. **Power Point Presentation**

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