

# 02 -Improve Self-Advocacy and Goal Setting for Personal Needs

Content Area: **Special Education**  
Course(s):  
Time Period: **Full Year**  
Length: **3-4 days per week/ 4 weeks**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This course is designed to support high school students with various skills in order to be successful in daily life.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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Improved self- advocacy and goal setting will assist in personal needs.

## **CONTENT AREA STANDARDS**

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HE.K-12.P.3	Communicating clearly and effectively (verbal and nonverbal)
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## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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LA.SL.11-12.1.C	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.
TECH.9.4.12.CI.2	Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8).

## **STUDENT LEARNING TARGETS**

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Refer to the 'Declarative Knowledge' and 'Procedural Knowledge' sections.

## **Declarative Knowledge**

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Students will understand that:

- There are behaviors that enable one to function independently in a variety of situations.
- The benefits of using a planning process to set personal goals.
- The steps to be followed when making a plan.
- That planning and goal setting affect one's feeling of self-control and effectiveness.

## **Procedural Knowledge**

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Students will be able to:

- Identify characteristics of behaviors that enable one to function independently in a variety of situations.
- Identify factors that support and require independent functioning in a variety of situations.
- Demonstrate behaviors that enable one to function independently in a variety of situations.
- Stay on task until its completion.
- Seek help and accept assistance.
- Monitor own behaviors.

## **EVIDENCE OF LEARNING**

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Refer to the 'Formative Assessments' and 'Summative Assessments' sections.

## **Formative Assessments**

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Students will:

Ask for help when needed.

Clearly present their needs.

Communicate learning needs in a coherent, calm manner.

### **Summative Assessments**

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Students will be able to communicate their learning differences to their teachers.

### **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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### **INTERDISCIPLINARY CONNECTIONS**

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### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.