

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

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

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

CONTENT AREA STANDARDS

HE.K-12.P.3 Communicating clearly and effectively (verbal and nonverbal)

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

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

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

Declarative Knowledge

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

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

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

Formative Assessments

Students will:

Ask for help when needed.

Clearly present their needs.

Communicate learning needs in a coherent, calm manner.

Summative Assessments

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

RESOURCES (Instructional, Supplemental, Intervention Materials)

INTERDISCIPLINARY CONNECTIONS

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.