

# 01-Understanding My IEP

Content Area: **Special Education**  
Course(s):  
Time Period: **Full Year**  
Length: **3-4 days per week/ 3 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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- An awareness of the IEP is critical for an understanding of learning goals and objectives.

## **CONTENT AREA STANDARDS**

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WRK.9.2.12.CAP.2                      Develop college and career readiness skills by participating in opportunities such as structured learning experiences, apprenticeships, and dual enrollment programs.

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

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LA.RL.11-12.1                      Cite strong and thorough textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

WRK.9.2.12.CAP.5                      Assess and modify a personal plan to support current interests and post-secondary plans.

## **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 :

- The characteristics and purpose of an Individual Educational Plan (IEP).

- The characteristics of steps in IEP development.
- The required and optional participants in the IEP meeting.

## **Procedural Knowledge**

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Students will be able to:

- Participate actively in own IEP meetings
- Identify important areas to explore for transition planning.
- Identify sources of information about personal interests, preferences, strengths, and needs.
- Identify desired long-term outcomes.
- Evaluate the results of self-appraisal to assist in the development of present level of performance statements for the IEP.
- Assist in identifying alternatives and choices available to reach the IEP goals and objectives.
- Assist in identifying the risks and benefits of each option considered in the individual plan.
- Assist in setting realistic annual goals and short-term objectives or benchmarks.

## **EVIDENCE OF LEARNING**

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

## **Formative Assessments**

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Students will:

Be knowledgeable of their IEP and use their accommodations where appropriate.

Advocate for their accommodations within the IEP.

Actively participate in the IEP process.

## **Summative Assessments**

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Student will be tested on location of information within the IEP.

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

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<https://www.pacer.org/parent/php/PHP-c113.pdf>

<https://www.imdetermined.org/wp-content/uploads/2017/10/itsallaboutme-understandingmyiep.pdf>

IEPs from past students -redacted (names obscured)

## **INTERDISCIPLINARY CONNECTIONS**

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## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.