

Teacher Name: Ashley Beck	Course Name: School-to-Work
Dates: 2/13-4/6	Periods: 1st, 2nd, 3rd, 6th, 7th, 8th

Unit Name: Self-Directed IEP Curriculum

Unit Description: The students will learn about their IEPs which will build their advocacy and self-determination skills. We will break the IEP down, so the students can better understand what the IEP is, and why it is important for them to not only attend their case conferences, but to participate in them. The students will research their disability and present it to the class if they are comfortable. This is clearly a very personal topic, but we have built a culture of respect, family and trust.

Objectives

Day 1

The students will be able to discuss openly how their disability makes them feel.

Day 2

The students will be able to understand the first section of their IEP.

Day 3

The students will be able to understand the second section of their IEP. The students will be able to identify key vocabulary.

Day 4

The students will be able to understand the third section of their IEP. The students will be able to discuss advocacy and how it relates to self-directed IEP case conferences.

Day 5

The students will be able to apply the first section of their IEP. The students will be able to identify key vocabulary.

Day 6

The students will be able to apply the second and third sections of their IEP. The students will choose a famous person with a disability and create a newspaper article about them and their disability.

Day 7 and 8

The students will be able to better understand their disability and become more comfortable discussing their disability by creating a presentation and presenting to the class.

Day 9 and 10

The students will be able to create a presentation to lead their own case conference.

Day 11

The students will be able to become more comfortable with their disability by learning about other's disabilities and their own. The students will be able to identify key vocabulary.

Day 12

The students will be able to create a google form to send to their teachers asking for present levels.

Day 13

The students will be able to transfer the present level information into their case conference slideshow. The students will be able to identify key vocabulary.

Day 14

The students will be able to openly discuss their case conference with the teacher and their peers.

Day 15

The students will be able to apply their knowledge about their IEP by leading their own case conference.

Major Assessments/Products

Formative Assessments

The students will be able to discuss openly how their disability makes them feel.

The students will be able to understand the first section of their IEP.

The students will be able to understand the second section of their IEP.

The students will be able to identify key vocabulary.

The students will be able to understand the third section of their IEP.

The students will be able to discuss advocacy and how it relates to self-directed IEP case conferences.

The students will be able to become more comfortable with their disability by learning about other's disabilities and their own.

The students will be able to create a google form to send to their teachers asking for present levels.

The students will be able to transfer the present level information into their case conference slideshow.

The students will be able to openly discuss their case conference with the teacher and their peers.

The students will be able to apply the first section of their IEP.

The students will be able to apply the second and third sections of their IEP.

The students will be able to create a presentation to lead their own case conference.

Summative Assessments

The students will choose a famous person with a disability and create a newspaper article about them and their disability.

The students will be able to better understand their disability and become more comfortable discussing their disability by creating a presentation and presenting to the class.

The students will be able to apply their knowledge about their IEP by leading their own case conference..

Plans for differentiation for specific students' needs:

Strategically put the students in groups
Large print
Lower ability-modification of slideshows
No access to computer-paper copies

Any changes you will make or have made during this unit as a result of assessment data:

Break students up into groups when teaching the IEP.
Call students' parents who I think will need support from home when discussing their disability.

How will this unit demonstrate rigor and high-level thinking?

The students will have to critique each other's work.
Higher order questions will be asked during discussion.
Modified assignments
Students will use the rubric to grade their presentations before turning them in.

What instructional strategies will you use to engage all students in this unit?

Hands on
Small group discussion
Visual
Auditory
Choice
Group activities
No opt out
Cold Call
Small group instruction
Gradual Release
Whole group instruction
Videos

Vocabulary:

NETWORK
SIGNATURE PAGE
ACCOMMODATIONS
PRESENT LEVELS
IEP
GOALS
TRANSITION SURVEY
LEAST RESTRICTIVE ENVIRONMENT
SELF-DETERMINATION
POST-SECONDARY GOALS
ADVOCATE
SELF-DIRECTED IEP MEETING
ADULT SERVICE PROVIDER

STRENGTHS
LIMITS
TRANSITION

Google form outline
Highlighter for each student
3 hole punch
Advocacy Article-iNSOURCE

Famous people with disabilities videos-
<https://www.youtube.com/watch?v=GGCnhCXSQBg>
<https://www.youtube.com/watch?v=ohKzofgBx2w>

What is an IEP
video:<https://www.understood.org/en/school-learning/special-services/ieps/understanding-individualized-education-programs#item0>