

Building Self-Advocacy: Scope and Sequence

Unit 1: Speaking and Listening

Pre-Course Assessment

Course Introduction

Lesson 1: Special Education

Lesson 2: How and Why Did I Get Here?

Lesson 3: Understanding Your IEP

Lesson 4: Identifying and Evaluating Accommodations and Supports

Connect to Home: Reflecting on the Special Education Process

End of Unit Wrap-Up and Reflection

Unit 2: Writing

Lesson 1: Rights and Responsibilities

Lesson 2: Transition and Post-Secondary Goals

Lesson 3: Self-Efficacy

Lesson 4: Building Self-Confidence

Connect to Home: Goal-Setting for Transition Success

End of Unit Wrap-Up and Reflection

Unit 3: Soliciting Support

Lesson 1: Identifying Personal Supports

Lesson 2: Identifying Organizational Supports

Lesson 3: Asking for and Refusing Assistance

Lesson 4: Summative Assessment

Connect to Home: Identifying Resources for Transition Success

End of Unit Wrap-Up and Reflection

End of Course Wrap-Up and Reflection

Post-Course Assessment and Evaluation

Objective: By the end of this course, students will be able to identify their own strengths and needs and use that knowledge to build the skills that lead to self-advocacy.

Outcome: By the end of this course, students will be able to role-play ways to advocate for themselves and will gain the skills to be able to ask for or decline help.

Goal: Students will build self-awareness, self-determination, and communication skills.

Time: Students can work through the 12 lessons of this course at their own pace.

Prerequisite: It is suggested that students have completed the TAGG Assessment and ONEder Academy's Identifying Personal Strengths course.

Common Core State Standards

(CCSS): RI.9-10.7, SL.9-10.1, SL.9-10.2, W.9-10.10, R.9-10.4, L.9-10.4

Texas Essential Knowledge and Skills (TEKS): 110.31.(9), 110.31.(24)-(26), 110.31.(12), 110.31.(13), 110.31.(b)(1)(A), 110.31.(b)(1)(b) and (e)

Competencies: Self-awareness, social awareness, communication skills, and self-determination