

## Unit 2

### Why Advocate?

In this unit, you will learn about the **laws** that protect you after you graduate from high school. You'll also learn about your **rights** and **responsibilities** as well as how to set **goals** to ensure **post-secondary success**. Being **self-confident** and using **self-efficacy** strategies will help you be successful in life, continuing education, and in the workplace!



## Lesson 1: Rights and Responsibilities

### CCSS

RI.9-10.7

### TEKS

110.31.(b)(9)

### Objective

**What this lesson will achieve:** Students will be able to understand how laws and regulations change after high school.

### Goals

You'll know this lesson is successful if students can:

- Understand how the laws that protect them change after high school.
- Name and define their disability.
- Explain how their disability affects them.
- Name accommodations that work for them.
- Evaluate the pros and cons of disclosing their disability.

### Key Ideas

- The laws that protect people with disabilities change when a student graduates from high school.
- There are four items a student needs to have or know to continue receiving accommodations after graduating from high school.
- The decision whether or not to disclose their disability is a serious one that students should consider.

### Vocabulary

Confidential, disclose

### Lesson 1 Steps:

1. **Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook.
2. **Introduce** the lesson content on rights and responsibilities in ONEder Academy.
3. **Build background** by showing students the *IDEA vs. ADA vs. Section 504* video.
4. **Continue** working on rights and responsibilities.
5. **Model** the *Four Requirements for Receiving Services Beyond High School Activity* in the Student Workbook.
6. **Reflect on Learning** by having students answer some questions about their disability.
7. **Review** the *Disclosing Your Disability* video and then cover the content titled *To Disclose or Not*.
8. **Wrap Up** the lesson by having students review what they learned and then introduce them to the next lesson.



### Differentiation Strategies

Encourage struggling readers to use the **highlighted text** or **read-aloud** functions.

**Model** the *Four Requirements for Receiving Services Beyond High School Activity* for students using a **think aloud**.

Provide students with a completed version of the *Four Requirements for Receiving Services Beyond High School Activity* sheet that they can use as a **reference**.



### Connect to Home

**\*Optional:** *Connect to Home* activities for this course are multi-step exercises that have students identify the path that they have taken through special education. Together with their families, students will reflect on and evaluate the special education process as they plan for transition success. Full details can be found in the Student Workbook and the activities can be assigned at any time throughout this unit.

## Lesson 1: Rights and Responsibilities

In this lesson, you'll learn about how your **rights** and **responsibilities** change after high school!

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

### Words You Need to Know

Confidential

Disclose

<b>Word</b>	<b>Definition</b>
<b>Sentence</b>	

<b>Word</b>	<b>Definition</b>
<b>Sentence</b>	

## Lesson 1: Rights and Responsibilities



### Four Requirements for Receiving Services Beyond High School Activity

**Directions:** Fill in the table below with the four requirements you will need to know or have before you can receive services in your post-high school life.

<p>1. The name of your disability. The name of my disability is:</p>
<p>2. How your disability affects you and your work. My disability impacts in the following ways:</p>
<p>3. What accommodations you need. Some accommodations I've used before include:</p>
<p>4. Proof of your disability. I have the following proof of my disability:</p>



## Lesson 2: Transition and Post-Secondary Goals

### CCSS

RI.9-10.7

### TEKS

110.31.(b)(9)

### Objective

**What this lesson will achieve:** Students will be able to identify goals that will lead to transition success.

### Goals

You'll know this lesson is successful if students can:

- Identify one to three SMART goals for transition success.

### Key Ideas

- Goals can be short-term or long-term.
- Goals have to be SMART: Specific, Measurable, Attainable, Realistic, and Timely.
- Reaching your goals takes persistence.
- Being actively engaged in your transition meetings can help you set and meet goals.

### Vocabulary

Attainable, post-secondary, transition services

### Lesson 2 Steps:

1. **Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook.
2. **Introduce** the content on transition and post-secondary goals in ONEder Academy.
3. **Build background** using the *Transition Meeting* video.
4. **Introduce** the lesson content on transition meetings and setting goals and then have students complete the *IEP Transition Plan Meeting Planning* activity in the Student Workbook.
5. **In pairs**, have students complete the *SMART Goal Setting Activity* in the Student Workbook.
6. **Informally** assess students on SMART goals terminology using the matching activity.
7. **Wrap Up** the lesson by having students review what they learned and then introduce them to the next lesson.



### Differentiation Strategies

For English learners, encourage use of the **text translation** feature.

You may wish to take a **deeper dive** into goal-setting using the video and additional activities found in the *Additional Readings and Resources* section of the Teacher Guide.

**Model** the *SMART Goal Setting Activity* by completing it yourself using a **think aloud**.

## Lesson 2: Transition and Post-Secondary Goals

In this lesson, you'll learn how to set **post-secondary goals** for **transition success**.

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

### Words You Need to Know

- Attainable       Transition services  
 Post-secondary

<b>Word</b>	<b>Definition</b>
<b>Sentence</b>	

<b>Word</b>	<b>Definition</b>
<b>Sentence</b>	

<b>Word</b>	<b>Definition</b>
<b>Sentence</b>	

## Lesson 2: Transition and Post-Secondary Goals

### IEP Transition Plan Meeting Planning

**Directions:** Answer the following questions.

1. What are your strengths?

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2. What are your interests?

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3. What are your abilities?

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4. What do you want to do after high school?

College       Vocational or Technical training       Work       Other: \_\_\_\_\_

5. What kind of living arrangements do you want to have after high school?

Stay where I am       Live alone       Live with roommates       Dorm living

Other: \_\_\_\_\_

## Lesson 2: Transition and Post-Secondary Goals

### SMART Goal Setting Activity

**Directions:** Choose one short-term and one long-term goal and then complete the chart.

Is the Goal:	Short-Term Goal:	Long-Term Goal:
Specific?		
Measurable?		
Attainable?		
Relevant?		
Timely?		

## Lesson 3: Self-Efficacy

### CCSS

RI.9-10.7, SL.9-10.1, SL.9-10.2

### TEKS

110.31.(b)(9), 110.31.(b)(24)-(26), 110.31.(b)(12)

### Objective

**What this lesson will achieve:** Students will be able to identify how having self-efficacy builds their confidence, contributes to their ability to have self-determination, and helps them to be their own advocate.

### Goals

You'll know this lesson is successful if students can:

- Identify and articulate how self-efficacy contributes to their ability to self-advocate.

### Key Ideas

- Self-efficacy is the belief in one's ability to achieve a goal or an outcome.
- Understanding your assets and needs can help you have self-efficacy and leads to the ability to self-advocate.

### Vocabulary

Motivation, self-determination, self-efficacy

### Lesson 3 Steps:

- Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook
- Introduce** the content on self-efficacy to students in ONEder Academy.
- Build background** on self-efficacy by showing students the *Self-Efficacy* video.
- Informally** assess your students' understanding of the factors affecting self-efficacy using the matching activity.
- Review** the examples of self-efficacy to give students a deeper understanding of the four factors that affect self-efficacy.
- In pairs**, have students complete the *Sources of Self-Efficacy Activity* in the Student Workbook.
- Check for Understanding** by having students complete the formative assessment activity.
- Wrap Up** the lesson by having students review what they learned and then introduce them to the next lesson.



### Differentiation Strategies

Encourage struggling readers to use the **highlighted text** or **read-aloud** functions.

For students who need additional help completing the *Sources of Self-Efficacy Activity* in the Student Workbook, consider providing direct **small group instruction** and guiding them through the activity.

Put students who want to learn more about theories of self-efficacy into four groups. **Extend and Enrich** their learning by having each group research Albert Bandura's four sources of self-efficacy and present their findings to the class. For resources and activities, see the Transition Resources and Reading section.

## Lesson 3: Self-Efficacy

In this lesson, you'll learn how to use **self-efficacy** to build your confidence.

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

### Words You Need to Know

- Motivation       Self-efficacy  
 Self-determination

<b>Word</b>	<b>Definition</b>
<b>Sentence</b>	

<b>Word</b>	<b>Definition</b>
<b>Sentence</b>	

<b>Word</b>	<b>Definition</b>
<b>Sentence</b>	

## Lesson 3: Self-Efficacy

### Sources of Self-Efficacy Activity

**Directions:** With a partner, add to the list of examples for each of the sources of self-efficacy. Try to use examples from your own life. When you're done, share your responses with the class.

<b>Mastery Experiences</b>	<b>Social Modeling</b>
<b>Example:</b> You are good at basketball in gym class, so you decide to try out for the team.	<b>Example:</b> Your friends are in a successful debate club, so you decide to join too.
<b>Social Persuasion</b>	<b>Physiological Response</b>
<b>Example:</b> All your friends tell you that you're the best chess player in the school, so you enter a city-wide competition.	<b>Example:</b> Any time you have to speak in front of a group of people your hands get sweaty and you get knots in your stomach.

 **Academic Vocabulary**

**Sources of Self-Efficacy:**

- **Mastery Experiences:** Doing something well gives you confidence to do other things.
- **Social Modeling:** You see others doing something well, so you decide to try it.
- **Social Persuasion:** Others tell you that you can do it and that gives you confidence to try it.
- **Physiological Response:** Your physical response to a situation.

## Lesson 4: Building Self-Confidence

### CCSS

RI.9-10.7

### TEKS

110.31.(b)(9)

### Objective

**What this lesson will achieve:** Students will be able to identify what self-confidence is and how it impacts their ability to self-advocate.

### Goals

You'll know this lesson is successful if students can:

- Understand what self-confidence is.
- Understand how self-confidence impacts one's ability to self-advocate.

### Key Ideas

- Understanding your strengths and abilities helps you to have self-confidence.
- Having self-confidence leads to high self-esteem.

### Vocabulary

Self-confidence, self-esteem

### Lesson 4 Steps:

1. **Pre-teach** lesson vocabulary by having students work independently, in pairs, or as a group, to complete the vocabulary activity in the Student Workbook.
2. **Introduce** the content on self-confidence and building self-confidence to students in ONEder Academy.
3. **Build background** by showing students *The Skill of Self-Confidence* video.
4. **In pairs**, have students complete the *Self-Confidence Builder Activity* in the Student Workbook.
5. **Informally** assess your students' understanding of ways to build self-confidence using the formative assessment activity.
6. **Wrap Up** the lesson by having students review what they learned and then introduce them to the next unit.



### Differentiation Strategies

Encourage struggling readers to use the **highlighted text** or **read-aloud** functions.

Provide students with **word banks**, **sentence starters**, or **sentence frames** to use as they complete the *Self-Confidence Builder Activity* in the Student Workbook.

Show students who need **additional support** in building their self-confidence the **optional video**: *Meet Yourself* to students.



### Unit Wrap-Up

- **Reflect** on the unit learnings by having your students complete the *End of Unit Reflection* in the Student Workbook.
- **Evaluate** student learning using the *End of Unit Assessment* in ONEder Academy.



### Connect to Home

**\*Optional:** If students have completed the *Connect to Home* activities for Unit 2, ask volunteers to share their results as part of the Unit Wrap-Up.

## Lesson 4: Building Self-Confidence

In this lesson, you'll learn all about how to build **self-confidence**.

Before you get started, let's review the *Words You Need to Know* for this lesson! Read each of the words in the box out loud and put a check next to the ones that you already know. Then, use the glossary at the back of this book to find the definition for each word. Finally, write the word, its definition, and a sentence using the word, in the space provided below.

### Words You Need to Know

Self-confidence     Self-esteem

<b>Word</b>	<b>Definition</b>
<b>Sentence</b>	

<b>Word</b>	<b>Definition</b>
<b>Sentence</b>	



### End of Unit Reflection

In this unit, you learned about how your rights and responsibilities change after your graduate from high school. What actions will you take NOW to start achieving your goals?

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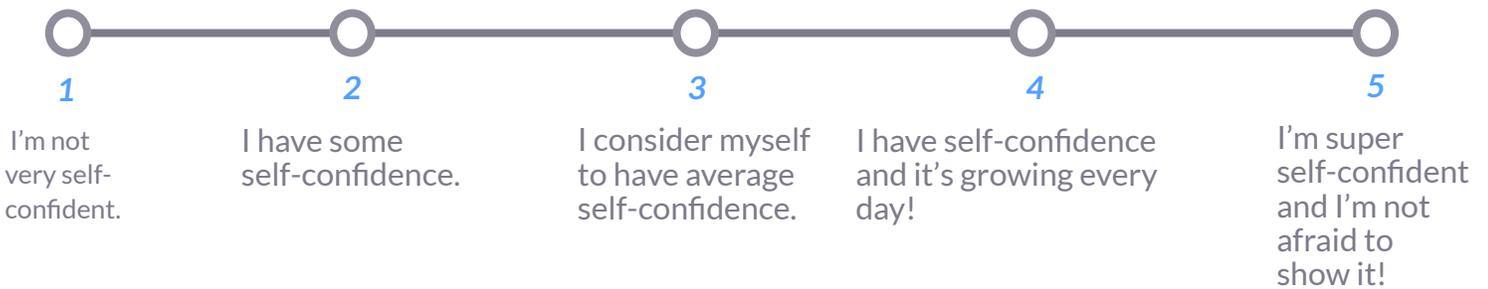


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## Lesson 4: Building Self-Confidence

### Self-Confidence Builder Activity

**Directions:** Complete the chart below.



	Things I Know I'm Good At	Things Others Tell Me I'm Good At	Things I Want to Get Better At
School			
Home			
Work			
Community			



## Unit 2: *Connect to Home* Activity

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The *Connect to Home* activities for this course are multi-step exercises that have you identify the path that you have taken through special education. Together with your family, you will reflect on and evaluate the special education process by answering the following questions. Doing so will help you prepare for transition success.

In Unit 1, you reflected on the time when you were first identified and began the special education process. In Unit 2, we will continue the activity by identifying the factors that will be critical for your success after you graduate from high school. Make sure you keep this information handy for the *Connect to Home* activity in Unit 3.

**Step 1:** With a family member, identify 1-3 SMART post-secondary goals:

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
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**Step 2:** What strategies will you use to ensure your success in meeting these goals?

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