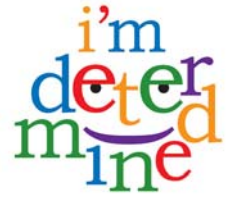


Organizing Topic: Self-Advocacy and Leadership (*Skills necessary to be able to speak up or defend a cause or person.*)



Title: I Am in Charge

Target Level: High School

Sample Related Standards of Learning:

- GOVT 17c The student will demonstrate knowledge of the role of personal character traits that facilitate thoughtful and effective participation in civic life by practicing responsibility, accountability and self-reliance.
- ENG 9.4c The student will read and analyze a variety of informational materials (manuals, textbooks, business letters, newspapers, brochures, reports, catalogs) and nonfiction materials, including journals, essays, speeches, biographies and autobiographies.
c) Synthesize information from sources and apply it in written and oral presentations.
- ENG 9.6b The student will develop narrative, expository and informational writings to inform, explain, analyze or entertain.
b) Plan and organize writing to address a specific audience and purpose.
- ENG 10.7 The student will develop a variety of writing, with an emphasis on exposition.
a) Generate, gather, plan and organize ideas for writing.
b) Elaborate ideas clearly through word choice and vivid description.
c) Write clear, varied sentences.
d) Organize ideas into a logical sequence.
e) Revise writing for clarity of content and presentation.
f) Proofread and prepare final product for intended audience and purpose.
- ENG 11.7 The student will write in a variety of forms, with an emphasis on persuasion.
a) Generate, gather, plan and organize ideas for writing.
b) Develop a focus for writing.
c) Evaluate and cite applicable information.
d) Organize ideas in a logical manner.
e) Elaborate ideas clearly and accurately.

- f) Adapt content, vocabulary, voice and tone to audience, purpose and situation.
- g) Revise writing for accuracy and depth of information.
- h) Proofread final copy and prepare document for intended audience and purpose.

Objectives:

- Student appropriately requests accommodations.
- Student adequately explains their learning style(s).

Prerequisite Understandings/Knowledge/Skills:

- Student must have knowledge of their preferred method of learning.
- Student must have knowledge of the accommodations that make them successful in the classroom.

Materials Needed:

- Sample of Student IEP on PowerPoint
- Sample of Accommodations page on PowerPoint
- Web sites of student led IEPs and accommodations for resources
- Blank IEP for student draft
- Learning Styles Inventory
- Overheads or handout of learning strategies for each of the learning styles.

Time Frame: 30 minutes per week for six weeks.

Lesson Procedure:

1. Administer a Learning Styles Inventory such as *Assessing My Multiple Intelligences*, by National Dropout Prevention Center at Clemson University, 1995; www.rccc-online.com/~psych/LSInventory.html; www.trenholmtech.cc.al.us/LEC/LearningStyles.htm), or the inventory found at <http://www.ldpride.net/learning-style-test.html>.
2. Have students construct a web map of strengths and weaknesses using a computer program (Inspiration) or with pencil/paper.
3. Display overheads of learning strategies for each learning style (or distribute handout).
4. Ask the students to group themselves according to learning style and prepare a skit to explain their learning style to the class.
5. Have students role play their learning style to another student, teacher or others.

6. Have students design an explanatory PowerPoint or video of their individual learning style and accommodations needed for success to present to each teacher. This could be used at an IEP meeting.

Specific Options for Differentiating this Lesson:

- Use of different graphic organizers and technology such as Inspiration.
- Lessons provide different options of differentiating the lesson.

Evaluation:

- Evaluation would be observation of student ability to communicate.
- Teacher constructed scoring rubric to evaluate Power Point or video.

Extending Understanding:

- Student present information in IEP meeting.