

## **Life Skills World Language (SCMD) SYLLABUS**

### **Course Overview:**

Life Skills World Language (SCMD) is designed specifically for a small number of students within the Black Horse Pike Regional School District. The course of study was developed to meet the individual education plans (IEPs) of students and is adaptable to each student's needs. The curriculum focuses on the New Jersey Student Learning Standard for World Languages coupled with a strong emphasis on the life skills component. The ultimate goal for each student in the Life Skills World Language class is the successful application of independent living skills and work skills in his or her community. This course is designed to explore being part of a dynamic and interconnected society centered on the communication, knowledge and ideas across geographical, cultural and linguistic borders. Topics include: Knowledge and Understanding of Other Cultures, Communication in Languages Other Than English Interpretively, Communication in Languages Other Than English Interpersonally and Comparisons to Develop Insight into the Nature of Language and Culture. This class is a unique educational setting based on the "learn by doing" theory; therefore, most experiences are hands on that foster independence.

### **Course Expectations and Skills**

- Students are required to participate in both small and large group discussions and activities, as directed.
- Students are expected to be active learners.
- Learn by doing, not just watching.
- Learn by both listening and talking. Students will learn as much from classmates' questions, answers, ideas, and mistakes as from their own.
- Expect that there will be concepts that are not grasped immediately. Learn to be persistent in thinking and problem solving by using different reading strategies.
- Seek help from your teacher, classmates, or aides

### **Materials:**

All students will regularly use reading tools to enhance critical thinking and understanding (i.e., iPads, computers, magazines).

### **Resources**

Text Book:	None
Supplemental Materials:	Based on student's needs

### **Grading Scale**

- 40% Classwork
- 40% Participation
- 20% Assessments and Projects

### **Course Content Outline broken up by marking period**

*\*\*\*NOTE: Students who are enrolled in this course are students with significant cognitive disabilities and are assessed and taught based on what they are capable of doing. Each student holds an IEP and is provided a tailored path to learn new academic skills based on their cognitive levels. Therefore, not ALL students will be in the same academic level or will be using the same materials. All units for this course should be used at the discretion of the teacher based on the student's abilities and needs. All units will be used throughout the school year continuously. Units will also be combined as they are complimentary to one another.*

The units for this course are:

- Communication in a Language Other Than English
- Cultural Competence and Understanding.
- Cultural Comparison

# Black Horse Pike Regional School District Curriculum

ENGAGING STUDENTS • FOSTERING ACHIEVEMENT • CULTIVATING 21<sup>ST</sup>

CENTURY GLOBAL SKILLS

**Course Name: Life Skills World Language: (SCMD)**

**Course Number: 158202**

## **PART I: UNIT RATIONALE**

### **WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?**

<b>Course/Unit Title:</b> [ Communication in a Language Other Than English ]	<b>Unit Summary:</b> [ In this unit, students will explore the interpretive, interpersonal and presentational mode of communication when learning another language. They will demonstrate understanding of spoken and written communication within appropriate cultural context. Students will communicate in another language in order to function in a variety of situations and for multiple purposes. By the end of this unit, students will demonstrate communication skills in a language other than English when trying to have conversations, speaking in a presentation and when reading, listening, viewing and writing on a variety of topics. ]
<b>Grade Level(s):</b> [ 9-12 ]	
<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How do I understand what others are trying to communicate in another language?</li> <li>• How do I use another language to communicate with others?</li> <li>• How do I provide and obtain information in another language?</li> <li>• How do I interpret spoken and written language on a variety of topics?</li> <li>• How do I present information, concepts and ideas in another language in a way that is understood?</li> <li>• How can I demonstrate communication skills in a language other than English?</li> </ul>	<b>Enduring Understanding(s):</b> [ Students will be able to: <ul style="list-style-type: none"> <li>• recognize a few memorized words and phrases when they hear them spoken.</li> <li>• present information about themselves and some other very familiar topics using single words or memorized phrases.</li> <li>• write some familiar words, characters, or phrases in another language other than English.</li> <li>• identify a few memorized words and phrases when reading in another language other than English.</li> <li>• recognize a few letters or characters in another language other than English.</li> <li>• comprehend isolated learned words in another language other than English.</li> <li>• communicate on some very familiar topics using single words and phrases that they have practiced and memorized in another language other than English.</li> <li>• apply basic communication skills in the target language, including listening, speaking, reading, and writing in another language other than English. ]         </li></ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standard for World Language that are applicable.

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<b><u>Learning Target</u></b>	<b><u>NJSLS</u></b>
<p><b>1. [Speak politely when requesting and responding in a language other than English.]</b></p> <p><i>[Standard] – Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</i></p> <p><i>[Standard] – Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</i></p> <p><i>[Standard] – Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. ]</i></p>	<p>1. [ 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.1 ]</p> <p>2. [ 7.1.NM.B.3, 7.1.NM.B.4, 7.1.NM.C.1 ]</p> <p>3. [ 7.1.NM.A.5, 7.1.NM.B.5 ]</p>
<p><b>2. [Asking and responding to questions in a language other than English]</b></p> <p><i>[Standard] – Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions.</i></p> <p><i>[Standard] – Ask and respond to simple questions, make requests, and express preferences using memorized words and phrases.</i></p> <p><i>[Standard] – Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. ]</i></p>	
<p><b>3. [Tell the days of the week in a language other than English.]</b></p> <p><i>[Standard] – Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</i></p> <p><i>[Standard] – Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas. ]</i></p>	

<p>4. <b>Counting 1 to 30 in a language other than English.</b>  <i>[Standard] – Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</i>  <i>[Standard] – Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. ]</i></p> <p>5. <b>Telling the months and seasons in a language other than English.</b>  <i>[Standard] – Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</i>  <i>[Standard] – Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</i>  <i>[Standard] – Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. ]</i></p> <p>6. <b>Describing the weather in a language other than English.</b>  <i>[Standard] – Demonstrate comprehension of brief oral and written messages using age- and level-appropriate, culturally authentic materials on familiar topics.</i>  <i>[Standard] – Exchange information using words, phrases, and short sentences practiced in class on familiar topics or on topics studied in other content areas.</i>  <i>[Standard] – Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. ]</i></p>	<p>4. [ 7.1.NM.B.5, 7.1.NM.C.1 ]</p> <p>5. [ 7.1.NM.A.5, 7.1.NM.B.5, 7.1.NM.C.1 ]</p> <p>6. [ 7.1.NM.A.5, 7.1.NM.B.5, 7.1.NM.C.1 ]</p>
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### **Inter-Disciplinary Connections:**

[ Encompasses global awareness, reading comprehension, math, science, active listening, listening comprehension, interpersonal communication, and real-world problem solving. ]

### **Students will engage with the following text:**

[ \*Not a text based program: We use **supplementary materials** based on the student's needs. ]

### **Students will write:**

**[ Informal:**

- short answer response
- open-ended response
- daily warm ups
- summaries
- reflections]

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS DESCRIBE THE LEARNING EXPERIENCE.**

### **How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
- Note-taking strategies
- Demonstrate knowledge through classroom games
- Brainstorming
- Graphic organizers
- Use of technology (iPad, laptops, Chromebook and SMART Board)

**Other learning experiences could include**

- Warm-ups
- Alternative lesson openers
- Flash card activities
- Close reading/annotation of text
- Define words in text using context
- Think/pair/share activities
- Small group discussion
- Whole class discussion
- Critical thinking activities
- Plan and organize writing activities
- Small group cooperative learning
- Independent journal writing
- Independent practice
- Partner reading
- Partner practice
- Word wall
- Differentiated instruction

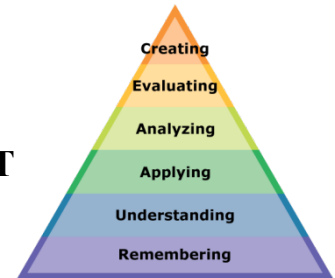
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- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
- To provide opportunities to learn and practice daily living skills.

**\* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.**

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

[ The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, exit tickets, individual conferences and performance tasks. ]

### **Accommodations/Modifications:**

- Use multimedia equipment (iPads, laptops, Chromebook, etc....) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.
- Provide multiple practice sessions to reinforce a new concept.
- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/writing assignments. ]

### **Summative Assessments:**

[ “Hands-on” tests and written tests ]

### **Accommodations/Modifications:**

- [ • Use Pass/Fail Option.
- Provide checklists for answering questions/writing assignments.
- Allow students to use text and/or notes.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces ]

### **Performance Assessments:**

[ Projects and display of student work ]

### **Accommodations/Modifications:**

- [ • Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected. ]

# Black Horse Pike Regional School District Curriculum

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> [ Cultural Competence and Understanding ]	<b>Unit Summary:</b> [ In this unit, students will investigate, explain and reflect on the relationship between the practices, products and perspectives of the cultures studied. They will gain an understanding of the traditions, language, food, music, customs and holidays of the countries being studied. Furthermore, students will demonstrate understanding of cultural diversity and the importance of being effective in their interactions with people. By the end of this unit, students will develop cultural self-awareness, knowledge, and skills that fosters continuous cultural competence development. ]
<b>Grade Level(s):</b> [ 9-12 ]	
<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>• How do people from other countries think, live and behave?</li> <li>• What are some countries that speak the language I am learning about?</li> <li>• Who are famous or influential individuals from the country being studied and why?</li> <li>• What types of traditions, holidays and customs are practiced in the country I am learning about?</li> <li>• What are some practices and products from the culture being studied?</li> </ul>	<b>Enduring Understanding(s):</b> [ Students will be able to: <ul style="list-style-type: none"> <li>• imitate patterns of behavior such as greetings or gestures used in formal and informal settings in the target cultures.</li> <li>• identify and participate in customs, traditions, cultural activities, celebrations and holiday practices of the target cultures.</li> <li>• research about a country that mainly speaks the language that is being studied.</li> <li>• identify some beliefs and outlooks of the target cultures.</li> <li>• identify and explore some major contribution and influential figures, past and current, from the target cultures. ]       </li></ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standard for World Language that are applicable.

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<b><u>Learning Target</u></b>	<b><u>NJSLS</u></b>
1. [ Greet people and respond when people greet you in a language other than English.	1. [ 7.1.NM.B.3 ]

<p><i>[Standard] – Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. ]</i></p> <p><b>2. [Say good-bye in a language other than English.</b></p> <p><i>[Standard] – Imitate appropriate gestures and intonation of the target culture(s)/language during greetings, leave-takings, and daily interactions. ]</i></p> <p><b>3. [Recognize famous and influential people from the countries studied.</b></p> <p><i>[Standard] – Identify familiar people, places, and objects based on simple oral and/or written descriptions.</i></p> <p><i>[Standard] – Present information from age- and level-appropriate, culturally authentic materials orally or in writing. ]</i></p> <p><b>4. [Identify the different types of popular foods of the countries being studied.</b></p> <p><i>[Standard] – Identify familiar people, places, and objects based on simple oral and/or written descriptions.</i></p> <p><i>[Standard] – Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. ]</i></p> <p><b>5. [Describe holidays and special celebrations that are practiced in the country being studied.</b></p> <p><i>[Standard] –Present information from age- and level-appropriate, culturally authentic materials orally or in writing. ]</i></p> <p><b>6. [Identify the beliefs and traditions practiced in the studied culture.</b></p> <p><i>[Standard] – Recognize a few common gestures and cultural practices associated with the target culture(s). ]</i></p> <p><b>7. [Locate the countries who mainly speak the language being studied.</b></p> <p><i>[Standard] – Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. ]</i></p>	<p>2. [ 7.1.NM.B.3 ]</p> <p>3. [ 7.1.NM.B.4, 7.1.NM.C.4 ]</p> <p>4. [ 7.1.NM.A.4, 7.1.NM.C.1 ]</p> <p>5. [ 7.1.NM.C.4 ]</p> <p>6. [ 7.1.NM.A.3 ]</p> <p>7. [ 7.1.NM.C.1 ]</p>
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### **Inter-Disciplinary Connections:**

[ Encompasses global awareness, reading comprehension, social studies, home economic and real-world problem solving.]

### **Students will engage with the following text:**

[ \*Not a text based program: We use **supplementary materials** based on the student's needs.]

### **Students will write:**

- [ **Informal:**
- short answer response
  - open-ended response
  - daily warm ups
  - summaries
  - reflections ]

## **PART III: TRANSFER OF KNOWLEDGE AND SKILLS DESCRIBE THE LEARNING EXPERIENCE.**

### **How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

- Real-life application
- Note-taking strategies
- Demonstrate knowledge through classroom games
- Brainstorming
- Graphic organizers
- Use of technology (iPad, laptops, Chromebook and SMART Board)

**Other learning experiences could include**

- Warm-ups
- Alternative lesson openers
- Flash card activities
- Close reading/annotation of text
- Define words in text using context
- Think/pair/share activities
- Small group discussion
- Whole class discussion
- Critical thinking activities
- Plan and organize writing activities

- Independent journal writing
- Independent practice
- Partner reading
- Partner practice
- Word wall
- Differentiated instruction

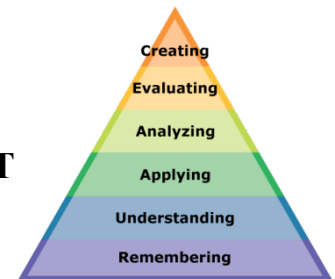
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- Help students become self-sufficient and independent members of society.
- Improve students' academic skills to enable them to live independently.
- To specifically meet the educational needs of students as written in their IEPs.
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**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

[ The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, exit tickets, individual conferences and performance tasks. ]

### **Accommodations/Modifications:**

- Use multimedia equipment (iPads, laptops, Chromebook, etc...) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
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- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments

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- Review needed skills prior to lesson, provide checklists for answering questions/writing assignments]

### **Summative Assessments:**

[ “Hands-on” tests and written tests ]

### **Accommodations/Modifications:**

- [ • Use Pass/Fail Option.
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### **Performance Assessments:**

[ Projects and display of student work ]

### **Accommodations/Modifications:**

- [ • Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
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- Make a clear rubric for students to understand exactly what is expected. ]

# Black Horse Pike Regional School District Curriculum

## PART I: UNIT RATIONALE

### WHY ARE STUDENTS LEARNING THIS CONTENT AND THESE SKILLS?

<b>Course/Unit Title:</b> [ Cultural Comparison ]	<b>Unit Summary:</b> [ The primary goal of this unit is for students to establish a fundamental understanding of culture through comparisons of the cultures studied and their own. They will become aware of cross-cultural similarities and differences in the products and practices of the target culture. By the end of this unit, students will learn that by comparing ones' culture to others around the world it helps break down barriers, increases understanding and perspective. ]
<b>Grade Level(s):</b> [ 9-12 ]	
<b>Essential Question(s):</b> <ul style="list-style-type: none"> <li>• Why is it important to learn about other cultures and compare them to mine?</li> <li>• How do people from other countries think, live and behave compared to me?</li> <li>• What are the meanings of cultural practices from this country and how are they the same or different from mine?</li> <li>• What are some products from this culture and how do they compare from mine?</li> </ul>	<b>Enduring Understanding(s):</b> [ Students will be able to: <ul style="list-style-type: none"> <li>• compare and contrast customs and daily activities from the studied culture to their own.</li> <li>• compare and contrast the type of clothing from the studied countries to their own.</li> <li>• compare and contrast home and family types from the studied country to their own.</li> <li>• compare and contrast customs holidays and celebrations between the studied country and their own. ]         </li></ul>

## PART II: INSTRUCTIONAL STRATEGIES AND RESOURCES

### DESCRIBE THE LEARNING TARGETS.

After each target, identify the New Jersey Student Learning Standard for World Language that are applicable.

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<b><u>Learning Target</u></b>	<b><u>NJSLS</u></b>
<b>1. [ Describe daily activities in the culture studied compared to in the United States</b>	<b>1. [7.1.IL.C.4 ]</b>

<p><i>[Standard] – Compare and contrast age-and level-appropriate culturally authentic materials orally and in writing. ]</i></p> <p>2. <b>Recognize the similarities and differences between the clothes young people wear in the United States and the countries being studied.</b></p> <p><i>[Standard] – Compare and contrast age-and level-appropriate culturally authentic materials orally and in writing.</i></p> <p><i>[Standard] – Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. ]</i></p> <p>3. <b>Describe how homes are similar/different between homes in the country studied and their own?</b></p> <p><i>[Standard] – Compare and contrast age-and level-appropriate culturally authentic materials orally and in writing.</i></p> <p><i>[Standard] – Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. ]</i></p> <p>4. <b>Describe similarities and differences between families in the U.S. from families in the country studied?</b></p> <p><i>[Standard] – Compare and contrast age-and level-appropriate culturally authentic materials orally and in writing. ]</i></p> <p>5. <b>Compare how your school day differs and/or relates to the school day in the culture being studied?</b></p> <p><i>[Standard] – Compare and contrast age-and level-appropriate culturally authentic materials orally and in writing. ]</i></p> <p>6. <b>Compare how celebrations and holidays in the target countries differs and/or relates to your celebrations?</b></p> <p><i>[Standard] – Compare and contrast age-and level-appropriate culturally authentic materials orally and in writing.</i></p> <p><i>[Standard] – Use basic information at the word and memorized-phrase level to create a multimedia-rich presentation on targeted themes to be shared virtually with a target language audience. ]</i></p>	<p>2. [ 7.1.IL.C.4, 7.1.NM.C.1 ]</p> <p>3. [ 7.1.IL.C.4, 7.1.NM.C.1 ]</p> <p>4. [ 7.1.IL.C.4 ]</p> <p>5. [ 7.1.IL.C.4 ]</p> <p>6. [ 7.1.IL.C.4, 7.1.NM.C.1 ]</p>
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### **Inter-Disciplinary Connections:**

[ Encompasses global awareness, family, community and life skills. ]

**Students will engage with the following text:**

[ \*Not a text based program: We use **supplementary materials** based on the student's needs. ]

**Students will write:**

[ **Informal:**

- short answer response
- open-ended response
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DESCRIBE THE LEARNING EXPERIENCE.**

**How will students uncover content and build skills?**

**Students will uncover and build skills through various classroom activities.**

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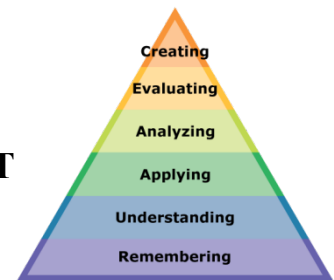
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- To provide opportunities to learn and practice daily living skills.

**\* THIS IS NOT A COLLEGE AND CAREER READINESS COURSE. It is a course to prepare students for career opportunities after high school and foster independence.**

## **PART IV: EVIDENCE OF LEARNING**

**IDENTIFY THE METHODS BY WHICH STUDENTS WILL DEMONSTRATE THEIR UNDERSTANDING OF CONTENT AND THEIR ABILITY TO APPLY SKILLS. IDENTIFY BLOOM'S LEVELS.**



### **Formative Assessments:**

[ The effectiveness of the instructional program will be based on teacher observations, students doing quality of work together, questioning strategies, self and peer assessment, student record-keeping, quizzes, warm-ups, class discussion, summary/reaction/journal writing, exit tickets, individual conferences and performance tasks. ]

### **Accommodations/Modifications:**

- Use multimedia equipment (iPads, laptops, Chromebook, etc....) to lessen reliance on text.
- Incorporate experiential and community based activities related to lesson theme.
- Include "hands on" activities (games, projects) within lectures/activities.
- Emphasize sensory experiences reflecting student's learning style: auditory, multisensory, visual, physical movement/kinesthetic.
- Use graphic organizers.
- Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Extend time limits for tests and assignments.
- Read test items that do not assess reading skills to students.
- Use models, manipulatives and other concrete materials to demonstrate concepts and solve problems.
- Have student repeat or rephrase assignments.
- Check for understanding frequently.

- Break problems into smaller pieces.
- Provide guided notes/handouts.
- Review needed skills prior to lesson, provide checklists for answering questions/writing assignments. ]

### **Summative Assessments:**

[ “Hands-on” tests and written tests ]

### **Accommodations/Modifications:**

- [ • Use Pass/Fail Option.
- Provide checklists for answering questions/writing assignments.
- Allow students to use text and/or notes.
- Read test items that do not assess reading skills to students.
- Extend time limits.
- Break problems and test sections into smaller pieces ]

### **Performance Assessments:**

[ Projects and display of student work ]

### **Accommodations/Modifications:**

- [ • Complete assignments through oral reports, tapes, projects or other means to lessen amount of writing.
- Allow students extra time to complete projects.
- Provide students with an example of project for reference.
- Make a clear rubric for students to understand exactly what is expected. ]