



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: Principles of Mathematics, Grade 10	
Ministry Course Code: MPM2D	
Course Type: Academic	
Grade: 10	
Credit Value: 1.0	
Prerequisite(s): De-streamed Mathematics, Grade 9 (MTH1W)	
Department: Mathematics	
Course developed by: Asif Sami Haque Revised: Natasha Gammon	Date: June 2026 Revised: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <i>The Ontario Curriculum, Gr 9 Destreamed Mathematics 2021</i> 2. <i>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</i> 3. <i>Learning for All (2013)</i>	

COURSE DESCRIPTION/RATIONALE

This course enables students to broaden their understanding of relationships and extend their problem-solving and algebraic skills through investigation, the effective use of technology, and abstract reasoning. Students will explore quadratic relations and their applications; solve and apply linear systems; verify properties of geometric figures using analytic geometry; and investigate the trigonometry of right and acute triangles. Students will reason mathematically and communicate their thinking as they solve multi-step problems.

OVERALL CURRICULUM EXPECTATIONS

Unit 1 - Linear Systems

By the end of this course, students will:

1. Model and solve problems involving the midpoint and length of a line segment, using a variety of computational strategies. **(B1)**
2. Verify geometric properties of triangles and quadrilaterals, using the concepts of midpoint, length, and slope, and applying algebraic techniques. **(B2)**
3. Solve problems involving the equation of a circle with center $(0, 0)$ and the intersections of lines and circles, using a variety of tools and strategies. **(B3)**

Unit 2 - Analytic Geometry

By the end of this course, students will:

1. Model and solve problems involving the intersection of two straight lines;
2. Solve problems using analytic geometry involving properties of lines and line segments;
3. Verify geometric properties of triangles and quadrilaterals, using analytic geometry.

Unit 3 - Factoring Algebraic Expressions

By the end of this course, students will:

1. Manipulate algebraic expressions, as a prerequisite to manipulating and solving quadratic equations, by expanding polynomial expressions and factoring polynomial expressions. **(C1)**
2. Identify the relationships between the factors of a polynomial expression and the expansion of the expression, and use these relationships to facilitate factoring. **(C2)**
3. Solve problems involving the algebraic manipulation of quadratic expressions in a variety of real-world and mathematical contexts. **(C3)**

Unit 4 - Quadratic Relations

By the end of this course, students will:

1. Determine the basic properties of quadratic relations by investigating algebraic and graphical representations and identifying key features of parabolas. **(D1)**
2. Relate the forms of quadratic relations (Standard, Factored, Vertex) and use transformations to graph parabolas from the vertex form **(D2)**
3. Solve problems involving quadratic relations and compound interest by choosing appropriate mathematical models to represent real-world situations. **(D3)**

Unit 5 - Quadratic Equations and Transformations

By the end of this course, students will:

1. Determine the basic properties of quadratic relations by investigating algebraic and graphical representations and identifying key features of parabolas. **(D1)**

2. Relate the forms of quadratic relations (Standard, Factored, Vertex) and use transformations to graph parabolas, and solve quadratic equations and interpret the solutions. **(D2)**
3. Solve problems involving quadratic relations and compound interest by choosing appropriate mathematical models to represent real-world situations. **(D3)**

Unit 6 - Trigonometry

By the end of this course, students will:

1. Determine the properties of similar triangles and solve problems involving similar triangles. **(E1)**
2. Solve problems involving right triangles, using the primary trigonometric ratios and the Pythagorean theorem. **(E2)**
3. Solve problems involving acute triangles, using the sine law and the cosine law. **(E3)**

COURSE CONTENT

<i>Unit</i>	<i>Length</i>
Unit 1: Linear Systems	22.5 hours
Unit 2: Analytic Geometry	22.5 hours
Unit 3: Factoring Algebraic Expressions	17.5 hours
Unit 4: Quadratic Relations	17.5 hours
Unit 5: Quadratic Equations & Transformations	18.5 hours
Unit 6: Trigonometry	10 hours
Cumulative Assessments (Final Project and Final Exam)	1.5 hours
	110 Hours

UNIT DESCRIPTIONS

UNIT 1: LINEAR SYSTEMS

In this unit, students will explore the relationships between two or more linear equations. Students will learn to model real-world scenarios using systems of equations and develop multiple strategies to find the Point of Intersection (POI), including graphing, substitution, and elimination. The unit emphasizes the interpretation of the POI as the unique solution that satisfies both equations simultaneously. Students will also investigate special cases, such as parallel lines (no solution) and coincident lines (infinite solutions).

UNIT 2: ANALYTIC GEOMETRY

In this unit, students will extend their knowledge of linear relations to explore the properties of line segments and geometric figures on the Cartesian plane. Students will develop and apply formulas for midpoint, length, and slope to verify the properties of triangles and quadrilaterals. This unit emphasizes the transition from basic graphing to using algebraic proof to confirm geometric relationships, such as identifying if a triangle is isosceles or if a quadrilateral is a rhombus.

UNIT 3: FACTORING ALGEBRAIC EXPRESSIONS

In this unit, students will develop the algebraic skills necessary to manipulate and simplify quadratic expressions. Students will explore the relationship between multiplying polynomials and factoring as inverse processes. The unit covers a variety of strategies, including greatest common factor (GCF), simple and complex trinomials, and special products such as difference of squares and perfect square trinomials. These skills are foundational for solving quadratic equations and analyzing the properties of quadratic functions in later units.

UNIT 4: QUADRATIC RELATIONS

In this unit, students will explore the characteristics and applications of quadratic functions. Students will learn to distinguish quadratic relations from linear relations by examining second differences and the parabolic shape of their graphs. The unit covers various forms of the quadratic equation (Standard, Vertex, and Factored) and how to identify key features such as the vertex, axis of symmetry, direction of opening,

and intercepts. Additionally, students will apply exponential growth models to solve financial problems involving compound interest.

UNIT 5: QUADRATIC EQUATIONS & TRANSFORMATIONS

In this unit, students will deepen their understanding of quadratic relations by exploring advanced algebraic techniques for solving quadratic equations and analyzing their properties. Students will learn to transition between different algebraic forms—Standard and Vertex—using the process of completing the square. The unit introduces the Quadratic Formula as a universal tool for finding roots and utilizes the discriminant to predict the nature of those solutions. Furthermore, students will apply these mathematical models to financial contexts, specifically investigating asset growth through annuities and long-term investments.

UNIT 6: TRIGONOMETRY

In this unit, students will explore the geometric and algebraic relationships between the sides and angles of triangles. The unit begins with a study of similar triangles and moves into the primary trigonometric ratios (sine, cosine, tangent) for right-angled triangles. Students will then extend these principles to solve problems involving acute triangles using the Law of Sines and the Law of Cosines. These trigonometric tools allow students to model and solve real-world problems in fields such as navigation, construction, and engineering.

TEACHING AND LEARNING STRATEGIES

In this course, students will experience the following activities.

Participation activities are seven standardized, course-wide prompts (Teach the Teacher, Concept in Action, Spot the Error, Concept Connections, Take a Position, Claim/Support/Question, and a culminating Course Takeaways video) embedded at set points throughout the course. They build metacognitive engagement with unit concepts and contribute to the course's participation grade.

Presentations with embedded videos are utilized to outline concepts, explain theory with the use of examples and practice questions, and incorporate multi-media opportunities for students to learn more (e.g. online simulations, quizzes, etc.).

End of unit conversations and Poodlls are opportunities for students to express their ideas, problem solving, and thought processes with a teacher who provides timely feedback.

Reflection is an opportunity for students to look back at concepts and theories with new eyes, to relate theory to practice, and to align learning with their own values and beliefs.

Discussions with the instructor are facilitated through video conferencing, discussing the concepts and skills being studied. This enables two-way communication between the student and the instructor, to share ideas and ask questions in dialogue. This also helps to build a relationship between the student and instructor.

Instructor demonstrations (research skills, etc.) are opportunities for the instructor to lead a student through a concept or skill through video conferencing, videos, or emailing with the student.

Discussion forums are an opportunity for students to summarize and share their ideas and perspectives with their peers, which deepens understanding through expression. It also provides an opportunity for peer-to-peer feedback.

Practical extension and application of knowledge are integrated throughout the course. The goal is to help students make connections between what they learn in the classroom and how they understand and relate to the world around them and their own lives. Learning becomes a dynamic opportunity for students to be more aware that their learning is all around them and enable them to create more meaning in their lives.

Individual activities/assignments assessments are completed individually at a student's own pace and are intended to expand and consolidate the learning in each lesson. Individual activities allow the teacher to accommodate interests and needs and to assess the progress of individual students. For this reason, students are encouraged to discuss IEPs (Individual Education Plans) with their teacher and to ask to modify assessments if they have a unique interest that they feel could be pursued in the assessment. The teacher

plays an important role in supporting these activities by providing ongoing feedback to students, both orally and in writing.

Research is an opportunity to apply inquiry skills to a practical problem or question. Students perform research to gather information, evaluate quality sources, analyze findings, evaluate their analysis, and synthesize their findings into conclusions. Throughout, students apply both creative thinking and critical thinking. New questions are also developed to further learning.

Writing as a learning tool helps students to think critically about course material while grasping, organizing, and integrating prior knowledge with new concepts. Good communication skills are important both in and out of the classroom.

Virtual simulations are interactive websites that provide students with an opportunity to ask questions, relate variables, and examine relationships.

Diagrams are visual representations of mathematical ideas and concepts. They provide another perspective to organize ideas. Visuals are thought to promote cognitive plasticity - meaning, they can help us change our minds or help us to remember an idea.

Graphs and charts are visual representations of math concepts and analysis. This helps us to see the relationships within and between sets of data.

Tables involve organizing information in terms of categories (rows and columns). This helps us to understand the relationships between ideas and data, as well as highlight trends.

Practice problems provide students with a scenario/problem to solve by applying concepts and skills learned in a context. This helps students to understand the relevance of their learning.

ASSESSMENT, EVALUATION, AND REPORTING

Assessment: The process of gathering information that accurately reflects how well a student is achieving the identified curriculum expectations. Teachers provide students with descriptive feedback that guides their efforts towards improved performance.

Evaluation: Assessment of Learning focuses on Evaluation, which is the process of making a judgement about the quality of student work on the basis of established criteria over a limited, reasonable period of time.

Reporting: Involves communicating student achievement of the curriculum expectations and Learning Skills and Work Habits in the form of marks and comments as determined by the teacher's use of professional judgement.

Assessment & Evaluation at OES: Triangulation of Learning

In alignment with the Ontario Ministry of Education's *Growing Success* policy, student achievement across all high school courses at Ontario eSecondary School (OES) is evaluated through the

triangulation of evidence: observations, conversations, and student products.

OES courses incorporate each of these evidence sources in a variety of ways to provide every student with equitable opportunities to demonstrate their learning:

- **Observations:** Collected through video recordings, interactive digital tools, learning logs, and synchronous task demonstrations.
- **Conversations:** Gathered via teacher-student conferences, oral defenses, virtual check-ins, and reflective feedback dialogues.
- **Products:** Demonstrated through major projects, essays, lab reports, performance tasks, and final assessments.

By evaluating a balanced variety of evidence, OES teachers apply professional judgment to ensure accurate, fair, and comprehensive assessment of each student's progress.

STRATEGIES FOR ASSESSMENT

Assessment practices can nurture students' sense of progress and competency and information instruction. Many diagnostic tools, e.g. checklists and inventories, are used at regular intervals throughout the units to encourage students' understanding of their current status as learners and to provide frequent and timely reviews of their progress. Assessment of student acquisition of listening and talking, reading and viewing and writing skills also occurs regularly through unobtrusive teacher observation and conferencing.

Units conclude with performance tasks, e.g. interviews and summative assessments. Teachers are encouraged to share goals with students early in the course and to connect unit learning experiences frequently and explicitly with big ideas, overall expectations, and performance tasks. The teacher is encouraged to involve students in the discussion, modification, or creation of rubrics, and teach students to use rubrics as a learning tool.

ASSESSMENT ACTIVITIES

- ☐ Homework assignments
- ☐ Individual conference meetings
- ☐ Discussion Forums
- ☐ Diagnostic tests and writing tasks
- ☐ Editing Checklists
- ☐ Reflections
- ☐ Oral presentations & Active Listening
- ☐ Tests & Exam
- ☐ Evaluations
- ☐ Labs and interactive diagrams

EVALUATION

The final grade will be determined as follows:

- ☐ 65% of the grade will be based on evaluation conducted throughout the course. This portion of the grade should reflect the student's most consistent level of achievement throughout the course, although special consideration will be given to more recent evidence of achievement.
- ☐ 20% of the grade will be based on a final evaluation administered at the end of the course. This evaluation will be based on a final written examination, comprehensive of the course. The final evaluation is an opportunity for the student to demonstrate comprehensive achievement of the overall expectations for the course.
- ☐ 15% of the grade will be based on the student's attendance and participation throughout the course, assessed according to Ministry criteria.

(Growing Success: Assessment, Evaluation and Reporting in Ontario Schools. Ontario Ministry of Education Publication, 2010 p.41)

MPM2D Principles of Mathematics

Grade 10 · Academic

How the final mark is calculated from September 2026

**TERM WORK EVALUATIONS (65%)**

Evaluation Item	Description	Category	Weight
Unit 1 Initials Project	This project supports student understanding of graphing and plotting linear systems, converting equations between forms and relating each to applications.	K, T, C, A	12.5
Unit 1 Final Assignment	This is a summative assessment for Unit 1, integrating all major concepts.	K, T, C, A	
Unit 1 and 2 Problem Set Project	This assessment serves as a method to get students to start to think critically about how questions are created. This is a valuable inquiry skill in mathematics.	K, T, C, A	12.5
Unit 2 Final Assignment	This is a summative assessment for Unit 2, integrating all major concepts.	K, T, C, A	
Unit 3 Final Assignment	This is a summative assessment for polynomials and quadratics, including expanding, simplifying, factoring, and word problem applications.	K, T, C, A	10
Unit 4 Final Assignment	This is a summative assessment for Unit 4, integrating all major concepts.	K, T, C, A	10
Unit 5 Final Assignment	This is a summative assessment for Unit 5, integrating all major concepts.	K, T, C, A	10
Unit 6 Final Assignment	This is a summative assessment for Unit 6, integrating all major concepts.	K, T, C, A	10

FINAL EVALUATIONS (20%)

Evaluation Item	Description	Category	Weight
Final Exam	A comprehensive exam, covering all overall curriculum expectations for the course.	K, T, C, A	20

ATTENDANCE AND PARTICIPATION (15%)

Evaluation Item	Description	Category	Weight
Attendance	Assessed according to the Ministry's attendance criteria (Growing Success, September 2026 update), based on the proportion of unexcused absences over the course.	N/A	8
Participation	Assessed according to the Ministry's participation criteria (Growing Success, September 2026 update), based on engagement in class discussions and activities throughout the course, including the standardized participation prompts (see Teaching and Learning Strategies).	N/A	7

AFL/AAL/AOL TRACKING SHEET

Unit 1: Linear Systems

AAL	AFL	AOL
1.2 Sources of Income 1.3 Practice Questions 1.5 Budget Planner Worksheet 1.6 Graphic Linear Systems Practice 1.7 Practice Questions 1.9 Practice Questions 1.10 Notes and Glossary 1.11 Systems of Two Equations Worksheet 1.11 Linear Systems Review	1.1 Order of Operations Worksheet: Observation 1.4 Linear Relationships Worksheet 1.8 Linear Systems Handout	1.11 Unit 1 Initials Project 1.11 Unit 1 Final Assignment

Unit 2: Analytic Geometry

AAL	AFL	AOL
2.3 Practice Questions 2.4 Practice Questions 2.8 Distance from a Point to a Line Notesheet 2.7 Practice Questions 2.8 Distance from a Point to a Line Notesheet 2.9 Notes and Glossary	2.1 Length of a Line Question 2.2 Money Smart Worksheets 2.4 Equation of a Circle in Standard Position Forum 2.5 Equations of Lines Worksheet 2.6 Lesson Overview Questions 2.7 Lesson Overview Questions	2.10 Unit 1 and 2 Problem Set Project 2.10 Unit 2 Final Assignment

Unit 3: Factoring Algebraic Expressions

AAL	AFL	AOL
3.1 Practice Questions 3.2 Multiplying Special Cases Polynomials Worksheet	3.5 Factoring by Grouping Worksheet 3.6 Factoring Special Cases	3.8 Unit 3 Final Assignment

3.3 Greatest Common Factor Worksheet 3.4 Practice Questions 3.7 Notes and Glossary	Worksheet 3.7 General Factoring Worksheet: Observation 3.7 Factoring Clinic Live Meeting	
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Unit 4: Quadratic Relations

AAL	AFL	AOL
4.2 Practice Questions 4.3 Practice Questions 4.4 Practice Questions 4.6 Practice Questions 4.8 Notes and Glossary 4.8 Practice Questions	4.1 Introduction to Quadratic Relations Worksheet 4.5 Factored Form Swap Discussion Board	4.9 Unit 4 Final Assignment

Unit 5: Quadratic Equations & Transformations

AAL	AFL	AOL
5.2 Practice Questions 5.3 Practice Questions 5.5 Practice Questions 5.7 Notes and Glossary	5.4 Completing the Square Practice	5.8 Unit 5 Final Assignment and Conversation

Unit 4: Transformations of Quadratics

AAL	AFL	AOL
6.1 Practice Questions 6.2 Practice Questions 6.3 Practice Questions 6.4 Notes and Glossary	6.4 End of Unit Conference: Conversation	6.5 Unit 6 Final Assignment

Finals

AOL
Final Exam

CONSIDERATION FOR PROGRAM PLANNING

PLANNING PROGRAMS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

OES teachers are the key educators of students with special education needs and have a responsibility to help all students learn. Program planning for students with special education needs is guided by the principles set out in Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013): all students can succeed; each student has their own unique patterns of learning; successful instructional practices are founded on evidence-based research, tempered by experience; and universal design and differentiated instruction are effective and interconnected means of meeting the learning or productivity needs of any group of students. Where a student has an Individual Education Plan (IEP), the accommodations identified in the IEP — instructional, environmental, and assessment — are implemented within the course,

and the online learning environment is adapted accordingly. The asynchronous structure of OES courses provides built-in flexibility that supports many common accommodations, including extended time for assignments and assessments, breaks as needed, access to assistive technology, and the ability to review instructional material multiple times.

PROGRAM CONSIDERATIONS FOR ENGLISH LANGUAGE LEARNERS

Ontario schools have some of the most linguistically diverse student populations in the world, and OES serves English language learners across Ontario and internationally. English language learners may be Canadian-born or newcomers; they may have experience of highly sophisticated educational systems or may have come from regions where access to formal schooling was limited. In planning this course, teachers consider the strengths and needs of English language learners and provide appropriate adaptations consistent with English Language Learners / ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12 (2007). Supports within the online environment include modification of instructional language without modification of curriculum expectations, use of visual and multimedia supports, opportunities to replay and review lesson content, extended time where appropriate, and teacher feedback that models academic English. Assessment accommodations, such as granting additional time and permitting the use of bilingual dictionaries, are provided where appropriate.

ENVIRONMENTAL EDUCATION

Consistent with *Acting Today, Shaping Tomorrow: A Policy Framework for Environmental Education in Ontario Schools* (2009) and *Environmental Education: Scope and Sequence of Expectations* (2017), environmental education is embedded across the curriculum rather than treated as a separate subject. Teachers help students acquire knowledge about the environment, develop skills to address environmental issues, and foster attitudes that motivate responsible environmental action. As an online school, OES also models environmental responsibility through paperless course delivery and the elimination of daily commuting. In this course, students apply mathematical processes to real data, including data related to environmental issues such as resource consumption, climate trends, and population growth, reinforcing the role of mathematics in understanding and addressing environmental questions.

EQUITY AND INCLUSIVE EDUCATION

This course is planned and delivered in accordance with Ontario's Equity and Inclusive Education Strategy (2009) and Policy/Program Memorandum No. 119, *Developing and Implementing Equity and Inclusive Education Policies in Ontario Schools* (2013). OES is committed to an inclusive learning environment in which all students feel welcomed, respected, and able to succeed, regardless of ancestry, culture, ethnicity, sex, gender identity, sexual orientation, disability, race, religion, or socio-economic status. In this course, teachers select learning materials that reflect the diversity of Ontario and the wider world, address bias in texts and resources where it arises, and ensure that assessment practices are fair and free of cultural assumptions. Because OES students learn from communities across Ontario, Quebec, and around the world, discussion activities and teacher feedback are moderated to maintain a respectful, harassment-free environment for all learners.

FINANCIAL LITERACY EDUCATION

In accordance with *A Sound Investment: Financial Literacy Education in Ontario Schools* (2010) and current Ministry direction on financial literacy, students are provided with opportunities to build the knowledge and skills needed to make informed financial decisions, understand their roles as consumers and citizens, and think critically about the economic forces that affect their lives. OES also supports students in meeting the Ministry's financial literacy graduation requirement, as described in the OES School Course Calendar. In this course, students apply mathematical skills to financial contexts such as budgeting, saving, interest, and comparing costs, supporting the development of sound personal financial decision-making.

FIRST NATIONS, MÉTIS, AND INUIT EDUCATION

Program planning in this course aligns with the Ontario First Nation, Métis, and Inuit Education Policy Framework (2007), which supports improved outcomes for First Nations, Métis, and Inuit students and promotes awareness and understanding of Indigenous histories, cultures, perspectives, and contributions among all students. Where appropriate to the curriculum expectations, teachers incorporate Indigenous perspectives, authors, and content, and approach these topics with accuracy and respect, drawing on Ministry-

recommended resources. All OES students benefit from opportunities to deepen their knowledge of the histories and contemporary realities of First Nations, Métis, and Inuit peoples, including the legacy of the residential school system and the Truth and Reconciliation Commission's Calls to Action related to education.

THE ROLE OF INFORMATION AND COMMUNICATIONS TECHNOLOGY

Information and communications technology (ICT) is integral to every OES course: instruction, learning activities, assessment, and teacher-student communication all take place through the school's learning management system. ICT tools — including multimedia lessons, digital texts, simulations, video conferencing for proctored assessments, and word-processing and productivity software — extend and enrich instruction and allow students to collect, organize, and present their learning in a range of formats. Teachers help students develop digital citizenship skills, including responsible and ethical use of technology, critical evaluation of online sources, protection of personal information, and academic integrity in digital environments, consistent with OES's Acceptable Use, Academic Honesty, and Artificial Intelligence policies as published in the School Course Calendar.

CAREER EDUCATION

Consistent with *Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools* (2013), teachers support students in answering the four questions at the centre of education and career/life planning: Who am I? What are my opportunities? Who do I want to become? What is my plan for achieving my goals? Expectations in this course include many opportunities for students to apply their skills to work-related situations, explore educational and career options, and become self-directed learners. OES guidance staff support students in course selection, postsecondary application planning (including OUAC, CEGEP, and international pathways), and the development of individual pathways plans. The problem-solving, reasoning, and quantitative skills developed in this course support pathways into science, technology, engineering, mathematics, finance, data analysis, skilled trades, and many other fields, and connections to these destinations are highlighted throughout the course.

COOPERATIVE EDUCATION AND OTHER FORMS OF EXPERIENTIAL LEARNING

Planned learning experiences in the community, including job shadowing, work experience, and cooperative education, provide students with opportunities to see the relevance of their classroom learning, explore careers of interest, and develop essential workplace skills consistent with *The Ontario Curriculum, Grades 11 and 12: Cooperative Education* (2018). Students may earn up to two cooperative education credits toward their compulsory credit requirements for the Ontario Secondary School Diploma. Students interested in experiential learning opportunities related to this course are encouraged to contact OES guidance staff to discuss options available to them.

HEALTH AND SAFETY

Although OES students learn remotely, health and safety remain integral considerations in program planning. Teachers model and promote safe and healthy practices for online learning, including sound ergonomics, balanced screen time, regular breaks, and strategies that support positive mental health and well-being. OES maintains a safe and respectful virtual learning environment consistent with the school's codes of conduct, bullying prevention expectations, and privacy practices as published in the School Course Calendar, and students are provided with clear channels for reporting concerns to their teachers, guidance staff, or the Principal.

ACCOMMODATIONS

Accommodations will be based on meeting with parents, teachers, administration and external educational assessment reports. The following three types of accommodations may be provided:

- ☐ **Instructional accommodations:** such as changes in teaching strategies, including styles of presentation, methods of organization, or use of technology and multimedia.
- ☐ **Assessment accommodations:** such as allowing additional time to complete tests or assignments or permitting oral responses to test questions.

Other examples of modifications and aids, which may be used in this course, are:

- ☐ Provide step-by-step instructions.
- ☐ Help students create organizers for planning writing tasks.
- ☐ Allow students to report verbally to a scribe (teacher/ student) who can help in note taking.
- ☐ Permit students a range of options for reading and writing tasks.
- ☐ Where an activity requires reading, provide it in advance.
- ☐ Provide opportunities for enrichment.