



Ontario eSecondary School Course Outline 2026-2027

Ministry of Education Course Title: English, Grade 9	
Ministry Course Code: ENL 1W	
Course Type: De-streamed	
Grade: 9	
Credit Value: 1.0	
Prerequisite(s): None	
Department: English	
Course developed by: Brittany Bosch and Sarrah Beemer	Date: September 1st, 2023 Revised: August 1, 2026
Length: One Semester	Hours: 110
This course has been developed based on the following Ministry documents: 1. <u>English, The Ontario Curriculum (2023)</u> 2. <u>Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)</u> 3. <u>Learning for All (2013)</u>	

COURSE DESCRIPTION/RATIONALE

This course enables students to continue to develop and consolidate the foundational knowledge and skills that they need for reading, writing, and oral and visual communication. Throughout the course, students will continue to enhance their media literacy and critical literacy skills, and to develop and apply transferable skills, including digital literacy. Students will also make connections to their lived experiences and to society and increase their understanding of the importance of language and literacy across the curriculum. **Prerequisite:** None

OVERALL CURRICULUM EXPECTATIONS

A. Literacy Connections and Applications

A1. Transferable Skills

demonstrate an understanding of how the seven transferable skills (critical thinking and problem solving; innovation, creativity, and entrepreneurship; self-directed learning; collaboration; communication; global citizenship and sustainability; and digital literacy) are used in various language and literacy contexts

A2. Digital Media Literacy

demonstrate and apply the knowledge and skills needed to interact safely and responsibly in online environments, use digital and media tools to construct knowledge, and demonstrate learning as critical consumers and creators of media

A3. Applications, Connections, and Contributions

apply language and literacy skills in cross-curricular and integrated learning, and demonstrate an understanding of, and make connections to, diverse voices, experiences, perspectives, histories, and contributions, including those of First Nations, Métis, and Inuit individuals, communities, groups, and nations

B. Foundations of Language

B.1 Oral and Non-Verbal Communication

apply listening, speaking, and non-verbal communication skills and strategies to understand and communicate meaning in formal and informal contexts and for various purposes and audiences

B.2 Language Foundations for Reading and Writing

demonstrate an understanding of foundational language knowledge and skills, and apply this understanding when reading and writing

B.3 Language Conventions for Reading and Writing demonstrate an understanding of sentence structure, grammar, cohesive ties, and capitalization and punctuation, and apply this knowledge when reading and writing sentences, paragraphs, and a variety of texts

C. Comprehension: Understanding and Responding to Texts

C1. Knowledge about Texts

apply foundational knowledge and skills to understand a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, and demonstrate an understanding of the patterns, features, and elements of style associated with various text forms and genres

C2. Comprehension Strategies

apply comprehension strategies before, during, and after reading, listening to, and viewing a variety of texts, including digital and media texts, by creators with diverse identities, perspectives, and experience, in order to understand and clarify the meaning of texts

C3. Critical Thinking in Literacy

apply critical thinking skills to deepen understanding of texts, and analyze how various perspectives and topics are communicated and addressed in a variety of texts, including digital, media, and cultural texts

D. Composition: Expressing Ideas and Creating Texts

D1. Developing Ideas and Organizing Content

plan, develop ideas, gather information, and organize content for creating texts of various forms, including digital and media texts, on a variety of topics

D.2 Creating Texts

apply knowledge and understanding of various text forms and genres to create, revise, edit, and proofread their own texts, using a variety of media, tools, and strategies, and reflect critically on created texts

D.3 Publishing, Presenting, and Reflecting

select suitable and effective media, techniques, and tools to publish and present final texts, and critically analyze how well the texts address various topics

COURSE CONTENT

Unit	Length
Unit 1: Practical Literacy Skills	13.5 hours
Unit 2: For the Love of Reading	28 hours
Unit 3: Connections with Media	20 hours
Unit 4: We Are All Different	25 Hours
Unit 5: Moon of the Crusted Snow	20 Hours
Final Exam	1.5 Hours
Final Reflection	2 hours
TOTAL	110 Hours

UNIT DESCRIPTIONS

UNIT 1: Practical Literacy Skills

In this unit, students will explore practical literacy skills by learning about the structure of paragraph and essay writing, the drafting process, and oral and non-verbal communication skills. Students will also review key grammar concepts and vocabulary building to enhance their communication skills. Students can expect to take notes, learn about active listening and reading skills for effective input strategies and use writing and speaking strategies to receive feedback and improve on their learning.

UNIT 2: For the Love of Reading

Students will study the psychological thriller *We Were Liars* by E. Lockhart, building on their active reading strategies and analytical skills. Students will be asked to evaluate and make connections with the text and themselves, other texts, and the world around them. Students will also begin to incorporate secondary research in their study of a novel to foster deeper understanding of the characters, plot, and themes in the text. Students can expect to use planning organizers, the retell, relate, reflect framework for active reading, and paragraph responses to important quotations. Students will further develop their critical analysis skills by presenting their evaluation of the author's message in the book.

UNIT 3: Connections with Media

In this unit, you will learn about media literacy and applying elements of media education to the medium of advertising. You will view, with a critical lens, different examples of print and digital advertising. You will learn the importance of media literacy in the digital age and analyze advertising for topic, purpose audience, and persuasive techniques. The unit will culminate in a persuasive essay and analytical presentation demonstrating what you have learned.

UNIT 4: We are all Different

In this unit, students will explore the components of short stories and the tools writers use to establish their plot. Students will learn about people who have different lived experiences. Students will analyze short stories throughout this unit and engage in the analysis process ultimately finding deeper meaning from the texts they read and making connections.

UNIT 5: *Moon of the Crusted Snow*

Students will complete the novel study. Students will read *Moon of the Crusted Snow*. Students will demonstrate active reading strategies while they read, evaluating the novel and making connections. Students will demonstrate their understanding of the writing process, where they will incorporate skills and strategies learned in the course, by writing thematic responses. Students will also create a book review, persuading their audience of their book's merit in a persuasive manner. Finally, students will record a podcast to present their thoughts on the book.

UNIT 6: Final Reflection

Students will reflect on their learning in ENL1W. Responding to a number of questions, students will formulate their responses and then present their responses to their instructor.

FINAL EXAM: Students will write a 1.5 hour exam to demonstrate their learning and knowledge of ENL1W

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 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.

Brainstorming, charts, and graphs are a great way for students to synthesize their knowledge of subject matter visually through graphic organizers, pictures, and texts.

Readings are an opportunity for students to gain insight from a variety of texts online and further develop literacy skills. Students may print out the reading material to use it to highlight, take notes, and have with them when a computer is not available.

Articles are examples of concepts and theories being discussed in the public realm and with respect to current events. They are snapshots not only of why theories/concepts/applications are relevant but also provide a window into the broader context of subject matter knowledge and understanding. Students learn through reading and analysis that the subject matter is deeply related to, and intertwined with, society and the diverse perspectives of lived experience.

Oral presentations in an online environment are opportunities for students to present live or record presentations, expressing their ideas and understanding orally.

Reflective/comparative analysis and evaluation of written work is very important in this course. Concepts and skills are modelled in examples (exemplars), which students can refer to and utilize to self-evaluate their own work. A variety of texts are shared, and students are encouraged to make comparisons with different texts, real life situations, and their own writing.

Journals provide an opportunity for students to self-reflect on the subject matter and see their growth over time. It supports students to express their thoughts and skills learned in a personal way.

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. These assessments are not for marks.

- In assessment for learning (AFL), teachers provide students with descriptive feedback and coaching for improvement.
- In assessment as learning (AAL), teachers help students develop their capacity to be independent, autonomous learners who are able to set individual goals, monitor their own progress, determine next steps, and reflect on their thinking and learning.

Evaluation: Assessment of Learning (AOL) 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, 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 learning skills also occurs regularly through unobtrusive teacher observation and conferencing.

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

- Discussion forums
- Diagnostic tests and writing tasks
- Completed templates and graphic organizers
- Video assignment
- Reflections
- Oral presentations & active listening
- Short answer questions
- Long answer questions
- Reflections
- Drawings / diagrams / sketches / schematics - creating, labeling, and analyzing
- Design projects and reports
- End of unit conversations/ reflections (Google meets)
- End of unit Poodll (1 minute speech recording)

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 students' attendance and participation throughout the course, assessed according to Ministry criteria.
- 15% of students' final grade will be based on 8% Attendance and 7% Participation.

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

TERM WORK EVALUATIONS (65%)

Evaluation Item	Description	Category	Weight
Unit 1 Paragraph Writing Assignment	Students will use what they have learned about paragraph structure, grammar, and sentence fluency to work through the writing process and craft a polished paragraph with citations.	K, T, C, A	16
Unit 1 End of Unit Evaluation	Students will use what they have learned about essay writing, grammar concepts, and citation rules to draft, revise, and produce a polished 5 paragraph essay on a topic of their choice.	K, T, C, A	
Unit 2 Quotation Response #4	Students will reflect and use their analytical skills to discuss important quotations from our novel study and make connections between the novel and their personal experiences, other literature, or the world at large.	K, T, C, A	16
Unit 2 Final Evaluation Task Written	Students will culminate their novel study by completing a written and a creative task of their choice that demonstrates their ability to transfer skills learned in this unit to a new task.	K, T, C, A	
Unit 2 Final Evaluation Task Oral	Students will use the oral communication strategies learned in this course and apply them to a discussion of the novel.	K, T, C, A	
Unit 3 Persuasive Essay Assignment	Students will craft a persuasive essay on media literacy using what they have learned of the writing process and what they have learned in the unit about the importance of media literacy. They are able to choose their topic from a choice board.	K, T, C, A	17

Unit 3 Discussion Post	Students will discuss their ideas, thoughts, and opinions on unit concepts with their peers.	K, T, C, A	
Unit 3 Messages in Media Presentation	Students will demonstrate their knowledge of media concepts by discussing the importance of one element of media literacy and deconstructing an advertisement for the media and advertisement techniques and tactics used.	K, T, C, A	
Unit 4 The Hockey Sweater Worksheet	Students will apply what they have learned about short story analysis to this brief but interactive activity.	K, T, C, A	16
Unit 5 Moon of the Crusted Snow Creative Activity	Students will demonstrate their application of novel concepts in either a book review (written) or Podcast (audio) format.	K, T, C, A	

FINAL EVALUATIONS (20%)

Evaluation Item	Description	Category	Weight
Final Exam	The final exam will be a culmination of all of the work in this 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: Practical Literacy Skills

AAL	AFL	AOL
Grammar diagnostic	Active Reading Task	Paragraph Writing
Writing diagnostic	Common and Proper Nouns	Final Essay Good Copy
The Writing Process	Expository Writing Lesson	
End of Unit Learning Log: Conversation with Teacher	Sentence Structure Worksheet	
End of Unit Video Reflection	Final Essay Rough Work	

Unit 2: For the Love of Reading

AAL	AFL	AOL
Unit 2 Reflection journal	Reading organizers (parts 1-5)	Quotation responses
Learning Log	Quotation response	End of unit observation and conversation with teacher
	Grammar Studies	

Unit 3: Connections with Media

AAL	AFL	AOL
Anticipation guide	Discussion post 1	Persuasive essay assignment
Introduction to media literacy	Expository writing activities	Discussion post 2
Lesson video notes	Grammar studies	Media presentation: Observation and Conversation with teacher

Unit 4: We Are All Different

AAL	AFL	AOL
Lesson materials and exemplar	Analysis worksheet and discussion post	
Storytelling Podcast	Telling Our Twisted Histories: Reconciliation Worksheet	
<i>I Am a Man With Down Syndrome and My Life Is Worth Living</i> . Discussion Post	Becoming Me Questions	
The Hero's Journey Lesson Worksheet	Article Discussion Post	
Reading Activities worksheet for "Kath and Mouse"	Short Story Analysis Chart: "Kath and Mouse"	The Hockey Sweater Worksheet

Unit 5: Moon of the Crusted Snow

AAL	AFL	AOL
Survival and Timeline Activity	Moon of the Crusted Snow: Novel Study Package	Post -Reading Thematic Questions
End of Unit-Learning Log: Conversation with Teacher		Moon of the Crusted Snow: Book Review
		Podcast Assignment

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, environmental themes arise naturally through the study of literary, informational, and media texts that examine humanity's relationship with the natural world, and students may pursue environmental topics in research, discussion, and writing tasks.

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 develop the critical literacy skills needed to interpret consumer messaging, advertising, and financial information encountered in print and media texts.

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 literacy, communication, and critical-thinking skills developed in this course support a wide range of postsecondary destinations and careers, including journalism, law, education, marketing, communications, publishing, and public service.

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.