

Department:	Mathematics	Course Title: ALGEBRA 2 HONORS	
Textbook(s): Advanced	d Algebra/Lesson Master	1	
Date:	Unit 1, September 4-30		Unit 2, October
Essential Question(s):	 How do we use functions to solve real wor What is the meaning of the domain and ra What is the difference between dependent What is the Vertical –Line Test? How do we determine whether a relation of function? How do we determine the domain, range, 	rld problems? nge of a function? t variable and independent variable? defined by a table or a simple equation is a and values of a function from its graph?	
Content	 1.1 The Language of Algebra. 1.2 What Is a Function? 1.3 Function Notations. 1.4 Graphs of Functions 1.5 Solving Equations. 1.6 Rewriting Formulas 		•
Skills:	 Evaluate expressions and formulas, include Determine the domain, range, and values Use function notation. Rewrite formulas. Solve and check linear equations. Use linear equations to solve real-world present the vertical –Line Test. 	ling correct units in answers. of function. roblems.	•
Standards/Benchmarks	A-SSE 1-2; A-CED 1,4; A-REI 1-3, F	-IF 1-5, 7a	•



	٠	Tests/Textbooks/Notebooks	•
Assessments/Resources	٠	Projects/ Reports/Presentations	
	٠	Effective use of the Promethean board	
	٠	Lesson Master 1.1 – 1.6 A, B	



Department:		Course Title:	
	Mathematics	ALGEBRA 2 HONOR	S
Textbook(s): Advanced	d Algebra/Lesson Master		
	Unit 2, October 1-26		Unit 2, October
Essential Question(s):	 What is an explicit formula for a sequence What is a recursive formula? How do we find a formula for generating a What is the difference between an explicit How do we describe a sequence in words 	e? all terms of a sequence? it formula and recursive formula? s?	
Content	 1.7 Explicit Formulas for Sequences. 1.8 Recursive Formulas for Sequences 1.9Notation for Recursive Formulas. 	5.	•
Content			
Skills:	 Evaluate sequences Write a recursive definition for a sequence Write an explicit formula for a sequence. Use function to solve real –world problem 	e. s	•
	F-IF 1-7; F-BF 1a-b, 2; F-LE 1-2		•
Standards/Benchmarks	Tasta/Tasthagka/Natabagka		
Assessments/Resources	 Tests/Textbooks/Notebooks Projects/ Reports/Presentations Effective use of the Promethean board Lesson Master 1.7 – 1.9 A,B 	d	•



Department:		Course Title:	
•	Mathematics	ALGEBRA 2 HONORS	
Textbook(s): Advance	d Algebra/Lesson Master		
	Unit 3, October 27 – November 23		Unit 2, October
Essential Question(s):	 How do we recognize variation situation How do we identify variation equations What is the difference between direct at What is the Fundamental Theorem of whether the domain, range How do we determine the domain, range How do we determine properties of direct dir	ns? from graphs? and inverse variation? variation? ge, and values of direct and inverse variation? ect and inverse variation from its graph?	
Content	 2.1 Direct Variation 2.2 Inverse Variation 2.3 The Fundamental theorem of Va 2.4 The graph of y=kx 2.5 The Graph of y=kx² 2.6 The Graph of y=k/x and y=k/x² 	ariation	•
Skills:	 Use the Fundamental Theorem of Vari Solve variation problems. Find slopes (rates of change). Translate variation language into formulas into variation langu Graph variation equations. Solve real-world variation problems. 	ation. ulas. age.	•
Standards/Benchmarks	F-LE 1b-c, 3; F- IF 1-6, 7a, 8a		•



	Tests/Textbooks/Notebooks	•
Assessments/Resources	 Projects/ Reports/Presentations 	
	Effective use of the Promethean board	
	 Lesson Master 2.1 – 2.6A,B 	





Textbook(s): Advance	d Algebra/Lesson Master	
	Unit 5, December 15-23	Unit 2, October
Essential Question(s):	 How do we determine the slope and y-intercept of a line given its equation? What is the meaning of piecewise-linear functions? Is it possible to find a single equation to describe a piecewise-linear graph? How can we model a real-life situation with a linear function? What is the difference between standard, point-slope and slope-intercept forms of linear equation? How do we choose most appropriate form of linear equation for a given problem? 	
Content	 3.1 Constant Increase or Constant Decrease Situations 3.2 The Graph of y = mx + b 3.3 Linear-Combination situations 3.4 The Graph of Ax + By = C 3.5 Finding an Equation of a Line. 	•
Skills:	 Recognize properties of linear functions. Model situations leading to linear combinations. Model constant-increase or constant decrease situations. In a real-world context, find an equation for a line containing two points. Model situations leading to piecewise-linear functions. Find an equation for a line given two pints on it or given a point on it and its slope. Graph or interpret graphs of linear equations. Write point-slope, standard and slope-intercept form of linear equation. 	•
Standards/Benchmarks	A-REI 1-3; F-IF 1-6, 7a	•
Assessments/Resources	 Tests/Textbooks/Notebooks Projects/ Reports/Presentations Effective use of the Promethean board Lesson Master 3.1 – 3.5A,B 	•



Department:		Course Title	
N	lathematics	ALGEBRA II HONORS	
Textbook(s): Advance	ed Algebra/Lesson Master		
	Unit 6, January 5-25		Unit 2, October
Essential Question(s):	 What is the correlation coefficient? Can we use a linear model to make a reater to make a	al-life prediction? nodel is appropriate? n equation for line containing two points? thmetic sequences? eger Function?	
Content	 3.6 Fitting a Line to Data 3.7 Recursive Formulas for arithmetic 3.8 Explicit Formulas for Arithmetic Se 3.9 Step Functions 	Sequences equences	•
Skills:	 Fit lines to data Finding the Line of best Fit. Drawing a scatter plot of the given data. Recognize properties of arithmetic seque Graph or interpret graphs of piecewise-lin Evaluate or find explicit formulas for arithmetic seque Evaluate or find recursive formulas for arithmetic seque 	ences. near functions or step functions. metic sequences. ithmetic sequences	•
Standards/Benchmarks	F- IF 1-6; A- CED 1-2, 4; A- REI 1,3	s, 10-11.	•



	Tests/Textbooks/Notebooks	•
Assessments/Resources	Projects/ Reports/Presentations	
	 Effective use of the Promethean board Lesson Master 3.6 – 3.94 B 	



Department:		Course Title	
M	athematics	ALGEBRA II HONORS	
Textbook(s): Advance	d Algebra/Lesson Master		
	Unit 7, January 26-30		Unit 2, October
Essential Question(s):	 How do we determine the dimension of a Can we represent points and polygons by How are matrices added? What must be true about the dimensions subtraction to be possible? What is the meaning of scalar multiplicatie How do we set up matrices to be multiplie How do we multiply more than two matrice Is the matrix multiplication commutative? 4.1 Storing data in matrices. 4.2 Matrix addition 	matrix? y matrices? of two matrices in order for addition or on? ed? ces?	•
Content	• 4.3 Matrix multiplication.		
Skills:	 Use matrices to store data. Graph figures described by matrices. Add, subtract, and find scalar multiples of Recognize properties of matrix addition a Use matrix addition and scalar multiplicat Multiply matrices. Recognize properties of matrix multiplicat Use matrix multiplication to solve real-woold 	f matrices. Ind scalar multiplication. ion to solve real-world problems. tion. rld problems.	•



	N- VM 6 – 10; A- APR 1; A-REI 8-9	•
Standards/Benchmarks		
Assessments/Resources	 Tests/Textbooks/Notebooks Projects/ Reports/Presentations Effective use of the Promethean board Lesson Master 4.1– 4.3A,B 	•





Mathematics

Textbook(s): Advanced	d Algebra/Lesson Master	
	Unit 8, February 2 - 8	Unit 2, October
Essential Question(s):	 How do we draw the polygon described by the given matrix? How do we determine equations of lines perpendicular to given lines? Can we recognize relationships between figures and their transformation images? Can we explain how to use a matrix operation to transform a given polygon to its image? How do we determine equations of lines parallel to given lines? 	
Content	 4.4 Matrices size changes 4.5 Matrices for scale changes. 4.6 Matrices for reflection. 4.7 Transformation of matrices. 4.8 Matrices for rotation. 4.9 Rotations and perpendicular lines. 4.10 Translations and parallel lines. 	•
Skills:	 Determine equations of lines perpendicular to given lines. Recognize relations between figures and their transformation images. Relate transformations to matrices and vise versa. Graph figures and their transformation images Determine equations of lines parallel to given lines 	•
	N- VM 11-12;	•
Standards/Benchmarks Assessments/Resources	 Tests/Textbooks/Notebooks Projects/ Reports/Presentations Effective use of the Promethean board Lesson Master 4.4– 4.10A,B 	•



	Course Title ALGEBRA II HONORS		
athematics			
d Algebra/Lesson Master			
Unit 9, February 9 - 27		Unit 2, October	
 How do we estimate solutions to systems What is the difference between Consisten Can we use systems of two or more equa What is the determinant of a square matrix What are inverse matrices? How do we find an inverse of a given ma Can we give an example of a matrix that What is the meaning of the determinant of How do we determine whether there are without solving the system of linear equa Can we rewrite the system of linear equa What is the feasible set or feasible region 	s by graphing? nt and Inconsistent systems? ations to solve real-life problems? rix? trix? does not have an inverse? of the coefficient matrix? no solutions or infinitely many solutions ations? tions in matrix form?		
 5.1 Inequalities and compound senter 5.2 Solving systems using tables or gr 5.3 Solving systems using substitution 5.4 Solving system using linear combi 5.5 Inverses of matrices. 5.6 Solving systems using matrices. 5.7 Graphing inequalities in the coordi 5.8 Systems of linear inequalities. Solve and graph inequalities in one varia Recognize properties of systems of inequ Solve 2x2 and 3x3 systems using the Line Find the determinant and the inverse of a 	nces. raphs. n. nations. inate plane. ble. tions. ualities. ear Combination Method or substitution. a square matrix.	•	
	 Algebra/Lesson Master Unit 9, February 9 - 27 How do we estimate solutions to systems What is the difference between Consister Can we use systems of two or more equa What is the determinant of a square matrix What are inverse matrices? How do we find an inverse of a given ma Can we give an example of a matrix that What is the meaning of the determinant of How do we determine whether there are without solving the system of linear equa Can we rewrite the system of linear equa What is the feasible set or feasible region 5.1 Inequalities and compound senter 5.2 Solving systems using tables or gristing systems using linear combination 5.4 Solving systems using matrices. 5.5 Inverses of matrices. 5.6 Solving systems using matrices. Solve and graph inequalities in one varia Recognize properties of systems of equa Solve 2x2 and 3x3 systems using the Line Find the determinant and the inverse of a systems of two or solve averses to solve systems of two or solve averses averses to solve systems of two or solve averses to solve systems of two or solve averses to solve systems of two or solve averses to so	Course Title ALGEBRA II HONORS athematics Algebra/Lesson Master Unit 9, February 9 - 27 • How do we estimate solutions to systems by graphing? • What is the difference between Consistent and Inconsistent systems? • Can we use systems of two or more equations to solve real-life problems? • What is the determinant of a square matrix? • What is the determinant of a square matrix? • What is the determinant of a square matrix? • How do we find an inverse of a given matrix? • How do we did an inverse of a given matrix? • How do we determine whether there are no solutions or infinitely many solutions without solving the system of linear equations? • Can we rewrite the system of linear equations? • Can we rewrite the system of linear equations? • Can we rewrite the system of linear equations? • Can we rewrite the system of linear equations? • Can we rewrite the system of linear equations. • 5.1 Inequalities and compound sentences. • 5.2 Solving systems using linear combinations. • 5.4 Solving system using linear combinations. • 5.5 Inverses of matrices. • 5.6 Solving systems using matrices. • 5.7 Graphing inequalities in the coordinate plane. • 5.8 Systems of linear inequalities.	Course Title ALGEBRA II HONORS athematics 1 Algebra/Lesson Master Unit 9, February 9 - 27 • How do we estimate solutions to systems by graphing? • What is the difference between Consistent and Inconsistent systems? • Can we use systems of two or more equations to solve real-life problems? • What is the determinant of a square matrix? • How do we find an inverse of a given matrix? • How do we find an inverse of a given matrix? • How do we determine whether there are no solutions or infinitely many solutions without solving the system of linear equations? • What is the feasible set or feasible region? • What is the feasible set or feasible region? • What is the feasible set or feasible region? • What is the feasible set or feasible region? • What is the feasible set or feasible region? • What is the feasible set or feasible region? • What is the feasible set or graphs. • 5.1 Inequalities and compound sentences. • 5.2 Solving systems using substitution. • 5.4 Solving systems using substitution. • 5.5 Inverses of matrices. • 5.6 Solving systems using funces. • 5.7 Graphing inequalities in the coordinate plane. • 5.8 Systems of linear inequalities. • S



	 Estimate solutions of systems by graphing. Graph linear inequalities in two variables. Solve systems of inequalities by graphing. 	
Standards/Benchmarks	A- REI 5 - 12; A- CED 1-3	•
Assessments/Resources	 Tests/Textbooks/Notebooks Projects/ Reports/Presentations Effective use of the Promethean board Lesson Master 5.1– 5.8A,B 	•



Department:			
N	lathematics		
Textbook(s): Advance	ed Algebra/Lesson Master		
	Unit 10, March 2 - 20		Unit 2, October
Essential Question(s):	 What is the standard form of a quadratic? What is the difference between quadratic quadratic function? How do we use quadratics to solve real-weight of the absolute value-square root the How do we solve absolute value equation? 	? c expression, quadratic equation and a world problems? neorem? ns?	
Content	 6.1 Quadratic expressions, rectangles 6.2 Absolute value, square roots and 6.3 The graph-translation theorem. 6.4 Graphing y=ax² + bx +c 	and squares quadratic equations	•
Skills:	 Expand squares of binomials. Use quadratic equations to solve area pr Solve quadratic equations. Apply the definition of absolute value and Use quadratic equations to solve area pr Graph absolute value functions and inter 	oblems. d the Absolute Value- Square Root Theorem. oblems. pret them.	•
Standards/Benchmarks	A- SSE 2, 3a,b; A-APR 4-5; N-CM	N 1-2, 7-9; N-Q 1-3; A-REI 4	•



	Tests/Textbooks/Notebooks	•
Assessments/Resources	 Projects/ Reports/Presentations Effective use of the Promethean board 	
	• Lesson Master 6.1– 6.4 A,B	





Department:		Title SRAIL HONORS	
N	athematics		
Textbook(s): Advance	d Algebra/Lesson Master		
	Unit 11, March 23 - 31		Unit 2, October
Essential Question(s):	 What is the Binomial Square Theorem? What is a perfect-square trinomial? What is the difference between standard form of que How do we transform quadratic equations from state How do we expand squares of binomials? What is the Quadratic Formula? What is the geometrical meaning of quadratic equations Can we use a quadratic equation to model real-life How do we determine if a quadratic model is appropriate to make a real-life 	adratic equation and vertex form? ndard form to vertex form? tions' solutions? situation? priate? rediction?	
Content	 6.5 Completing the Square. 6.6 Fitting a Quadratic Model to Data. 6.7 The Quadratic Formula. 		•
Skills:	 Transform quadratic equations from standard form Apply the Binomial Square Theorem. Use completing the square method to convert quadratic form. Solve quadratic equation Fit a quadratic model to data. Use quadratic equations to solve area problems or acceleration. Graph the parabola. Find the vertex, y-intercept and x-intercepts of the parabola. 	to vertex form and vise versa. Iratics from standard to vertex problems dealing with velocity and parabola.	•



	Find an equation for the line of symmetry of parabola.	
	A- REI 4. 10-11	•
Standards/Benchmarks		
Assessments/Resources	 Tests/Textbooks/Notebooks Projects/ Reports/Presentations Effective use of the Promethean board Lesson Master 6.5– 6.7 A,B 	•



Department:	Course Title
	ALGEBRA II HONORS
Mathematics	



Textbook(s): Advance	d Algebra/Lesson Master	
	Unit 12, April 1 - 24	Unit 2, October
	How do we add, subtract, multiply and divide complex numbers?	
	 How do we determine the complex conjugate? Can we recognize relationships between complex and real numbers? 	
	• Can we predict the number of real solutions to a quadratic equation?	
Econtial Quantian(a)	How do we determine how many real solutions does a quadratic equation have?	
Essential Question(s).	 What is the Discriminant? How do we determine the nature of the solutions to the quadratic equation? 	
	 What is the geometrical meaning of real solutions to the quadratic equation? 	
		•
	 6.8 Imaginary numbers. 6.9 Complex numbers 	
	 6.10 Analyzing solutions to Quadratic Equations 	
Content		
	Solve quadratic equations.	•
	Perform operations with complex numbers.	
	 Predict the number of real solutions to a quadratic equation. 	
	Predict the nature of the solutions to a quadratic equation.	
Skills:	• Use the discriminant to determine the nature of the solutions to the equation.	
	 Use the discriminant of a quadratic equation to determine the number of x-intercepts of the graph 	
	Graph quadratic functions	
	A- SSE 2, 3a,b; A-APR 4-5; N-CN 1-2, 7-9; N-Q 1-3; A-REI 4	•
Standards/Benchmarks		



	Tests/Textbooks/Notebooks	•
	Projects/ Reports/Presentations	
Assessments/Resources	 Effective use of the Promethean board Lesson Master 6.8– 6.10A,B 	



Department:		Course Title	
M	lathematics		
Textbook(s): Advance	ed Algebra/Lesson Master		
	Unit 13, April 27 – May 20		Unit 2, October
Essential Question(s):	 How do we apply the laws of exponents? How do we simplify a rational expression What is the geometric sequence? What is the difference between arithmetic How do we apply the compound interest Can we recognize properties of the graph How do we write explicit and recursive for 	? c and geometric sequences? formula to sole real-world problems? n of n-th power functions? ormulas for geometric sequences?	
Content	 7.1 Power Function. 7.2 Properties of Powers. 7.3 Negative Integers Exponents. 7.4 Compound Interest. 7.5 Geometric Sequences. 7.6 n-th Roots. 7.7 Positive Rational Exponents 7.8 Negative Rational Exponents. 		•
Skills:	 Graph n-th power functions. Recognize properties of exponents. Use properties of exponents. Evaluate powers with negative exponent Perform operations with Rational expone Solve real-world problems dealing with c Use simple interest formula. Apply the compound interest formula. 	s. ents. ompound and simple interest.	•



	 Describe geometric sequences explicitly and recursively. Solve real-world problems involving geometrical sequences. Simplify expressions using Rational Exponent Theorem. Solve exponential equations. Recognize properties of negative rational exponents. 	
Standards/Benchmarks	4.1B, 4.3D, 4.3C, 4.5D,4.5C, 4.3A	•
Assessments/Resources	 Tests/Textbooks/Notebooks Projects/ Reports/Presentations Effective use of the Promethean board Lesson Master 7.1– 7.8A,B 	•



Department:			
M	athematics	ALGEBRA II HONORS	
Textbook(s): Advance	d Algebra/Lesson Master		
	Unit 14, May 21 – June 11		Unit 2, October
Essential Question(s):	 What is the definition of the composite of Is function composition commutative? How do we find the domain of a composition What is the inverse of a relation? How do we determine the domain and ration and the domain and ration and the domain and t	f two functions? ite of functions? inge of a relation and its inverse? se of a function is a function? erse? n function? sing rational exponents? ationalizing the denominator?	
Content	 8.1 Composition of Functions. 8.2 Inverses of Relations. 8.3 Properties of Inverse Functions. 8.4 Radical Notation for n-th Roots. 8.5 Products with Radicals. 8.6 Quotients with Radicals. 8.7 Powers and Roots of negative nur 8.8 Solving equations with Radicals. Find values and rules for composites of Find the inverse of relation. Evaluate radicals. 	mbers. functions.	•
Skills:	 Rewrite or simplify expressions with radio 	cals.	



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	 Solve equations with radicals. Apply properties of the inverse relations and inverse functions. Apply properties of radicals and n-th root functions. Solve real-world problems which can be modeled by equations with radicals. Make and interpret graphs of inverses of relations. 	
Standards/Benchmarks	4.3B, 4.3C, 4.3D,4.5C, 4.5D	•
Assessments/Resources	 Tests/Textbooks/Notebooks Projects/ Reports/Presentations Effective use of the Promethean board Lesson Master 8.1– 8.8.A,B 	•



Department:			
М	athematics	ALGEBRA II HONORS	
Textbook(s): Advanced	d Algebra/Lesson Master		
	Unit 15, June 5 - 18		Unit 2, October
Essential Question(s):	 How do we add, subtract, multiply and divide complex numbers? How do we determine the complex conjugate? Can we recognize relationships between complex and real numbers? Can we predict the number of real solutions to a quadratic equation? How do we determine how many real solutions does a quadratic equation have? What is the Discriminant? How do we determine the nature of the solutions to the quadratic equation? What is the geometrical meaning of real solutions to the quadratic equation? 6.8 Imaginary numbers. 6.9 Complex numbers 		•
Content	 6.10 Analyzing solutions to Quadratic 	Equations	
Skills:	 Solve quadratic equations. Perform operations with complex numbe Use complex cognates to divide complex Predict the number of real solutions to a Predict the nature of the solutions to a qu Use the discriminant to determine the na Use the discriminant of a quadratic equator of the graph. Graph quadratic functions 	rs. numbers. quadratic equation. Jadratic equation. ture of the solutions to the equation. tion to determine the number of x-intercepts	•



Standards/Benchmarks	4.5A, 4.5C,.5D,4.5E 4.5F	•
Assessments/Resources	 Tests/Textbooks/Notebooks Projects/ Reports/Presentations Effective use of the Promethean board Lesson Master 6.8– 6.10A,B 	•



Differentiation/Accommodations/Modifications			
Gifted and Talented	English Language Learners	Students with Disabilities	Students at Risk of Failure
(content, process, product and learning environment)	Modifications for Classroom	(appropriate accommodations, instructional adaptations, and/or modifications as determined by	Modifications for Classroom Pair visual prompts with verbal presentations
Extension Activities	Assign a peer helper in the class setting	the IEP or 504 team)	
Conduct research and provide presentation of cultural topics.	Use Smartphone as dictionary	Modifications for Classroom Pair visual prompts with verbal	Ask students to restate information, directions, and assignments.
Design surveys to generate and analyze data to be used in	Use Dictionary	presentations	
discussion.	Use materials in native language, if available	Ask students to restate information, directions, and	Repetition and and practice
Debate topics of interest / cultural importance.	Modifications for Homework/Assignments	assignments. Repetition and and practice	Model skills / techniques to be mastered.
Authentic listening and reading	Modified Assignments		Extended time to complete class
support for speaking and writing prompts.	Native Language Translation (peer, online assistive technology,	Model skills / techniques to be mastered.	work
Exploration of art and/or artists	translation device, bilingual dictionary)	Extended time to complete class	Provide copy of classnotes
to understand society and	Extended time for assignment	work	
Anchor Activities	Highlight key vocabulary	Provide copy of class notes	Preferential seating to be mutually determined by the student and teacher
	Use graphic organizers		



Use of Higher Level Questioning Techniques Provide assessments at a higher level of thinking	Modifications for Assessments Extended time on classroom tests and quizzes. Student may take/complete tests in an alternate setting as needed.	Preferential seating to be mutually determined by the student and teacher Student may request to use a computer to complete assignments	Student may request to use a computer to complete assignments.
	Restate, reread, and clarify directions/questions	accignmente.	spelling on assignments.
	Use dictionary or approved electronic device	Establish expectations for correct spelling on assignments.	Extra textbooks for home.
		Extra textbooks for home.	Student may request books on tape / CD / digital media, as available and appropriate.
		Student may request books on tape / CD / digital media, as available and appropriate.	Assign a peer helper in the class setting
		Assign a peer helper in the class setting	
		Provide oral reminders and check	Provide oral reminders and check student work during independent work time
		student work during independent work time	Assist student with long and short term planning of assignments
		Assist student with long and short term planning of assignments	Encourage student to proofread



	Encourage student to proofread assignments and tests	assignments and tests
	Provide regular parent/ school communication	Provide regular parent/ school communication
	Teachers will check/sign student agenda daily	Teachers will check/sign student agenda daily
	Student requires use of other assistive technology device	Student requires use of other assistive technology device
	Modifications for Homework and Assignments	
	Extended time to complete assignments.	Modifications for Homework and Assignments
	Student requires more complex assignments to be broken up and explained in smaller units, with work to be submitted in phases	assignments.
	Provide the student with clearly	assignments to be broken up and explained in smaller units, with work to be submitted in phases.
	stated (written) expectations and	



	grading criteria for assignments.	
	Modifications for Assessments	Provide the student with clearly stated (written) expectations and grading criteria for assignments.
	Extended time on classroom tests and quizzes.	Implement RAFT activities as they pertain to the types / modes of communication (role, audience, format, and topic).
	Student may take/complete tests in an alternate setting as needed.	Modifications for Assessments Extended time on classroom tests
	Restate, reread, and clarify directions/questions	and quizzes.
	Distribute study guide for classroom tests.	Student may take/complete tests in an alternate setting as needed.
	Establish procedures for accommodations / modifications	Restate, reread, and clarify directions/questions
	for assessments	Distribute study guide for classroom tests.
		Establish procedures for accommodations / modifications for assessments.