

## **Career and Technical Education**

### **Middle School Entrepreneurship**

**BOARD APPROVAL DATE: August 17, 2021**

**BOARD ADOPTION OF STATE STANDARDS: September 1, 2022**

Unit Overview (Standards Coverage)				
Unit	Standards	Unit Focus	Skills Overview	Suggested Pacing
Unit 1	<p>9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors</p> <p>9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.</p> <p>9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.</p> <p>• 9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.</p> <p>9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.</p>	What is an Entrepreneur and what it takes to be an Entrepreneur?	Comparing Career vs. Entrepreneur, Common traits of Successful Entrepreneurs, and Entrepreneurial Mindset examination.	12 class periods
Unit 2	<p>8.2.8.ED.5: Explain the need for optimization in a design process</p> <p>8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.</p> <p>8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process.</p>	How Entrepreneurs use the Engineering Design Loop and an Entrepreneurs Intellectual Property Rights.	Apply the design loop to an Entrepreneur's idea of creating a product to base a business on.	9 class periods.
Unit 3	9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.	Design and Create Your Own Business	Brainstorming idea, Determining Need, Researching existing products/services, Planning and Constructing Business Plans.	24 class periods.

	<p><b>9.1.8.CP.1:</b> Compare prices for the same goods or services.</p> <p><b>9.1.8.EG.1:</b> Explain how taxes affect disposable income and the difference between net and gross income</p> <p><b>9.1.8.FP.2:</b> Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</p> <p><b>9.1.8.FP.6:</b> Compare and contrast advertising messages to understand what they are trying to accomplish.</p> <p><b>9.1.8.FP.7:</b> Identify the techniques and effects of deceptive advertising.</p> <p><b>9.1.8.RM.3:</b> Evaluate the need for different types of warranties.</p> <p><b>8.2.8.NT.4:</b> Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</p>			
--	---	--	--	--

**This document outlines in detail the answers to following four questions:**

- 1. What do we want our students to know?**
- 2. How do we know if they learned it?**
- 3. What do we do if they did not learn it?**
- 4. What do we do when they did learn it?**

Unit 1 CTE/ ENTREPRENEURSHIP		
Content & Practice Standards (write in full)	Suggested Standards for Practice	Critical Knowledge & Skills
<ul style="list-style-type: none"><li>● 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors</li><li>● 9.1.8.CR.4: Examine the implications of legal and ethical behaviors when making financial decisions.</li><li>● 9.1.8.EG.5: Interpret how changing economic and societal needs influence employment trends and future education.</li><li>● •9.1.8.EG.7: Explain the effect of the economy (e.g., inflation, unemployment) on personal income, individual and family security, and consumer decisions.</li><li>● 9.1.8.FP.1: Describe the impact of personal values on various financial scenarios.</li></ul>	<ul style="list-style-type: none"><li>● CRP6. Demonstrate creativity and innovation.</li><li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</li><li>● CRP11. Use technology to enhance productivity.</li></ul>	<ul style="list-style-type: none"><li>● What is the difference between having a career and being an Entrepreneur?</li><li>● Know what the role of an Entrepreneur is in today’s society</li><li>● Compare and contrast social entrepreneurs vs. for profit entrepreneurs</li><li>● How society can influence an entrepreneur.</li><li>● Determining what are certain personality traits that make for successful entrepreneurs.</li></ul>
Unit 1 CTE/ ENTREPRENEURSHIP		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<i>The students will gain a better understanding of what an entrepreneur is. They will compare and contrast what it is to have a career versus becoming an entrepreneur. The traits of successful entrepreneurs will be examined and successful entrepreneurs will be analyzed to see what traits they possess.</i>	Multimedia Presentations for students to follow along. Videos detailing career vs. entrepreneur and examples of Social Entrepreneurs and their impact on society. Internet research on common traits entrepreneurs possess and successful entrepreneurs (their traits and role in society)	
UNDERSTANDINGS		
Students will understand what the difference is between having a career and being an entrepreneur. Students will understand what the two types of entrepreneurs are (for profit and societal) Students will understand that there are certain common traits successful entrepreneurs possess that make them successful. Students will understand that by researching successful entrepreneurs much information can be gained on what works and doesn’t work in the field of business.		
Students will know...	Students will be able to...	
<i>Students will master knowing what an entrepreneur is. Students will master explaining the two types of entrepreneurs. Students will master explaining what the common traits entrepreneurs possess.</i>	<i>Students will be able to list what the common traits successful entrepreneurs possess. Students will be able to create a venn diagram comparing and contrasting the two types of entrepreneurs.</i>	

## Curricular Framework – CTE/Entrepreneurship

	<i>Students should be able to create a multimedia presentation detailing various aspects of entrepreneurs' rise to success, their personal traits and information about their businesses and what makes their idea successful.</i>
<b>Stage 2 – Assessment Evidence</b>	
<b>Performance Tasks:</b> <i>Multimedia Presentation creation</i> <i>Venn Diagram creation</i> <i>Traits of an Entrepreneur Word Cloud created</i> <i>Entrepreneur Self evaluation</i>	<b>Other Evidence (Alternate Assessments):</b> <i>Teacher observation</i>  <i>Additional performance based assessments</i>
<b>Stage 3 – Learning Plan</b>	
<p>• <i>Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)</i></p> <p>❖ <i>Students will gain knowledge of what an entrepreneur is. This will be done by examining what are some advantages and disadvantages of having a career vs. being an entrepreneur. This knowledge is important because knowing what an entrepreneur does sets up the requirements that the student will have to perform for the rest of the class duration. The above tasks will be the basis for their assessment for this unit.</i></p> <p>• <i>Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.</i></p> <p>❖ <i>Students will be given time to contemplate what they think an entrepreneur is. They will be able to brainstorm and share with each other what they think their traits and responsibilities are. Students will be asked why they think some people want to be entrepreneurs.</i></p> <p>• <i>Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.</i></p> <p>❖ <i>Students will be introduced to what an entrepreneur is/does.</i>  ❖ <i>Students will be guided to what is the difference between having a career and becoming an entrepreneur with creating a diagram.</i>  ❖ <i>Students will be taken through an activity to see if they have the right mindset to be an entrepreneur.</i>  ❖ <i>Students will be guided with an in-class activity that provides a self evaluation as to whether they have the personality to be a successful entrepreneur.</i></p> <p><b><i>What pre-assessments will you use to check a student's prior knowledge, skill levels, and potential misconceptions?</i></b></p> <ul style="list-style-type: none"> <li>• <i>Teacher generated an assessment on the first day of class.</i></li> <li>• <i>Entrance Ticket assessment to lead class discussion.</i></li> </ul> <p><b><i>Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?</i></b></p> <ul style="list-style-type: none"> <li>• <i>Teacher will circulate while students are taking notes, filling out required charts, and creating multimedia presentation.</i></li> </ul>	

**PROGRESS MONITORING**

*How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?*

- *Students will be questioned for correct responses,*

*What are potential rough spots and student misunderstandings?*

- *Potential rough spots might be if a student has a problem with the discovery of certain entrepreneurial traits they were to research.*

*How will students get the feedback they need?*

- *Teacher responses and comments*

*What supports are needed for students to be successful? Re-teach, small group instruction, etc.*

- *Re-teaching available to students that might need the reinforcement.*

**Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understanding. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

**Gifted & Talented:**

Students will be encouraged to research other entrepreneurs and complete another research project detailing additional entrepreneur.

**Tier I:**

Students will be encouraged to research which companies entrepreneurs have started that are considered social entrepreneurial causes.

**Tier II:**

Students will be given the opportunity to ask for additional clarification on the information researched for the multimedia project.

**Tier III:**

Students' assignments will be modified to include the key information needed to understand the concept. Re-teaching will be done if needed.

**ELL:**

Students have access to Google translate. Depending on English literacy proficiency, students may have assignments and assessments printed in their native language.

**504s:**

Accommodations will be provided according to 504 plan. Examples: preferential seating, extra time to complete assignments and quiz, read quiz aloud, copy of notes.

**SPED:**

Accommodations will be provided according to IEP. Examples: preferential seating, extra time to complete assignments and quiz, read quiz aloud, copy of notes.

Unit 2 CTE/ ENTREPRENEURSHIP		
Content & Practice Standards	Suggested Standards for Practice	Critical Knowledge & Skills
<ul style="list-style-type: none"><li>8.2.8.ED.5: Explain the need for optimization in a design process</li><li>8.2.8.ED.6: Analyze how trade-offs can impact the design of a product.</li><li>8.2.8.ED.7: Design a product to address a real-world problem and document the iterative design process.</li></ul>	<ul style="list-style-type: none"><li>CRP6. Demonstrate creativity and innovation</li><li>CRP7. Employ valid and reliable research strategies</li><li>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</li></ul>	<ul style="list-style-type: none"><li>Understand the steps in the Engineering Design Process</li><li>Understand how entrepreneurs use the design process to design new products to take to market.</li><li>How the government protects entrepreneurs.</li></ul>
Unit 2 CTE/ ENTREPRENEURSHIP		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<i>The unit includes how the Engineering Design process is used by Entrepreneurs in the planning phase of their businesses. The students are exposed to how this design process aids in the designing and creation of a product they want to bring to market. Once this is complete, the student then examine what protections are given by the government to protect the intellectual property rights</i>	Multimedia Slideshow with students Video describing how entrepreneurs have become successful from inventions. (ex. Million Dollar Genius) Info-graphic template students complete detailing the various forms of intellectual property.	
UNDERSTANDINGS		
Students will understand what the Engineering Design Process is uses for Students will understand what the steps are of the engineering design process is Students will understand how entrepreneurs apply the design process to create products and create business ideas Students will understand what Intellectual Property is Students will understand why there is a need for Intellectual Property in today’s society		
Students will know...	Students will be able to...	
Students will know how to apply Engineering Design Process to a project What the steps are of the engineering design process is Students will understand how entrepreneurs apply the design process to create products and create business ideas what Intellectual Property is and why they would need such a thing.	<i>Complete a diagram outlining the various items in the EDP loop.</i> <i>Apply each step to how an entrepreneur would apply the EDP loop.</i> <i>Describe which forms of IP would protect them if they were to begin a business.</i>	
Stage 2 – Assessment Evidence		
Performance Tasks: <i>Student created diagrams with various steps in EDP loop</i> <i>Student created diagram on how real-life entrepreneurs have used the ED Process</i>	Other Evidence (Alternate Assessments): <i>Teacher Observation</i>	



Create a info-graphic detailing the many forms of Intellectual property and examples of each

### Stage 3 – Learning Plan

• *Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)*

- ❖ *The students will be given an introduction to the Engineering Design Process. Once this is complete, students will then apply this information to an entrepreneur we have examined in class. This application process is critical to checking for students' understanding. Once complete the students will complete an info-graphic based on the entrepreneurs intellectual property rights.*

• *Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.*

- ❖ *Students will be given time to contemplate the process of how one would go about planning to create from an idea to a product. They will be able to brainstorm and share with each other what they think their steps would be to design a product to sell. Then, students will be guided on the various protections the government gives an entrepreneur to complete a detailed infographic.*

• *Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.*

- ❖ *Students will be given the steps in the Design Process.*
- ❖ *Students will watch video detailing how entrepreneurs use the design process to create products to sell.*
- ❖ *Students will view slideshow detailing what Intellectual Property is and what the need for it is.*
- ❖ *Students will complete a template given to them about the forms of intellectual property, what is protected and an example of each.*

***What pre-assessments will you use to check a student's prior knowledge, skill levels, and potential misconceptions?***

- *Teacher generated an assessment on the first day of class.*
- *Entrance Ticket assessment to lead class discussion.*

***Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?***

- ❖ *The teacher observes students' complete diagram of EDP, will monitor responses as students view video and apply the knowledge learned from discussion, and completion of Intellectual Property Infographic.*

### **PROGRESS MONITORING**

***What are potential rough spots and student misunderstandings?***

- ❖ *The potential rough spots might be for the students to apply how an entrepreneur might use each one of these IP protections.*

***How will students get the feedback they need?***

- ❖ *Teacher will observe student work by walking around the room and give personalized feedback on an as needed basis*

***What supports are needed for students to be successful? Re-teach, small group instruction, etc.***

- ❖ *All additional instructional supports will be provided such as re-teach, small group instruction, etc.*

<b>Planned Differentiation &amp; Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift &amp; Talented Students</b>
<ul style="list-style-type: none"> <li>• <i>Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.</i></li> <li>• <i>Evaluate understanding. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.</i></li> <li>• <i>Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.</i></li> </ul>
<p><b>Gifted &amp; Talented:</b> Students will have the opportunity to extend the lesson by researching various entrepreneurs who have started businesses and discover how they have utilized the Engineering Design Process. Also, students may research and explain what tools business use for that would be protected under Intellectual Property rights,</p>
<p><b>Tier I:</b> Students will apply the Engineering Design Process to a business idea they will formulate with taking an idea to market..</p>
<p><b>Tier II:</b> Students will be given the opportunity to ask for additional clarification on the information needed for understanding of the Engineering Design process or Intellectual Property theory..</p>
<p><b>Tier III:</b> Students' assignments will be modified to include the key information needed to understand the concept. Re-teaching will be done if needed.</p>
<p><b>ELL:</b> Students have access to Google translate. Depending on English literacy proficiency, students may have assignments and assessments printed in their native language.</p>
<p><b>504s:</b> Accommodations will be provided according to 504 plan. Examples: preferential seating, extra time to complete assignments and quiz, read quiz aloud, copy of notes.</p>
<p><b>SPED:</b> Accommodations will be provided according to IEP. Examples: preferential seating, extra time to complete assignments and quiz, read quiz aloud, copy of notes.</p>

Unit 3 CTE/ ENTREPRENEURSHIP		
Content & Practice Standards	Suggested Standards forPractice	Critical Knowledge & Skills
<ul style="list-style-type: none"><li>● 9.1.8.CDM.3: Compare and contrast loan management strategies, including interest charges and total principal repayment costs.</li><li>● 9.1.8.CP.1: Compare prices for the same goods or services.</li><li>● 9.1.8.EG.1: Explain how taxes affect disposable income and the difference between net and gross income</li><li>● 9.1.8.FP.2: Evaluate the role of emotions, attitudes, and behavior (rational and irrational) in making financial decisions.</li><li>● 9.1.8.FP.6: Compare and contrast advertising messages to understand what they are trying to accomplish.</li><li>● 9.1.8.FP.7: Identify the techniques and effects of deceptive advertising.</li><li>● 9.1.8.RM.3: Evaluate the need for different types of warranties.</li><li>● 8.2.8.NT.4: Explain how a product designed for a specific demand was modified to meet a new demand and led to a new product.</li></ul>	<ul style="list-style-type: none"><li>● CRP6. Demonstrate creativity and innovation</li><li>● CRP7. Employ valid and reliable research strategies</li><li>● CRP8. Utilize critical thinking to make sense of problems and persevere in solving them</li></ul>	<ul style="list-style-type: none"><li>● Understand the steps creating a business</li><li>● Design a Business Plan</li><li>● Describe the importance of marketing to a business owner</li><li>● Summarize the importance of competition in the business world.</li></ul>
Unit 3 CTE/ ENTREPRENEURSHIP		
Stage 1 – Desired Results		
UNIT SUMMARY	CORE AND SUPPLEMENTAL MATERIALS/RESOURCES (OPEN RESOURCES)	
<i>In this unit, the students brainstorm for a business idea. Once this idea is created, the students will follow through with the steps of creating a business including analyzing all of the steps in creating a business plan.</i>	Brainstorming handouts to aid in the creation of an idea Business plan template for students to complete Creation of Needs Assessment / Market Survey (Google Forms) Escape Room type activities Internet research on Business’s Competition	
UNDERSTANDINGS		
Students will understand what it take to create an idea for a business Students will understand what the importance of researching your competition is Students will understand what the role of marketing play in creating and maintaining a business Students will understand the importance of creating a customer market survey Students will understand what the true cost of starting a business would be Students will understand the importance of computer software in aiding a business owner		

## Curricular Framework – CTE/Entrepreneurship

Students will know...	Students will be able to...
<i>Students will master the requirements needed to undertake the creation of a business idea, all of the elements of a business plan, understanding the need to research the competition, summarize the need for marketing a business, and understand the financial responsibility for being a business owner.</i>	<i>Students will have the ability to generate a business idea. Once this is complete, the students will be able to create a business “on paper” which will include all of the necessary components to establish and run a business including customer problem, customer solution, competition, marketing, revenue techniques, expenses (including start up costs), employees, and future goals and outlook.</i>
<b>Stage 2 – Assessment Evidence</b>	
Performance Tasks: <i>Business Plan Creation in word processing program</i> <i>Internet Research of local, national, and global companies</i> <i>Creation of various items to market a business (ex. product packaging)</i> <i>Spreadsheets creation</i> <i>Creation of Market surveys for potential customers</i>	Other Evidence (Alternate Assessments): <i>Teacher observation</i>
<b>Stage 3 – Learning Plan</b>	
<p>• <i>Where is the work headed? Why is it headed there? What are the student's final performance obligations, the anchoring performance assessments? What are the criteria by which student work will be judged for understanding? (These are questions asked by students. Help the student see the answers to these questions upfront.)</i></p> <p>❖ <i>The anchor / culminating assessment for this unit is also for the course. Students will create a business (via a business plan) on paper and include all of the topics that have been talked about in class. This plan will be scored using a rubric scoring sheet.</i></p> <p>• <i>Explore and Equip. 21st Century Learning and Interdisciplinary connections. Engage students in learning experiences that allow them to explore the big ideas and essential questions; that cause them to pursue leads or hunches, research and test ideas, try things out. Equip students for the final performances through guided instruction and coaching on needed skill and knowledge. Have them experience the ideas to make them real.</i></p> <p>❖ <i>To make the students connect to 21st century skills, the students will have the ability to launch a real world business if desired.</i></p> <p>• <i>Organize and sequence the learning for maximal engagement and effectiveness, given the desired results.</i></p> <p>❖ <i>The students will follow the steps of creating following a plan: The students will brainstorm an idea, decide the customers' problem, generate a solution, needs, create a name for their business, decide who the target market is to sell the product/ service to, research the company's competition, decide on their revenue streams, who they will market their business, what their expenses will be, and who their team will be and the goals of that team.</i></p> <p><i>What pre-assessments will you use to check a student's prior knowledge, skill levels, and potential misconceptions?</i></p> <p>❖ <i>Pre-assessment will be teacher questions on what areas the students think they need to focus on to create a business.</i></p> <p><i>Are all three types of goals (acquisition, meaning, and transfer) addressed in the learning plan?</i></p> <p>❖ <i>The goals of the unit will be for the students to gain an understanding of what is required to begin a business from the planning stage. Once this is acquired, the student will then apply all of the learned concepts to a business of their choosing they create.</i></p> <p><i>Does the learning plan reflect principles of learning and best practices?</i></p>	

*Is there tight alignment with Stages 1 and 2?*

*Is the plan likely to be engaging and effective for all students?*

#### **PROGRESS MONITORING**

*How will you monitor students' progress toward acquisition, meaning-making, and transfer, during lesson events?*

- ❖ *Teacher observation and the completion of a completed business plan.*

*What are potential rough spots and student misunderstandings?*

- ❖ *The potential rough spots might be for the students as to when they brainstorm for a business idea would be when they conduct their research to see if the idea has already been created.*

*How will students get the feedback they need?*

- ❖ *Students will get the feedback they need by one-on-one conferences with the teacher.*

*What supports are needed for students to be successful? Re-teach, small group instruction, etc.*

- ❖ *Reteaching, small group instruction, one-on-one teacher conference, safety re-quiz, modified assignments, quiz read aloud.*

#### **Planned Differentiation & Interventions for Tiers I, II, III, ELL, 504s, SPED, and Gift & Talented Students**

- *Rethink and revise. Dig deeper into ideas at issue (through the faces of understanding). Revise, rehearse, and refine, as needed. Guide students in self-assessment and self-adjustment, based on feedback from inquiry, results, and discussion.*
- *Evaluate understanding. Reveal what has been understood through final performances and products. Involve students in a final self-assessment to identify remaining questions, set future goals, and point toward new units and lessons.*
- *Tailor (personalize) the work to ensure maximum interest and achievement. Differentiate the approaches used and provide sufficient options and variety (without compromising goals) to make it most likely that all students will be engaged and effective.*

#### **Gifted & Talented:**

**Students can expand to other areas that are not included in the business plan template.**

#### **Tier I:**

**Students can expand to other areas that are not included in the business plan template.**

#### **Tier II:**

**Once required business plan creation is complete, students can research current business for established, published business plans. They can compare and contrast their current plans with plans by established businesses.**

**Tier III:**

Students' assignments will be modified to include the key information needed to understand the concept. Re-teaching will be done if needed.

**ELL:**

Students have access to Google translate. Depending on English literacy proficiency, students may have assignments and assessments printed in their native language.

**504s:**

Accommodations will be provided according to the 504 plan. Examples: preferential seating, extra time to complete assignments and quiz, read quiz aloud, copy of notes.

**SPED:**

Accommodations will be provided according to IEP. Examples: preferential seating, extra time to complete assignments and quiz, read quiz aloud, copy of notes.