

hamilton
county



Standards Based Instruction for SLIFE/ Newcomers

March 1, 2017

Solving your challenges. Simplifying your life.

Patty Fong

Educational Consultant, HCESC

Patty.fong@hcesc.org

Alison Palassis

ESL Teacher, Cincinnati Public Schools

palassa@cpsboe.k12.oh.us

Objectives

- Investigate designing principles of Ohio's ELP standards to determine their role in SLIFE instruction.
- Analyze the belief that SLIFE students can and should be exposed to grade level standards.
- Create activities that engage all ELs in grade level standards with appropriate scaffolds.

What Works in Instruction of Students with Interrupted Formal Education

*Effective Programs for English Language Learners (ELL)
with Interrupted Formal Education*

- Program Structures
- Literacy Development
- Math Instruction

www.doe.in.gov/englishlanguagelearning

SLIFE Instruction is not Remedial Instruction

“It is not the case that these students have “missed” learning something the first, second, or third time it was taught to them, but rather they have never had the opportunity to learn the content of skill in the first place nor had the opportunity to develop the necessary and expected literacy and academic language.”

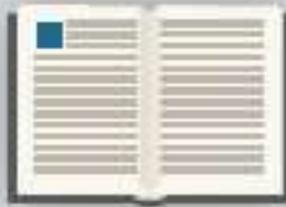
DeCapua & Marshal, 2011

Explicit Skill Instruction

- Reading strategies
- Independent learning strategies
- Study skills and strategies
- Note-taking skills and strategies
- Technology skills
- Collaboration and group-work skills

WIDA Consortium, 2015

ELP Standards: Developing Language to Communicate Content



Simplified texts and activities



Language development focused on accuracy, vocabulary, and correct grammar



ELP Standards as "junior," or a precursor, to ELA/literacy standards



Intellectually challenging activities that promote access to grade-level texts with language scaffolds for deeper learning



Language development focused on comprehension, production, and interaction



ELP Standards that correspond with college- and career-ready standards to support ELLs' academic language development and participation in content-area activities

*The old ELP standards of some states

Old standards*

ELP Standards

Fundamental Shifts for ELLs

To develop college and career readiness, ELLs will need to....

- Engage with **complex oral presentations** and **texts** to build knowledge across the curriculum
- Use **evidence** to **argue, inform,** and **analyze**
- **Work** and **write collaboratively**, understanding **multiple perspectives**, and **presenting ideas**

These shifts imply a deeper focus on language uses than previously required!

Core Access for ALL Students

“Ohio sets and maintains high expectations that **all** students will have access to the full range of grade-level and course content standards.”

Ohio's Accessibility Manual, October, 2015



Guiding Principles of ELPA Standards Development (SLIFE Specific)

Guiding Principle # 1

- ELs have the same potential as native speakers of English to engage in cognitively complex tasks.
 - **Regardless of ELP level**, all ELs need access to challenging, grade appropriate curriculum and instruction
 - They benefit from activities requiring them to create linguistic output

“Low English proficiency and lack of content knowledge are not indicators of academic ability or potential.”



(DeCapua, Smathers, & Tang, 2009)

Turn and Talk

What is **Rigor**?

Does the definition of **Rigor** change for instruction of ELs?

Text Complexity

- “Students will read the central, **grade-appropriate text** around which instruction is centered. Teachers will need to create more time and space in the curriculum for this **close and careful reading**, and provide necessary scaffolding and supports so that it is possible for students reading below grade level...students constantly build the **academic language** they need to access grade-level complex texts”

*“It is important to remember that **complex text** that students will closely read is **only a fraction of the text students should access**. English learners, and all students, should still have access to and should read a **variety of texts that may be more closely matched to the students' proficiency levels.**”*

Hermann, 2015

Cycle of Close Reading

- Read multiple times, in different ways
- Read in sections
- Annotate and using note catchers to prompt and capture thinking
- Talk about ideas with table partner
- Collect evidence to inform writing

Adler and Van Doren's Close Reading

Each reading should accomplish a separate purpose:

- Reading 1: Allow reader to determine what text says
- Reading 2: Allow reader to determine how a text works
- Reading 3-4: Allow reader to evaluate the quality and value of the text and to connect the text to other texts

Shanahan, 2014

Scaffolding Grade Level Texts

MOSHAV UDIM, Israel — Samuel Willenberg was not just any 90-year-old man. He was a Holocaust survivor. He was sent to a Nazi camp during World War II and did not die. Willenberg was the last survivor of the Treblinka camp.

Willenberg died on Feb. 19. Survivors like Willenberg are important because they are the best people to tell stories about the Nazi camps. Many survivors are now dying from old age. Soon there will be no survivors left to tell their stories.

World War II began in Europe. It started when Germany attacked Poland in 1939. At that time Nazis controlled Germany. The Nazis did not like Jewish people. They captured or killed many European Jews, an event now called the Holocaust. The Nazis sent the Jews to prison camps.

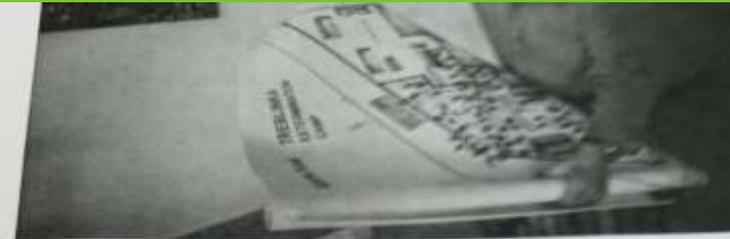
Willenberg was born in Poland in 1923. He was sent to the Treblinka camp in 1942. It was a very bad place. Almost 900,000 people died there. Willenberg was one of just 67 men who survived. He was 20 years old when he escaped the camp.

→ Mr. Willenberg was one of 67 survivors of a Nazi death camp.

Voice For The Victims

For the rest of his life Willenberg told stories about Treblinka. He wrote a book, gave speeches and even created art about it. He wanted to make sure no one ever forgot the people who died

360L WRITE QUIZ



In this Oct. 31, 2010, photo, Holocaust survivor Samuel Willenberg looks at a copy of the Treblinka newspaper during an interview with The Associated Press in Tel Aviv, Israel. Willenberg was the last survivor of the Treblinka camp. Photo: AP/Geed Sarity

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this is →

Grade

This article is available at 5 reading levels at <https://newsela.com>

Guiding Principle #2

- ELs' "funds of knowledge" are useful tools to help them navigate back and forth among their schools and communities' valuable resources as they develop the social, cultural, and linguistic competencies for effective communication in English
 - An awareness of culture should be embedded within curriculum, instruction, and assessment.

Funds of Knowledge

“...the skills and knowledge that have been historically and culturally developed to enable an individual or household to function within a given culture.”

(Luis Moll, 1992)



What must be taught?

Where must we be flexible?

- Consider whether specific practices are common or uncommon in the student's native country
 - Group work
 - Interdependence vs. interdependence (homework, plagiarism issues, etc.)
 - Expressing opinions

Guiding Principle #4

- ELs at all proficiency levels should be provided with scaffolding in order to reach the next proficiency level
 - Type and intensity of the scaffolding depends on student's ability to undertake the particular task independently while upholding appropriate complexity.

Solving your challenges. Simplifying your life.



Adapted Materials and Scaffolding

- Consider the essential standards
 - Ohio's ELP and OLS
- Age appropriate materials
- No “dumbing down”

Guiding Principle #5

- ELs with limited or interrupted formal education must be provided access to targeted supports that allow them to develop foundational literacy skills in an accelerated time frame.
 - Refer to the CCSS for ELA section “Reading Foundational Skills” for this purpose

Two Sides Clash

The Revolutionary War was a time of great change for the country. Americans were divided into two groups: Patriots and Loyalists. Patriots no longer wanted America to be under the control of the king of England. They fought for independence. On the other hand, Loyalists remained loyal to the crown. While some were happy with British rule, others hoped to be rewarded if the Patriots lost the war. Both groups were tied together in America, but they had different views of who should be in control of the country.

Help Finally Arrives

During the Revolutionary War, Americans lacked the resources of allies. When independence was first declared on July 4, 1776, Americans had little support, but after the victory at Saratoga in 1777, the French joined in to help the American cause. In June of 1779, the Spanish joined the Americans in their fight against the British when they helped to secure supply lines and ports in the South. Although many soldiers died fighting the Revolutionary War, many more would have if not for the help of the allies who joined the fight for independence.

Patriot Soldiers Are Victorious

The Battle of Saratoga was one of the most important battles of the Revolutionary War. It was a turning point for the Patriots who wanted independence from British rule. They had already lost many battles and more soldiers during the war, but with the defeat and surrender of a major British army led by General Burgoyne, they gained the support of other countries, including France who would war on the British. Because of this win, morale was raised and the issue for independence was renewed.



"All men are created equal and have the right to life, liberty, and the pursuit of happiness."
 Thomas Jefferson, Declaration of Independence, July 4, 1776

What's on the Menu for Soldiers?

Regular rations of food typically consisted of portions of beef, pork, or fish, beans or peas, bread, and flour. Soldiers were expected to cook their own food. The meat and fat was heavily salted to preserve them, so in order to remove some of the salt, the meat was often boiled with the dried beans or peas for a very long time. The bread was extremely hard and flavorless as it was only made with flour and water. When regular rations of food were not available for soldiers, they were often forced to survive on just the bread, which was called a cracker or hardtack.

A Revolutionary Recipe for Firecake

Ingredients:

- flour
- water
- salt (if available)

Preparation:

- 1. Build a fire and allow it to burn down to ashes.



Procedure:

1. Begin with a wooden bowl of flour.
2. Add water.
3. Mix with your hands until the mixture becomes a thick, dense dough.
4. Form the dough into a patty that fits in your palm.
5. Cook the dough patty on a board, wrapped in grape leaves, or directly on the ash fire.

Name: Nico Torres



Finding Text Structures

Using the newsletter, fill in the chart focusing on the following text structures: **chronological, sequential, main idea (informational), compare and contrast, cause and effect, or problem and solution.** On the back of this page, choose two of the articles and create a graphic organizer for the information.

Article	Text Structure	Evidence	Author's Purpose	Graphic Organizer
Two Sides Clash	Compare and contrast	With lines of battle, the Patriots and Loyalists fought the Battle of Saratoga.	To inform the reader about the Battle of Saratoga.	Venn diagram
Help Finally Arrives	Chronological order	After the victory at Saratoga in 1777, the French joined in to help the American cause. In June of 1779, the Spanish joined the Americans in their fight against the British when they helped to secure supply lines and ports in the South.	To inform the reader about the help that arrived during the war.	Timeline
Patriot Soldiers Are Victorious	Cause and effect	Because of this win, morale was raised and the issue for independence was renewed.	To inform the reader about the importance of the Battle of Saratoga.	Flowchart
What's on the Menu for Soldiers?				
A Revolutionary Recipe for Firecake				

Cincinnati Public Schools: ELA Quarterly Pacing Map
Year at a Glance

Grade 9

Essential Questions

9	Quarter 1	Quarter 2	Quarter 3	Quarter 4
Theme	Facing Adversity	Awakening and Action	Reacting to Injustice	Finding Your Voice
Culminating Prompt	What role does overcoming adversity play in coming of age?	Once one has an awakening, does one have an obligation to act?	How does injustice affect individuals or society as a whole?	How do experiences influence the development of voice?
Type	Argumentative	Argumentative	Explanatory	Poetry Anthology
Unit Overview	Ninth grade marks many important transitions, beginning the experiences of becoming an adult. In this unit, you will explore a Text Set that centers on "coming of age" and adversity. You will examine how writers in a variety of texts use stylistic choices to create the voices of characters that are going through life-changing experiences. Along the way, you will conduct interviews, analyze arguments, and examine the complex relationships between an author and the reader. Using your own experiences and information from the texts, you will write an argument answering the Culminating Prompt.	In this unit, you will examine how individuals become aware of the world around them and how this can lead to an awakening. You will explore the obligations that those who experience awakenings may or may not act upon through a Text Set. You will also develop an awareness of the stylistic choices that authors make. Connections to how directors use cinematic techniques for effect can be drawn if film is part of the text set. Using the texts and your new awareness of style, you will write an argument to answer the Culminating Prompt.	In this unit, you will examine the reaction of various individuals to injustice in society. While reading a Text Set, you will explore the effects of injustice on many levels, in many forms. You will also analyze literary elements in order to discover how an author develops the overall themes or central ideas of the work. Using your own experiences and information from texts, you will write an essay answering the Culminating Prompt.	You've learned about coming of age and adversity. You've examined awakenings and obligations. You've come to understand there will be road blocks along the way. Now it is time to explore the development of your own voice. Poetry allows us to stop and appreciate the mystery of daily life. In this unit, you will explore the function and effect of poetic structure and poetic devices through a Text Set; that is, figurative language, diction, imagery. Once you understand the specific effects of poetic devices, you will be able to use those same devices to create poems that express your experiences.
Assessments	<p>Teachers should be using formative and summative assessments to gather student data to inform instruction on a regular basis in each quarter.</p> <ul style="list-style-type: none"> • Daily Writing Tasks <ul style="list-style-type: none"> ◦ Evidence collection (i.e. notes, journals, graphic organizers, annotation of texts) ◦ Checks for understanding (i.e. Exit tickets, fill the blank, journal entries) • Focus Questions <ul style="list-style-type: none"> ◦ 4-8 per quarter ◦ Requires synthesis of materials from multiple texts ◦ Higher level questioning types (DOK) ◦ Opportunities for students to answer using all writing types, including narrative. • Culminating Writing Task <ul style="list-style-type: none"> ◦ Teacher-created based upon Theme, Culminating Prompt, and Unit overview reflecting the texts and other media chosen for the Text Set. • Standards Based Assessment <ul style="list-style-type: none"> ◦ Based on cold reads to assess skills mastery ◦ SpringBoard resource provided for creation of these assessments (multiple choice / short answer question types) 			

Essential Question Connector (individual role sheet)

Name: _____

Author/Title: Art Spiegelman, Maus
 Page(s): 86, 87
 Meeting Date: 7/30/17

1. Passage:

During the Holocaust all Jews over 70 years old will be transferred to their hometown in Czechoslovakia on May, 1945. Ania's grandparents had about 90 years and they wanted to break apart, they made a place for them in the yard, basically they hid them.

Connection:

How can we react when something bad happened.
 I think we should react positively when something bad happens because if we react in a wrong way, that worsen the situation. Vladka did same he hid Ania's grandparents because they wanted to be together.

2. Passage:

When Vlades comes back the rules in Germany were different each of them gets a coupon for only 2 breads a day. It was not enough food for them but one of vlades's family said we should be happy we're are together with enough to eat.

Connection:

How to react when something bad happen.
 Sometimes we have difficult times like when we do not have much money or expensive things, but reacting positive we should be grateful with enough that we have to survive. The important things is to have peace and family, that is something that we can not get with money.

3. Passage:

Connection:



READER
 Your job is to find any reference in your reading passage that relate to a reference or fact from history. (E.g., if one of your characters is a knight—confirm that knights did indeed exist during the middle ages and two about them.)

Name: Malk
 Date: _____
 Book Title: Maus
 Reading Assignment: page 41 to page 69

Historical fiction is based on actual historical events. Historical accuracy is important in this kind of writing. The conversations and general plot may be fictitious, but the references to fact are still there.

As you read, record possible subjects, events, people to research and comment on.

Reference	Fact
1. <u>Prague, Trnava</u>	<u>A special week each year with special reading on the subject</u>
2. _____	_____
3. _____	_____

How do you think you did today?

- I read the required pages Yes No
- I prepared good discussion questions Yes No
- I kept the other members on task Yes No
- I kept the discussion going Yes No
- I participated in the discussion **Yes** No

More Literature Foundations

Name: Avon Mendez
Story: MAUS.

Culture Collector:

The **Culture Collector's** job is to look at the story and note both differences and similarities between the culture represented in the story and their own culture. For example, as a Collector, you might think about the theme of the story and talk about whether or not this theme is important in your own culture. Remember, look for both similarities and differences and try to point to specific passages in the story that clearly show the "Cultural Points" that you are collecting (please note both the page and paragraph numbers for the passages that you select). The Collector's role is similar to the Connector's, but while the Connector tries to find ways to connect the story to her own life, the Collector tries to compare and contrast the culture represented in the story with her own culture. As the Culture Collector, you can also ask questions to your group about cultural points that seem confusing to you.

Some differences and similarities between my culture and the culture represented in the story are. . . .

1. Ana had to decide to left her family to go with her family.
2. In my life I had to make a choice to leave my family to come to America because years later maybe I would see them again.

Cultural Questions for Discussion:

Novel: Home of the Brave

Culture

How does your cultural perception impact how you view significant issues?

Book/ Story title	Character	Are the character's actions (decisions) positive or negative?	Describe the character's actions using three traits.	Describe the final outcome of the character's cultural perception.	Textual evidence to support the final outcome of the character's cultural perception. Page # and Paragraph #
Home of The Brave	Kek	Positive	na thin na thin innocent honest	Kek things food is a gift. He is a thankful person.	Page 79 Paragraph 3 "When my day is heavy with the gifts of food!!"
Home of The Brave	Mamah		• helpful • friendly	Mamah knows American culture. She wants to help Kek.	Page 78 Paragraph 3 "Kek you got a lot to learn."
Home of The Brave	Kek	Positive	happy Confident	Kek ask his teacher a question	Pg 12 Paragraph 3 "When my teacher says will the learning begin!!"
Home of The Brave	Kek	Positive	• thankful • appreciative • hungry	Kek things food is a gift. He is a thankful person.	Page ??

Name Diyandra Gonzalez

Informational Writing Organizer

Directions: You have read Part one of "Home of the Brave" about Kek moving to the United States the poem "Legal Alien". Compare and contrast the cultural identity choice that they faced. Then, you will talk about your own cultural identity and experience. Answer the question, "Can you change your cultural identity? Can you have more than one culture?" KEY VOCABULARY: food, choice, identity, customs, differences

Introductory Paragraph: Introduce both Home of the Brave and "Legal Alien" using a total of 5 complete sentences. *Your LAST sentence of the paragraph should say "My claim is you _____ change your cultural identity."

What is cultural identity? Cultural identity is that identifies a person by what is or does. As Kek and the legal alien author have the same choices.
My claim is you can not change your cultural identity.

Body Paragraph #1: Write a paragraph discussing the similarities in the cultural identity choice that Kek and the "Legal Alien" author faced. How was the choice each faced alike? Did they respond to it similarly?

Kek and the poem author both had a choice, Kek and the author have two cultures, but they don't feel they belong. They both learn English. Also, they both live in the same country. Kek said "It's a strange pain to be with those you belong to and feel you don't belong." The author of the poem said, "American but hyphenated."

Body Paragraph #2: Write a paragraph discussing the differences in the cultural identity choice that Kek and the "Legal Alien" author faced. How was the choice each faced alike? Did they respond to it similarly?

The difference between Kek and author is that they came from different countries, are of different gender, their native language is different, have different families, few different reasons why are move to America, perhaps have even some purposes to come to the United States they have a different life because life is not equal to others.

Body Paragraph #3: Write a paragraph discussing the cultural identity choice you faced. Can you have more than one culture? Did you change your cultural identity?

Similar to Kek and the author of the poem I have two cultures. I believe I don't change my cultural identity. ^{cannot} because they are my principles and the basis of my life, ~~never~~ be able to change that though this in another country, I can not have the culture of someone else. Because my culture in my country is very different from here, honestly both are very nice but here there are more things, as well as economic and technological. Honestly here I feel better, I feel safe in my country and not feel that I can not change my culture but I have choices. ^{can}

Concluding Paragraph: Restate the cultural identity choice that Kek, the author of "Legal Alien" and you faced and how you all were able to overcome your challenges. * The last sentence must be "My claim is you _____ change your cultural identity."

Cultural Identity cannot be changed. Cultural Identity is important because it is something I can not change because it tells been the loss of a way life. Our cultural identity is what defines the principles instructed us. Another cultural may be, but a cultural identity cannot be changed because there is a difference between a "culture" and a "cultural identity". when we change our cultural identity as we were instructed and forget where we came from.

Key and Reminding word	Story	Picture	Definition
Inverse operation	we Multiply height and base and area and we divide to get height or base	$(+ -)$ $(\times \div)$	undo each other and are related
Factor Inverse	2 is a factor for 4 and 2.	$\frac{1}{2} \frac{2}{4} \frac{+2}{+2} = \frac{1}{1}$	a number you use for divide
Reciprocal	the reciprocal of $\frac{3}{4}$ is $\frac{4}{3}$ over 3.		combinacion Los Numeros a la opuesto

Algebra - bridging the gap with consistent vocabulary instructional strategies

Foundations in Vocabulary

Now

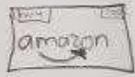
Unknown Word proactive

P	o	A	I	S	E	D
Part of Speech	Root	Antonyms	Infernos	Synonyms	Examples	Drawings
Adjective	act	• reactive • victim • problem-seeker	• pro- for something • -re - ending →	• go-getter • solution finder • can-do	• think before you act • control how you respond	

Definition: Controlling a situation by causing something to happen rather than waiting to respond after it happens

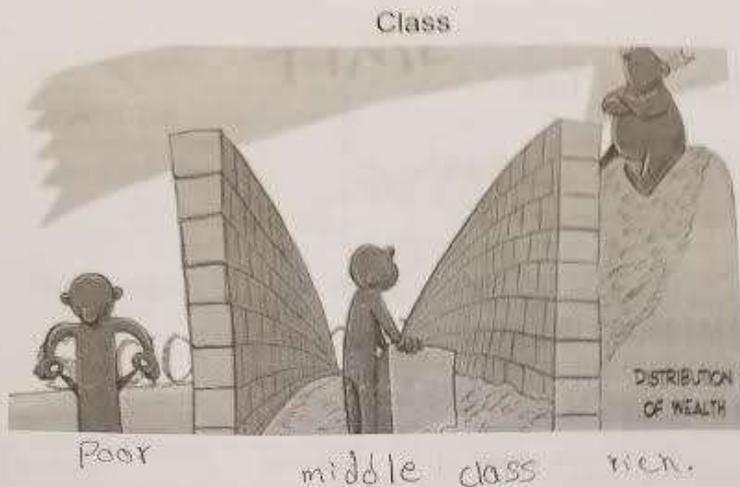
Sentence in Text: Proactive people make choices based on value

LINCS Tables

① Term Quartz	④ LINCing Story All my business became harder	③ LINCing Picture 	② Definition The act of buying or selling goods
③ Reminding Word rigorous			
① Term Gestapo	④ LINCing Story which we were every day inside Gestapo with Machine guns surrounded the stadium.	③ LINCing Picture 	② Definition Offical secret police of Nazi Germany.
③ Reminding Word			
① Term coupon	④ LINCing Story you don't have enough coupons to buy 1/2 kilo of sugar	③ LINCing Picture 	② Definition A small part in the valley ration cards
③ Reminding Word			
① Term Diary	④ LINCing Story Her diary didn't survive from the war	③ LINCing Picture 	② Definition
③ Reminding Word			

List the parts Identify a Reminding Word Note a LINCing Story Create a LINCing Picture Set

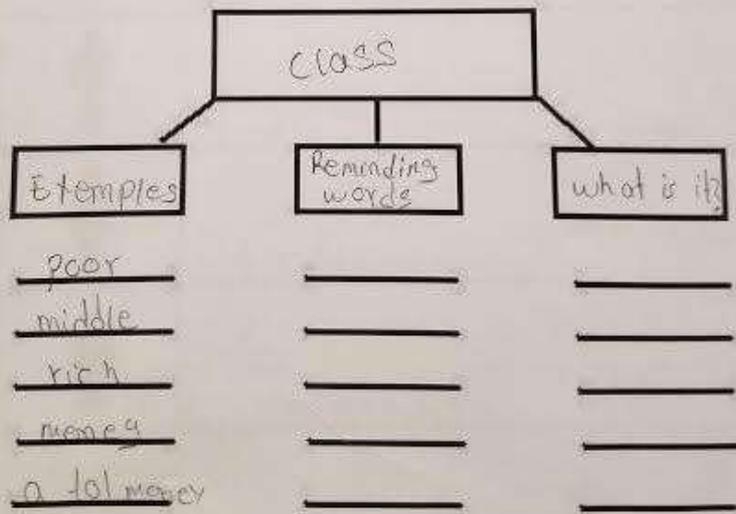
Foundations in Social Studies



Poor

middle class

rich.



	English	Spanish	Portuguese	Volunté Répondre
	A non-ESL teacher does not give you extra time for your work, so you cannot get good grades, and you might not graduate.	Un maestro no ESL en la clase no da tiempo extra para su trabajo, así que no se puede obtener buenas calificaciones y es posible que no se gradúe.	Un enseignant non-ESL ne vous donne pas de temps supplémentaire pour votre travail, de sorte que vous ne pouvez pas obtenir de bonnes notes et vous pourriez ne pas obtenir votre diplôme.	Yes No
	Someone is a new student in America. He is in classes with other immigrants who are learning English. He has elections with Americans.	Alguien es un nuevo estudiante en Estados Unidos. Él está en clases con otros inmigrantes que están aprendiendo inglés. Él tiene elecciones con los estadounidenses.	Quelqu'un est un nouveau étudiant en Amérique. Il est en cours avec d'autres immigrants qui apprennent l'anglais. Il a eu l'élection avec les Américains.	Yes No
	The AP teacher only tells American and native English-speaking students about AP classes because he thinks that EL immigrants are not ready for AP.	El maestro de AP sólo se dice a los estudiantes de habla inglesa nativos e inmigrantes y sobre las clases de AP porque piensa que los inmigrantes EL no están listos para AP.	Le professeur AP explique seulement les classes américaines et natifs anglophones sur les classes AP parce qu'il pense que EL immigrants ne sont pas prêts pour AP.	Yes No
	A student shows they know English speaking, listening, reading, and writing on a test, so they exit the program.	Un estudiante muestra que sabe hablar inglés, escuchar, leer y escribir en un examen, por lo que sale del programa.	Un étudiant montre qu'il connaît l'anglais par le parler, l'écouter, lire et écrire sur un test, donc de quitter le programme.	Yes No
	A permission form is only in English. It is not translated into other languages.	Una forma de permiso es sólo en inglés. No es traducido a otros idiomas.	Un formulaire d'autorisation est en anglais seulement. Il n'a pas été traduit dans d'autres langues.	Yes No

Guiding Principle #8

- Relevant, strategic, and appropriate multimedia tools and technology, aligned to the ELP Standards, should be integrated into the design of curriculum, instruction, and assessment for ELs.
- New understanding about literacy with digital and visual literacies.

Appropriate Media Tools



The diagram shows a person's head and torso, with various parts labeled: 'My World' (top), 'My Country' (with a cow icon), 'My State' (with a map of Ohio), 'My City' (with a city skyline), 'My School' (with a school building), 'My Relationships' (with a group of people), and 'Me' (bottom, with a person icon).

ESL CIVICS 1: 1(A) 

Gilbert A. Dater High School

 Add Materials ▾  Options ▾

All Materials ▾

- >  Semester 1 
- >  Assembly Notes 
-  Daily Grade Rubric 
- >  Semester 2 
- >  OELPA Practice 
⊘ Unpublished
- >  Are you finished? 
Try something! Let me know what you think!
- >  Amendments 

Course Options

 Materials ▾

-  Updates
-  Gradebook
-  Mastery
-  Badges
-  Attendance
-  Members
-  Analytics

Questions?

