

IEP GOALS FOR SCIENCE AND SOCIAL STUDIES

IEP GOALS FOR SCIENCE AND SOCIAL STUDIES ARE ESSENTIAL COMPONENTS IN THE EDUCATIONAL PLANS DESIGNED FOR STUDENTS WITH INDIVIDUALIZED EDUCATION PROGRAMS. THESE GOALS HELP ENSURE THAT STUDENTS WITH DISABILITIES RECEIVE TAILORED INSTRUCTION AND SUPPORT TO SUCCEED IN BOTH SCIENCE AND SOCIAL STUDIES SUBJECTS. DEVELOPING EFFECTIVE IEP GOALS FOR SCIENCE AND SOCIAL STUDIES INVOLVES UNDERSTANDING THE UNIQUE LEARNING NEEDS OF EACH STUDENT AND ALIGNING OBJECTIVES WITH CURRICULUM STANDARDS WHILE PROMOTING CRITICAL THINKING AND CONTENT MASTERY. THIS ARTICLE EXPLORES THE IMPORTANCE OF IEP GOALS FOR SCIENCE AND SOCIAL STUDIES, PROVIDES EXAMPLES OF MEASURABLE GOALS, AND DISCUSSES STRATEGIES FOR CRAFTING AND IMPLEMENTING THESE OBJECTIVES. FURTHERMORE, IT ADDRESSES HOW EDUCATORS AND SPECIALISTS CAN COLLABORATE TO OPTIMIZE LEARNING OUTCOMES IN THESE CORE SUBJECTS. THE FOLLOWING SECTIONS WILL GUIDE READERS THROUGH CREATING TARGETED AND ACHIEVABLE GOALS THAT SUPPORT STUDENTS' ACADEMIC GROWTH IN SCIENCE AND SOCIAL STUDIES.

- UNDERSTANDING THE IMPORTANCE OF IEP GOALS FOR SCIENCE AND SOCIAL STUDIES
- KEY COMPONENTS OF EFFECTIVE IEP GOALS
- EXAMPLES OF IEP GOALS FOR SCIENCE
- EXAMPLES OF IEP GOALS FOR SOCIAL STUDIES
- STRATEGIES FOR WRITING MEASURABLE AND ACHIEVABLE IEP GOALS
- COLLABORATION AND SUPPORT IN IMPLEMENTING IEP GOALS

UNDERSTANDING THE IMPORTANCE OF IEP GOALS FOR SCIENCE AND SOCIAL STUDIES

IEP GOALS FOR SCIENCE AND SOCIAL STUDIES ARE CRITICAL TO ENSURING THAT STUDENTS WITH DISABILITIES HAVE EQUITABLE ACCESS TO THE CURRICULUM. SCIENCE AND SOCIAL STUDIES PROVIDE FOUNDATIONAL KNOWLEDGE ABOUT THE NATURAL WORLD AND SOCIETY, WHICH ARE ESSENTIAL FOR INFORMED CITIZENSHIP AND LIFELONG LEARNING. TAILORED IEP GOALS HELP ADDRESS SPECIFIC CHALLENGES STUDENTS MAY FACE, SUCH AS DIFFICULTIES WITH READING COMPREHENSION, ABSTRACT REASONING, OR PROCESSING COMPLEX INFORMATION. THESE GOALS PROMOTE SKILL DEVELOPMENT IN AREAS LIKE OBSERVATION, ANALYSIS, AND CRITICAL THINKING, WHICH ARE VITAL FOR UNDERSTANDING SCIENTIFIC CONCEPTS AND SOCIAL STUDIES CONTENT. INCORPORATING CLEAR AND MEASURABLE OBJECTIVES IN THESE SUBJECTS CONTRIBUTES TO A COMPREHENSIVE EDUCATIONAL EXPERIENCE THAT SUPPORTS ACADEMIC ACHIEVEMENT AND PERSONAL GROWTH.

KEY COMPONENTS OF EFFECTIVE IEP GOALS

CREATING EFFECTIVE IEP GOALS FOR SCIENCE AND SOCIAL STUDIES REQUIRES ATTENTION TO SEVERAL KEY COMPONENTS. GOALS MUST BE SPECIFIC, MEASURABLE, ATTAINABLE, RELEVANT, AND TIME-BOUND (SMART). THIS FRAMEWORK ENSURES CLARITY IN WHAT THE STUDENT IS EXPECTED TO ACHIEVE AND FACILITATES PROGRESS MONITORING. ADDITIONALLY, GOALS SHOULD BE INDIVIDUALIZED BASED ON THE STUDENT'S PRESENT LEVELS OF PERFORMANCE AND UNIQUE EDUCATIONAL NEEDS. INCORPORATING ACCOMMODATIONS AND MODIFICATIONS WITHIN THE GOALS CAN FURTHER SUPPORT STUDENT SUCCESS. EFFECTIVE GOALS ALSO ALIGN WITH STATE STANDARDS AND CURRICULAR EXPECTATIONS, ENSURING THAT STUDENTS ARE ADVANCING ALONGSIDE THEIR PEERS. FINALLY, COLLABORATION AMONG EDUCATORS, SPECIALISTS, AND FAMILIES IS ESSENTIAL IN DEVELOPING AND REFINING THESE OBJECTIVES.

SPECIFICITY AND MEASURABILITY

GOALS MUST CLEARLY DEFINE THE SKILL OR KNOWLEDGE AREA TARGETED AND INCLUDE CRITERIA FOR MEASURING PROGRESS. FOR INSTANCE, A GOAL MIGHT SPECIFY THE ABILITY TO IDENTIFY KEY ELEMENTS OF A SCIENTIFIC EXPERIMENT OR ANALYZE HISTORICAL EVENTS USING PRIMARY SOURCES. MEASURABLE GOALS ENABLE EDUCATORS TO ASSESS GROWTH OBJECTIVELY AND ADJUST INSTRUCTION ACCORDINGLY.

RELEVANCE AND ATTAINABILITY

IEP GOALS SHOULD BE MEANINGFUL TO THE STUDENT'S ACADEMIC DEVELOPMENT AND REALISTICALLY ACHIEVABLE WITHIN THE IEP TIMEFRAME. SETTING ATTAINABLE GOALS PREVENTS FRUSTRATION AND FOSTERS MOTIVATION, WHILE RELEVANCE ENSURES THAT LEARNING IS CONNECTED TO CURRICULUM STANDARDS AND THE STUDENT'S INTERESTS OR FUTURE NEEDS.

EXAMPLES OF IEP GOALS FOR SCIENCE

IEP GOALS FOR SCIENCE SHOULD ADDRESS BOTH CONTENT MASTERY AND SCIENTIFIC SKILLS DEVELOPMENT. THESE GOALS CAN BE TAILORED TO ACCOMMODATE VARIOUS DISABILITIES AND LEARNING STYLES, PROMOTING COMPREHENSION AND ENGAGEMENT WITH SCIENTIFIC CONCEPTS.

- **UNDERSTANDING SCIENTIFIC CONCEPTS:** THE STUDENT WILL ACCURATELY DESCRIBE THE STAGES OF THE WATER CYCLE WITH 80% ACCURACY ACROSS THREE CONSECUTIVE ASSESSMENTS.
- **SCIENTIFIC INQUIRY SKILLS:** THE STUDENT WILL CONDUCT SIMPLE EXPERIMENTS FOLLOWING STEP-BY-STEP INSTRUCTIONS AND RECORD OBSERVATIONS IN A SCIENCE JOURNAL WITH 75% ACCURACY.
- **DATA INTERPRETATION:** THE STUDENT WILL ANALYZE DATA FROM A PROVIDED CHART AND ANSWER RELATED QUESTIONS WITH 85% ACCURACY.
- **VOCABULARY DEVELOPMENT:** THE STUDENT WILL CORRECTLY USE TEN GRADE-APPROPRIATE SCIENTIFIC TERMS IN WRITTEN AND ORAL EXPLANATIONS DURING CLASS DISCUSSIONS.
- **APPLICATION OF CONCEPTS:** THE STUDENT WILL EXPLAIN HOW CHANGES IN THE ENVIRONMENT AFFECT LIVING ORGANISMS USING AT LEAST THREE EXAMPLES.

EXAMPLES OF IEP GOALS FOR SOCIAL STUDIES

SOCIAL STUDIES GOALS FOCUS ON UNDERSTANDING HISTORICAL EVENTS, GEOGRAPHY, CIVICS, AND CULTURAL AWARENESS. THESE GOALS SHOULD SUPPORT THE DEVELOPMENT OF CRITICAL THINKING, ANALYSIS, AND COMMUNICATION SKILLS RELEVANT TO SOCIAL STUDIES CONTENT.

- **HISTORICAL UNDERSTANDING:** THE STUDENT WILL IDENTIFY KEY CAUSES AND EFFECTS OF A SELECTED HISTORICAL EVENT AND SUMMARIZE FINDINGS IN A WRITTEN PARAGRAPH WITH 80% ACCURACY.
- **GEOGRAPHICAL SKILLS:** THE STUDENT WILL USE MAPS TO LOCATE AND DESCRIBE FIVE MAJOR U.S. REGIONS AND THEIR CHARACTERISTICS.
- **CIVIC KNOWLEDGE:** THE STUDENT WILL EXPLAIN THE BASIC RIGHTS AND RESPONSIBILITIES OF CITIZENS IN A DEMOCRATIC SOCIETY DURING ORAL PRESENTATIONS.
- **SOURCE ANALYSIS:** THE STUDENT WILL EVALUATE PRIMARY AND SECONDARY SOURCES RELATED TO A SOCIAL STUDIES

TOPIC AND DISTINGUISH BETWEEN FACT AND OPINION WITH 75% ACCURACY.

- **SOCIAL AWARENESS:** THE STUDENT WILL DESCRIBE CULTURAL TRADITIONS FROM AT LEAST THREE DIFFERENT COMMUNITIES AND DISCUSS THEIR SIGNIFICANCE.

STRATEGIES FOR WRITING MEASURABLE AND ACHIEVABLE IEP GOALS

WRITING EFFECTIVE IEP GOALS FOR SCIENCE AND SOCIAL STUDIES REQUIRES STRATEGIC PLANNING AND ADHERENCE TO BEST PRACTICES. EDUCATORS SHOULD BEGIN BY ASSESSING THE STUDENT'S CURRENT PERFORMANCE LEVELS AND IDENTIFYING SPECIFIC AREAS FOR GROWTH WITHIN THE SUBJECT MATTER. INCORPORATING DATA FROM ASSESSMENTS, OBSERVATIONS, AND INPUT FROM MULTIDISCIPLINARY TEAM MEMBERS ENRICHES GOAL DEVELOPMENT.

UTILIZING THE SMART FRAMEWORK

THE SMART CRITERIA—SPECIFIC, MEASURABLE, ATTAINABLE, RELEVANT, AND TIME-BOUND—SERVE AS A FOUNDATION FOR CRAFTING ACTIONABLE GOALS. FOR EXAMPLE, RATHER THAN STATING "IMPROVE SCIENCE SKILLS," A SMART GOAL WOULD SPECIFY THE SKILL, SET MEASURABLE CRITERIA, AND DEFINE A TIMELINE.

BREAKING DOWN COMPLEX SKILLS

COMPLEX SCIENCE AND SOCIAL STUDIES SKILLS CAN BE DIVIDED INTO SMALLER, MANAGEABLE OBJECTIVES. THIS APPROACH FACILITATES STEP-BY-STEP PROGRESS AND ALLOWS FOR TARGETED INSTRUCTION THAT MEETS THE STUDENT'S PACE AND ABILITY.

INCORPORATING ACCOMMODATIONS AND MODIFICATIONS

INCLUDING ACCOMMODATIONS SUCH AS EXTENDED TIME OR VISUAL AIDS WITHIN THE GOAL FRAMEWORK ENSURES THAT STUDENTS CAN ACCESS THE CURRICULUM EFFECTIVELY. MODIFICATIONS MAY ADJUST THE LEVEL OF DIFFICULTY TO MATCH THE STUDENT'S CAPABILITIES WHILE MAINTAINING ENGAGEMENT WITH GRADE-LEVEL CONTENT.

COLLABORATION AND SUPPORT IN IMPLEMENTING IEP GOALS

SUCCESSFUL IMPLEMENTATION OF IEP GOALS FOR SCIENCE AND SOCIAL STUDIES DEPENDS ON COLLABORATION AMONG EDUCATORS, SPECIALISTS, FAMILIES, AND THE STUDENTS THEMSELVES. INTERDISCIPLINARY TEAMWORK FACILITATES THE SHARING OF EXPERTISE AND RESOURCES, ENHANCING INSTRUCTIONAL STRATEGIES AND ACCOMMODATIONS.

ROLE OF EDUCATORS AND SPECIALISTS

GENERAL AND SPECIAL EDUCATION TEACHERS COLLABORATE TO ALIGN INSTRUCTION WITH IEP OBJECTIVES, ADAPTING LESSONS TO MEET DIVERSE LEARNING NEEDS. SPECIALISTS SUCH AS SPEECH THERAPISTS OR OCCUPATIONAL THERAPISTS MAY PROVIDE ADDITIONAL SUPPORT TO ADDRESS BARRIERS AFFECTING CONTENT COMPREHENSION.

FAMILY ENGAGEMENT

ENGAGING FAMILIES IN THE GOAL-SETTING PROCESS AND PROGRESS MONITORING FOSTERS A SUPPORTIVE LEARNING ENVIRONMENT. FAMILIES CAN REINFORCE SKILLS AT HOME AND COMMUNICATE OBSERVATIONS THAT INFORM INSTRUCTION ADJUSTMENTS.

MONITORING AND ADJUSTING GOALS

REGULAR PROGRESS MONITORING IS ESSENTIAL TO EVALUATE THE EFFECTIVENESS OF IEP GOALS. DATA COLLECTION THROUGH ASSESSMENTS AND OBSERVATIONS ALLOWS TEAMS TO MODIFY GOALS OR INSTRUCTIONAL APPROACHES TO BETTER SUPPORT STUDENT ACHIEVEMENT IN SCIENCE AND SOCIAL STUDIES.

FREQUENTLY ASKED QUESTIONS

WHAT ARE IEP GOALS FOR SCIENCE TYPICALLY FOCUSED ON?

IEP GOALS FOR SCIENCE OFTEN FOCUS ON DEVELOPING STUDENTS' UNDERSTANDING OF SCIENTIFIC CONCEPTS, IMPROVING INQUIRY AND OBSERVATION SKILLS, ENHANCING VOCABULARY RELATED TO SCIENCE TOPICS, AND FOSTERING THE ABILITY TO CONDUCT EXPERIMENTS OR ANALYZE DATA.

HOW CAN IEP GOALS BE TAILORED FOR SOCIAL STUDIES?

IEP GOALS FOR SOCIAL STUDIES CAN BE TAILORED TO IMPROVE SKILLS SUCH AS UNDERSTANDING HISTORICAL EVENTS, RECOGNIZING GEOGRAPHICAL LOCATIONS, DEVELOPING CRITICAL THINKING ABOUT SOCIAL ISSUES, AND ENHANCING READING COMPREHENSION OF SOCIAL STUDIES TEXTS.

WHAT IS AN EXAMPLE OF A MEASURABLE IEP GOAL FOR SCIENCE?

AN EXAMPLE OF A MEASURABLE IEP GOAL FOR SCIENCE IS: 'BY THE END OF THE SEMESTER, THE STUDENT WILL BE ABLE TO IDENTIFY AND DESCRIBE AT LEAST FIVE DIFFERENT STATES OF MATTER WITH 80% ACCURACY IN CLASSROOM ASSESSMENTS.'

HOW DO IEP GOALS SUPPORT STUDENTS WITH DISABILITIES IN SOCIAL STUDIES?

IEP GOALS SUPPORT STUDENTS BY BREAKING DOWN COMPLEX SOCIAL STUDIES CONTENT INTO MANAGEABLE OBJECTIVES, PROVIDING ACCOMMODATIONS FOR READING OR WRITING DIFFICULTIES, AND FOCUSING ON COMPREHENSION AND CRITICAL THINKING SKILLS RELEVANT TO SOCIAL STUDIES TOPICS.

CAN IEP GOALS IN SCIENCE INCLUDE HANDS-ON ACTIVITIES?

YES, IEP GOALS IN SCIENCE CAN AND SHOULD INCLUDE HANDS-ON ACTIVITIES TO SUPPORT EXPERIENTIAL LEARNING, SUCH AS CONDUCTING SIMPLE EXPERIMENTS, USING MODELS, OR PARTICIPATING IN OBSERVATION EXERCISES TO REINFORCE SCIENTIFIC CONCEPTS.

WHAT ROLE DO ACCOMMODATIONS PLAY IN ACHIEVING IEP GOALS FOR SOCIAL STUDIES?

ACCOMMODATIONS SUCH AS EXTENDED TIME, SIMPLIFIED TEXTS, GRAPHIC ORGANIZERS, AND AUDIO MATERIALS HELP STUDENTS ACCESS SOCIAL STUDIES CONTENT AND WORK TOWARDS THEIR IEP GOALS MORE EFFECTIVELY.

HOW OFTEN SHOULD IEP GOALS FOR SCIENCE AND SOCIAL STUDIES BE REVIEWED?

IEP GOALS FOR SCIENCE AND SOCIAL STUDIES SHOULD BE REVIEWED AT LEAST ANNUALLY DURING THE IEP MEETING, BUT PROGRESS MONITORING CAN OCCUR MORE FREQUENTLY, SUCH AS QUARTERLY OR MONTHLY, TO ENSURE THE GOALS REMAIN APPROPRIATE AND ACHIEVABLE.

HOW CAN TEACHERS MEASURE PROGRESS TOWARD IEP GOALS IN SOCIAL STUDIES?

TEACHERS CAN MEASURE PROGRESS THROUGH QUIZZES, CLASS DISCUSSIONS, PROJECTS, WRITTEN ASSIGNMENTS, AND

OBSERVATIONS THAT ASSESS STUDENTS' UNDERSTANDING OF SOCIAL STUDIES CONCEPTS AND SKILLS OUTLINED IN THEIR IEP GOALS.

ARE THERE COMMON CHALLENGES WHEN SETTING IEP GOALS FOR SCIENCE AND SOCIAL STUDIES?

COMMON CHALLENGES INCLUDE ALIGNING GOALS WITH GRADE-LEVEL STANDARDS WHILE ACCOMMODATING INDIVIDUAL NEEDS, ENSURING GOALS ARE SPECIFIC AND MEASURABLE, AND PROVIDING APPROPRIATE SUPPORT AND RESOURCES FOR ABSTRACT OR CONTENT-HEAVY SUBJECTS LIKE SCIENCE AND SOCIAL STUDIES.

ADDITIONAL RESOURCES

1. *IEP GOALS FOR SCIENCE: A COMPREHENSIVE GUIDE FOR SPECIAL EDUCATORS*

THIS BOOK OFFERS DETAILED STRATEGIES FOR CREATING MEASURABLE AND ATTAINABLE IEP GOALS SPECIFICALLY TAILORED FOR SCIENCE SUBJECTS. IT COVERS VARIOUS TOPICS FROM LIFE SCIENCES TO PHYSICAL SCIENCES, ENSURING THAT GOALS ALIGN WITH GRADE-LEVEL STANDARDS. EDUCATORS WILL FIND PRACTICAL EXAMPLES AND PROGRESS MONITORING TOOLS TO SUPPORT DIVERSE LEARNERS.

2. *SOCIAL STUDIES IEP GOALS AND OBJECTIVES: SUPPORTING STUDENTS WITH SPECIAL NEEDS*

FOCUSED ON SOCIAL STUDIES, THIS GUIDE HELPS TEACHERS DEVELOP EFFECTIVE IEP GOALS THAT ADDRESS SKILLS SUCH AS CRITICAL THINKING, HISTORICAL ANALYSIS, AND CIVIC UNDERSTANDING. IT INCLUDES SAMPLE GOALS, ACCOMMODATIONS, AND INSTRUCTIONAL STRATEGIES TAILORED TO STUDENTS WITH DISABILITIES. THE BOOK ALSO EMPHASIZES CULTURALLY RESPONSIVE TEACHING.

3. *CRAFTING MEASURABLE IEP GOALS FOR SCIENCE AND SOCIAL STUDIES*

THIS RESOURCE PROVIDES STEP-BY-STEP GUIDANCE ON WRITING CLEAR, MEASURABLE GOALS FOR BOTH SCIENCE AND SOCIAL STUDIES. IT DISCUSSES HOW TO BREAK DOWN COMPLEX CONTENT INTO MANAGEABLE OBJECTIVES AND SUGGESTS ASSESSMENT METHODS TO TRACK STUDENT PROGRESS. THE BOOK IS IDEAL FOR EDUCATORS SEEKING TO INTEGRATE STANDARDS-BASED INSTRUCTION WITH INDIVIDUALIZED SUPPORTS.

4. *SCIENCE AND SOCIAL STUDIES IEP GOAL BANK: READY-TO-USE OBJECTIVES FOR SPECIAL EDUCATION*

THIS PRACTICAL COLLECTION CONTAINS HUNDREDS OF PRE-WRITTEN IEP GOALS FOR SCIENCE AND SOCIAL STUDIES, ORGANIZED BY GRADE LEVEL AND SKILL AREA. TEACHERS CAN CUSTOMIZE THESE GOALS TO MEET INDIVIDUAL STUDENT NEEDS QUICKLY. THE BOOK ALSO INCLUDES TIPS ON ALIGNING GOALS WITH STATE STANDARDS AND IEP COMPLIANCE.

5. *INTEGRATING IEP GOALS INTO SCIENCE AND SOCIAL STUDIES CURRICULUM*

DESIGNED TO HELP EDUCATORS SEAMLESSLY INCORPORATE IEP GOALS INTO DAILY LESSONS, THIS BOOK EXPLORES METHODS FOR DIFFERENTIATING INSTRUCTION IN SCIENCE AND SOCIAL STUDIES CLASSROOMS. IT HIGHLIGHTS COLLABORATION BETWEEN SPECIAL EDUCATORS AND GENERAL TEACHERS TO SUPPORT STUDENT SUCCESS. REAL-WORLD CASE STUDIES ILLUSTRATE EFFECTIVE PRACTICES.

6. *DEVELOPING SOCIAL STUDIES SKILLS FOR STUDENTS WITH IEPs*

THIS BOOK FOCUSES ON BUILDING CRITICAL SOCIAL STUDIES SKILLS SUCH AS MAP READING, ANALYZING PRIMARY SOURCES, AND UNDERSTANDING GOVERNMENT SYSTEMS FOR STUDENTS WITH SPECIAL NEEDS. IT OFFERS GOAL-WRITING TIPS AND INSTRUCTIONAL ACTIVITIES THAT PROMOTE ENGAGEMENT AND COMPREHENSION. EDUCATORS WILL ALSO FIND STRATEGIES FOR FOSTERING SOCIAL AND COMMUNICATION SKILLS THROUGH SOCIAL STUDIES CONTENT.

7. *SCIENCE IEP GOALS: BUILDING INQUIRY AND CRITICAL THINKING*

EMPHASIZING INQUIRY-BASED LEARNING, THIS GUIDE HELPS EDUCATORS CREATE GOALS THAT PROMOTE SCIENTIFIC REASONING AND PROBLEM-SOLVING. IT INCLUDES EXAMPLES OF GOALS TARGETING OBSERVATION, EXPERIMENTATION, AND DATA INTERPRETATION SKILLS. THE BOOK ALSO DISCUSSES ACCOMMODATIONS THAT FACILITATE ACTIVE PARTICIPATION IN SCIENCE LABS AND PROJECTS.

8. *ALIGNING IEP GOALS WITH SOCIAL STUDIES STANDARDS*

THIS RESOURCE ASSISTS TEACHERS IN MAPPING IEP GOALS TO STATE AND NATIONAL SOCIAL STUDIES STANDARDS WHILE MAINTAINING INDIVIDUALIZED INSTRUCTION. IT OFFERS TOOLS FOR ASSESSMENT ALIGNMENT AND PROGRESS DOCUMENTATION. THE BOOK ENCOURAGES THE USE OF TECHNOLOGY AND MULTIMEDIA RESOURCES TO ENHANCE LEARNING.

9. SUPPORTING EXECUTIVE FUNCTION SKILLS IN SCIENCE AND SOCIAL STUDIES IEPs

RECOGNIZING THE IMPORTANCE OF EXECUTIVE FUNCTIONING, THIS BOOK GUIDES EDUCATORS IN INCORPORATING GOALS THAT IMPROVE ORGANIZATION, TIME MANAGEMENT, AND SELF-REGULATION WITHIN SCIENCE AND SOCIAL STUDIES CONTEXTS. PRACTICAL STRATEGIES ARE PROVIDED TO HELP STUDENTS MANAGE COMPLEX TASKS AND BUILD INDEPENDENCE. THE BOOK ALSO INCLUDES SAMPLE LESSON PLANS AND ACCOMMODATIONS.

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