

Bedminster Township School
Subject Area: PE & Health
Grade Level: K - 2

Unit #1 - 2.1 Personal and Mental Health
Personal Growth & Development [2.1],
Pregnancy & Parenting [2.1],
Social and Sexual and Emotional Health [2.1],
Community Health Services and Support [2.1]

Dates: Month (s) **Pacing Guide:** **Time Frame:** # up to 4 weeks per grade
(students are on a 6 day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about age-appropriate personal growth and development, caring for offspring, emotional health, meaningful relationships, feelings, social needs, and community health services and support.

Enduring Understandings

- Be aware that personal hygiene supports health and wellness
- All living things reproduce and people need food, water, air, waste removal
- Many factors influence how we think about self and others and how we handle stress
- Many people influence relationships and how we think about our self
- Use of alcohol, tobacco, and other drugs in unsafe ways is dangerous to your health
- Personal health and safety is impacted by hazards and the environment
- Know who trusted adults are for help in unsafe situations and substance abuse problems
- Families help us understand conflict, relationships, our bodies, health and behaviors

Skill and Knowledge Objectives (skills needed to perform)

- Identify strategies and healthy behaviors to maintain and influence wellness and body systems
- Explain and identify physical, social, and emotional changes
- Respond to relationship disagreements and conflict
- Identify situations and individuals that support situational feelings
- Exhibit wellness traits
- Know where to find resources and identify trusted adults and professionals that can help
- Understand conflict, disagreements, bullying, teasing
- Describe how climate change affects health

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons
- Completing the **I Have People Who Care** activity sheet. [K3]
- Describe what it means to be healthy
- Describe ways to keep the body healthy
- Identify parts of the body [K4]
- Name adults who can be helpful [K7] about feelings [1-4], troublesome feelings [2-4]
- Describe difference between bullying and teasing 2-14, 2-15]

Self-Reflection/Self-Assessment:

- Recall strategies and list ways to practice habits that promote mental and emotional well-being

Summative Assessment:

- Instructor-created exams
- [Assessments used through Healthsmart](#)

Benchmarks

- Demonstrate what students know in intervals [beginning, middle, end of MP] in **XXX**

Accommodations/Modifications for special populations including 504, ELL, At Risk, IEP, enrichment:

- Limit multiple choice options or open-ended responses, pair with a classmate
- K - 2:activity sheets independent work / groups working together (pairing up / buddy system)
- Student explanations to peers to reiterate teacher led instruction
- Role playing to peers by teacher and student to student

Resources

- *K-5 Scope and Sequence ETR*
- [NJSLS CH&PE](#)
- [Body Parts 2.1.2.PGD.4 body template](#)
- [Body Parts 2.1.2.PGD.4 body template private parts](#)
- <https://www.etr.org/healthsmart/>
- *Winter Wellness presentation to grades 1-2 by gr 4 wellness reps*

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Kindergarten:

- **2.1.2.PGD.1, 2**
2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy
2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- **2.1.2.EH.4, 5**

- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 1:

- **2.1.2.PGD.3, 4**
 - 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
 - 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- **2.1.2.PP.2**
 - 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).
- **2.1.2.EH.1, 2, 3**
 - 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
 - 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
 - 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 2:

- **2.1.2.PGD.5**
 - 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
- **2.1.2.PP.1**
 - 2.1.2.PP.1: Define reproduction.
- **2.1.2.SSH.1, 2, 3, 4, 5, 6, 7**
 - 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. •
 - 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
 - 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
 - 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
 - 2.1.2.SSH.5: Identify basic social needs of all people.
 - 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
 - 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

Standards - Technology

- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- Self-awareness, social awareness, self-management
- relationship skills, responsible decision making

Grade 1 Unit #2.1				
Grade 2 Unit #2.1				

Differentiate Instruction, depending on individual needs (IEP, 504, or Intervention Plan; ELL; At Risk; Gifted Talented) by:
Presentation Accommodations

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Magnification device, screen reader, or Braille / Nemeth Code for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Give a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Give an outline of a lesson
- Give a copy of teacher's lecture notes
- Give a study guide to assist in preparing for assessments
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Spelling dictionary or electronic spell-checker
- Word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics
- Take a test in small group setting
- Sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give less instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task, skill or game

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: PE & Health

Grade Level: K - 2

Unit 2 - 2.2 Physical Wellness

Movement Skills and Concepts, Nutrition, Physical Fitness and Lifelong Fitness

Dates: Month (s) **Pacing Guide:** **Time Frame:** # up to 4 weeks per grade for health and Physical Education concepts are over 30 weeks

Concepts and skills for : Movement: 8-10 weeks / Physical Fitness 8-10 weeks / Lifelong Fitness 8-10 weeks totaling 30 weeks
(students are on a 6 day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about/are **introduced** to new concepts or skills related to movement, physical and lifelong fitness, and nutrition. It is expected that students will be able to manifest understanding and demonstrate proficiency or success with some direct teacher assistance.

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Enduring Understandings

- Exploring wellness helps understand physical movement activities
- Know that people grow and enjoy activities differently
- Know how to explore ways of getting physically fit
- Physical activity enhances your health
- Teamwork involves communicating and respecting one another
- There are many ways to move the body to perform different skills and concepts
- Healthy eating habits and wellness begin with nutritious food choices

Skill and Knowledge Objectives (measurable expectations)

- Identify the recommended amount of physical activity needed
- Explain ways to be active each day
- Describe the benefits of eating breakfast each day
- Describe the types of foods that should be limited

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons
- Complete favorite healthy foods activity [K22]
- Complete breakfast activity sheet [1-21]
- Complete 5-a-day record activity sheet [2-19]
- Record physical activity sheets [2-21]

Self-Reflection/Self-Assessment:

- Name healthy foods and ways to be physically active

Summative Assessment:

- Instructor-created exams
- [Assessments used through Healthsmart](#)

Benchmarks

- Demonstrate what students know in intervals [beginning, middle, end of MP] in **XXX**

Accommodations/Modifications for special populations including 504, At Risk, IEP, enrichment:

- Start with equipment assessments and observe student control (hula hoop holding, jumping through, twisting)
- Start with jumprope holding, jumping through once to multiple times [students work 1:1 with teacher until grade 2]
- Start with Nerf ball for body movements then eventual catch with a partner, use of targets, group activities, divide up weaker students with higher performing students for success
- Refer to colors in Spanish (cone colors, team colors)
- Refer to teams in Spanish by numbers
- Warm Ups - speak in Spanish (up, down and counting while breathing in Spanish)
- Allow students to count in their native language

Resources

- <https://www.etr.org/healthsmart/>
- [NJSLs CH&PE](#)

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Kindergarten:

- **2.2.2.MSC.1, 5, 6, 7**

2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running).

2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback

2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment.

• 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment

- **2.2.2.PF.1**

2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles).

- **2.2.2.LF.1, 2, 3, 4**

2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors.

2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity.

2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

2.2.2.LF.4: Identify physical activities available outside of school that are in the community.

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 1:

- **2.2.2.MSC.2, 3**

2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well as transferring body weight (e.g., stretching, bending, twisting, curling).

2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways, and ranges.

- **2.2.2.PF.3**

2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building).

- **2.2.2.N.1, 2, 3**

2.2.2.N.1: Explore different types of foods and food groups.

2.2.2.N.2: Explain why some foods are healthier to eat than others.

2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 2:

- **2.2.2.MSC.4, 8**

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.8: Explain the difference between offense and defense.

- **2.2.2.PF.2, 4**

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

Standards - Technology

- Boombox used daily, Interactive Whiteboard
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- Self-awareness, social awareness, self-management
- relationship skills, responsible decision making

Kindergarten Unit #2.2				
Grade 1 Unit #2.2				
Grade 2 Unit #2.2				

Differentiate Instruction, depending on individual needs (IEP, 504, or Intervention Plan; ELL; At Risk; Gifted Talented) by: Presentation Accommodations

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Magnification device, screen reader, or Braille / Nemeth Code for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Give a written list of instructions
- Record a lesson, instead of taking notes
- Have another student share class notes with him
- Give an outline of a lesson
- Give a copy of teacher's lecture notes
- Give a study guide to assist in preparing for assessments
- Visual presentations of verbal material, such as word webs and visual organizers
- Manipulatives to teach or demonstrate concepts

Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Spelling dictionary or electronic spell-checker
- Word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics
- Take a test in small group setting

- Sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give less instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task, skill or game

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
- Get graded or assessed using a different standard than the one for classmate

Subject Area: PE & Health

Grade Level: #K - 2

Unit #3 - 2.3 Safety

Personal Safety,

Health Conditions, Diseases, and Medicines,

Alcohol, Tobacco, other Drugs and

Dependency, Substances Disorder and Treatment

Dates: Month (s) **Pacing Guide:** **Time Frame:** # up to 4 weeks per grade for health related topics
(students are on a 6 day cycle)
(see lessons for each grade level below)

Overview

In this unit, students learn about age-appropriate personal safety, health conditions, diseases, and medicines, alcohol, tobacco, and drugs and substance abuse.

Enduring Understandings

- Use of alcohol, tobacco, and other drugs in unsafe ways is dangerous to your health
- Personal health and safety is impacted by hazards and the environment
- Know who trusted adults are for help in unsafe situations and substance abuse problems

Skill and Knowledge Objectives

- Demonstrate healthy, clean and safe habits and behaviors
- Discuss healthy and safe choices
- Develop awareness of warning symbols
- Define boundaries and autonomy
- Identify trusted individuals
- Explain consequences on health (food, environment, hygiene, disease)
- Explain medicine and the harms of it
- Recognize substance abuse and how individuals can get help

Assessments / Modifications

Pre-Assessment/Do Nows/Other ways to assess:

- Student discussion
- Open-ended questions
- Thumbs up, thumbs down, surveys
- Homework assignments

Formative Assessment:

- Do Now and Exit Slips
- In-class discussions: small group discussions, class discussions
- 1-minute reflection writing assignments
- Quiz, test from Healthsmart lessons

Self-Reflection/Self-Assessment:

-

Summative Assessment:

- Instructor-created exams
- [Assessments used through Healthsmart](#)

Benchmarks

- Demonstrate what students know in intervals [beginning, middle, end of MP] in **XXX**

Accommodations/Modifications for special populations including 504, At Risk, IEP, enrichment:

- Interactive whiteboard slide presentations highlighting key words and concepts to support teacher led instruction
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Resources

- 2.3.2.PS.3-4 Poison safety and [poison symbol](#)
- [2.3 Personal Safety - Symbols](#)
- <https://www.etr.org/healthsmart/>
- [NJSLs CH&PE](#)

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Kindergarten:

- **2.3.2.PS.1**

2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe.

- **2.3.2.HCDM.2**

2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 1:

- **2.3.2.PS.2, 3, 4, 6**

2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety).

2.3.2. PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). •

2.3.2. PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol).

2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

- **2.3.2.ATD.1, 2**

2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly. • 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 2:

- **2.1.2.PGD.5**

2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.

- **2.1.2.PP.1**

2.1.2.PP.1: Define reproduction.

- **2.1.2.SSH.1, 2, 3, 4, 5, 6, 7**

2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. •

2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.

2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.

2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.

2.1.2.SSH.5: Identify basic social needs of all people.

2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.

2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.

- **2.2.2.MSC.4, 8**

2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).

2.2.2.MSC.8: Explain the difference between offense and defense.

- **2.2.2.PF.2, 4**

2.2.12.PF.2: Respect and appreciate all levels of ability and encourage with care during all physical activities.

2.2.12.PF.4: Determine the role of genetics, age, nutrition, sleep, the environment, and exercise type on body composition and personal health (e.g., anabolic steroids, human growth hormones, stimulants).

- **2.3.2.PS.5, 7, 8**

2.3.2.PS.5: Define bodily autonomy and personal boundaries.

2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).

2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).

- **2.3.2.ATD.3**

2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety.

- **2.3.2.HCDM.1, 3**

2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.

2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).

- **2.3.2.DSDT.1, 2**

2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.

2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.

Standards - Technology

- Boombox used daily, Interactive Whiteboard
- 8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats.

Social and Emotional Competencies and SEL connections - activities/topics [optional]

- Self-awareness, social awareness, self-management
- relationship skills, responsible decision making

Kindergarten #2.3				
Grade 1 Unit #2.3				
Grade 2 Unit #2.3				

Differentiate Instruction, depending on individual needs (IEP, 504, or Intervention Plan; ELL; At Risk; Gifted Talented) by:

Presentation Accommodations

- Alternate equipment at an easier playing ability level
- Work with fewer items per page or line and/or materials in a larger print size for health materials
- Magnification device, screen reader, or Braille / Nemeth Code for health materials
- Audio amplification device (e.g., hearing aid(s), auditory trainer, sound-field system (which may require teacher use of microphone)
- Give a written list of instructions
- Record a lesson, instead of taking notes
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Response Accommodations

- Use sign language, a communication device, Braille, other technology, or native language other than English
- Dictate answers to a scribe
- Capture responses on an audio recorder
- Spelling dictionary or electronic spell-checker
- Word processor to type notes or give responses in class

Setting Accommodations

- Work or take a test in a different setting, such as a quiet room with few distractions
- Sit where he learns best (for example, near the teacher & away from distractions), give more space as needed
- Special lighting or acoustics
- Take a test in small group setting
- Sensory tools such as an exercise band that can be looped around a chair's legs (so fidgety kids can kick it and quietly get their energy out)
- Noise buffers such as headphones, earphones, or earplugs

Timing Accommodations

- Take more time to complete a task or a test or give less instructions to complete, break into chunks
- Have extra time to process oral information and directions
- Take frequent breaks, such as after completing a task, skill or game

Scheduling Accommodations

- Take more time to complete a project
- Take a test in several timed sessions or over several days
- Take sections of a test in a different order
- Take a test at a specific time of day

Organization Skills Accommodations

- Use an alarm to help with time management or pair with a friend
- Mark texts with a highlighter

Assignment Modifications

- Answer fewer or different test questions
- Create alternate projects or assignments

Curriculum Modifications

- Learn different material (such as continuing to work on multiplication while classmates move on to fractions, or moving ahead to an extension concept/skill while classmates continue to work on a core skill)
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