

Bedminster Township School
Subject Area: PE & Health
Grade Level: 3 - 5

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 personal growth and development, pregnancy and parenting, emotional/social/sexual health, and community health services and support.

Enduring Understandings

- Health is influenced by parts of the body system
- Puberty is a time of body changes
- Reproduction and ways in which pregnancy can occur
- Self-management skills and resiliency affect feelings, coping, and emotions
- Gender, gender expression, and sexual orientation vary among people
- Family members impact your development
- There are differences between healthy and unhealthy relationships
- There are characteristics in describing healthy relations and mutual respect
- Community and school professionals can offer reliable information for coping strategies and in emergencies

Skill and Knowledge Objectives

- Identifying strategies and behaviors to maintain and influence wellness and body systems (
- Explain and identify physical, social, and emotional changes
- Responding to relationship disagreements and conflict
- Identifying situations and individuals that support situational feelings
- Health strategies
- Wellness traits
- Know where to find resources
- Understand conflict, disagreements, bullying, teasing
- Describe how climate change affects health

- Research current events

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:

- Take notes on lessons for future changes

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:

- Special Education: Modified tests quizzes and other assessments
- 504s: additional time; preferential seating; other modifications as per the individual plan
- ELLs: Google translates
- G&T: Pursuit of leading activities

Resources

- [NJSLs CH&PE](#)
- <https://www.etr.org/healthsmart/>
- *List print and digital sources being used here*

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 3:

- 2.1.5.EH.3, 4
2.1.5.EH.3: Identify different feelings and emotions that people may experience and how they might express these emotions (e.g., anger, fear, happiness, sadness, hopelessness, anxiety).
2.1.5.EH.4: Identify behaviors that help to deal with difficult situations that can occur at home, in school, and/or in the community and where to go for assistance.

- **2.1.5.CHSS.3**

2.1.5.CHSS.3: Describe strategies that are useful for individuals who are feeling sadness, anger, anxiety, or stress.

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 4:

- **2.1.5.PGD.1**

2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

- **2.1.5.SSH.4, 5, 6, 7**

2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.

2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

2.1.5.SSH.6: Describe the characteristics of healthy versus unhealthy relationships among friends and with family members.

2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

- **2.1.5.CHSS.1, 2**

2.1.5.CHSS.1: Identify health services and resources available and determine how each assist in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).

2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 5:

- **2.1.5.PGD.2, 3, 4, 5**

2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care.

2.1.5.PGD.3: Explain the physical, social, and emotional changes that occur during puberty and adolescence and why the onset and progression of puberty can vary.

2.1.5.PGD.4: Explain common human sexual development and the role of hormones (e.g., romantic and sexual feelings, masturbation, mood swings, timing of pubertal onset).

2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health.

- **2.1.5.PP.1, 2**

2.1.5.PGD.1: Explain the relationship between sexual intercourse and human reproduction.

2.1.5.PGD.2: Explain the range of ways pregnancy can occur (e.g., IVF, surrogacy).

- **2.1.5.EH.1, 2**

2.1.5.EH.1: Discuss the impact of one's feelings and thoughts that lead to healthy and unhealthy behaviors.

2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.

- **2.1.5.SSH.1, 2, 3**

2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others.

2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.

2.1.5.SSH.3: Demonstrate ways to promote dignity and respect for all people (e.g. sexual orientation, gender identity and expression, race, ethnicity, socio-economic status, differing ability, immigration status, family configuration).

Standards - Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

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

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

Grade 3 Unit #2.1			
Grade 5 Unit #2.1			
<p>Differentiate Instruction, depending on individual needs (IEP, 504, or Intervention Plan; ELL; At Risk; Gifted Talented) by:</p> <p>Presentation Accommodations</p> <ul style="list-style-type: none"> ● 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:
Grade Level: #3-5

Bedminster Township School

Unit 2 - 2.2 Physical Wellness
Movement Skills and Concepts [2.2] with Nutrition [2.2], Physical Fitness [2.2] and Lifelong

Fitness [2.2]

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 movement skills and concepts, physical fitness, lifelong fitness, and nutrition.

Enduring Understandings

- Gross, fine motor and manipulative skills knowledge enhances physical activities and movement
- Constructive feedback effects sportsmanship, safety, movement and participation
- Team approach behaviors include offensive, defensive, and cooperative strategies
- Physical fitness includes motor skill performance
- Wellness is maintained over time through physical activities
- Personal and community resources can support physical activity
- Balanced nutrition supports making nutrition-related decisions that contribute to wellness

Skill and Knowledge Objectives

- Understand body coordination and space around you
- Show control during games and isolated environments
- Act appropriate and play in a safe environment
- Accept others and their abilities
- Know that lifestyle choices affect personal fitness
- Create an environment of healthy and balanced eating

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:

- Take notes on lessons for future changes

Summative Assessment:

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Benchmarks

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Resources

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Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 3:

- 2.2.5.MSC.1, 4
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.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling).
- 2.2.5.PF.1, 2
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.PF.2: Explore how to move different body parts in a controlled manner.
- 2.2.5.LF.1, 3
2.2.2.LF.1: Express one's feeling and emotions when involved in movement and physical activities to increase positive behaviors.
2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga).

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 4:

- **2.2.5.MSC.3**
2.2.5.MSC.3: Demonstrate and perform movement skills with developmentally appropriate control in isolated settings (e.g., skill practice) and applied settings (e.g., games, sports, dance, recreational activities).

- **2.2.5.LF.2**

2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.

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

2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.

2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

2.2.5.N.3: Develop a plan to attain a personal nutrition health goal that addresses strengths, needs, and culture.

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 5:

- **2.2.5.MSC.2, 5, 6, 7**

2.2.5.MSC.2: Explain and demonstrate movement sequences, individually and with others, in response to various tempos, rhythms, and musical styles.

2.2.5.MSC.5: Correct movement skills and analyze concepts in response to external feedback and self-evaluation with understanding and demonstrating how the change improves performance.

2.2.5.MSC.6: Execute appropriate behaviors and etiquette while participating as a player and viewing as an observer during physical activity, games, and other events, contributes to a safe environment.

2.2.5.MSC.7: Apply specific rules, strategies, and procedures for specific physical activity, games, and sports in a safe active environment.

- **2.2.5.LF.4**

2.2.5.LF.4: Perform and increase the range of motion in dynamic stretching and breathing exercises (e.g., dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga).

- **2.2.5.PF.3, 4**

2.2.5.PF.3: Participate in moderate to vigorous age-appropriate physical fitness activities and build the skills that address each component of health-related fitness (e.g., endurance, strength, speed, agility, flexibility, balance).

2.2.5.PF.4: Develop a short term and/or a long-term health-related fitness goal (e.g., cardiorespiratory endurance 'heart & lungs', muscular strength, muscular endurance, flexibility, body composition, nutrition) to evaluate personal health.

Standards - Computer Science & Design Thinking

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

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

- self-awareness
- social awareness
- self-management
- relationship skills

- responsible decision making

Grade 3 Unit #2.2

Grade 4 Unit #2.2

Grade 5 Unit #2.2

Lesson 1: Movement Skills and Concepts - constructive feedback

Materials:

- Mat, water bottle

Resource:

- OT to teach class with PE teacher

Activities:

- 1) explain and demonstrate movement sequences, alone with with others, in response to temps, rhythms, music styles
- 2) know correct movement skills and analyze concepts in response to feedback and self-evaluation
- 3) execute appropriate behaviors and etiquette when participating
- 4) apply rules, strategies, procedures for specific physical activity, games, sports in a safe environment
- 5) SWBAT participate in learning yoga stretches and breathing

Lesson 2: Physical Fitness - personal health

Materials:

- Grade 5 Lessons 20 - 23

Activities:

- 1) participate in fitness activities and build skills that address endurance, strength, speed, agility, flexibility, balance
- 2) develop short and long term health-related fitness goals [include cardiorespiratory endurance heart and lungs, muscular strength, muscular endurance, flexibility, body composition, nutrition] to evaluate personal health

Lesson 3: Lifelong fitness

Materials:

- Grade 5 Lesson 23

Activities:

- 1) perform and increase the range of motion with stretching and breathing exercises [i.e. dynamic cardiovascular warm-up exercises, martial arts, aerobics, yoga]
- 2)SWBAT participate in learning yoga stretches and breathing

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)
- Get graded or assessed using a different standard than the one for classmate

Subject Area:
Grade Level: #3-5

Bedminster Township School

**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 personal safety, health conditions, diseases and medicines, alcohol, tobacco and other drugs, and dependency, substance disorder, and treatment.

Enduring Understandings

- Safety includes being aware of your environment and knowing when situations lead to injury/illness
- Online safety involves employing strategies to respect others people's boundaries
- Setting healthy boundaries shows respect for self and others
- Preventing diseases and staying healthy depends on one's wellness and habits
- Certain product use may affect the user, family, and community members in a negative way
- Substance abuse effects are both short and long term that danger and harm one's health
- Unintended consequences can result from use and abuse of drug and alcohol products
- Resources are available for those struggling with addiction and abuse of drugs or alcohol

Skill and Knowledge Objectives

- Know how to reduce the risk of injury
- Be able to help with first aid procedures
- Use digital media respectfully
- Communicate with others for protecting each other's personal boundaries
- Know what keeps the human body working properly
- Identify unhealthy substances and health concerns associated with choices made
- Know the behaviors observed by people who struggle with harmful substances
- Seek assistance from reputable resources in the community for those in need

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:

- Take notes on lessons for future changes

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:

- Special Education: Modified tests quizzes and other assessments
- 504s: additional time; preferential seating; other modifications as per the individual plan
- ELLs: Google translates
- G&T: Pursuit of leading activities

Resources

- [NJSLC CH&PE](#)
- <https://www.etr.org/healthsmart/>
- *List print and digital sources being used here*

Standards

NJ Student Learning Standards by grade

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 3:

- **2.3.5.PS.3, 5**
2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- **2.3.5.HCDM.1, 2**
2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infection diseases and conditions (e.g., Lyme Disease, influenza).

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 4:

● **2.3.5.PS.1, 2**

2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community. •

2.3.5.PS.2: Demonstrate first aid procedures for choking, bleeding, burns, poisoning, and stroke (F.A.S.T.).

● **2.3.5.ATD.1**

2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).

NJ Student Learning Standards for (Content Area and other areas, as applicable) Grade 5:

● **2.3.5.PS.4, 6**

2.3.5.PS.4: Develop strategies to safely communicate through digital media with respect.

2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.

● **2.3.5.HCDM.3**

2.3.5.HCDM.3: Examine how mental health can impact one's wellness (e.g., depression, anxiety, stress, phobias).

● **2.3.5.ATD.3**

2.3.5.ATD.3: Describe the behaviors of people who struggle with the use of alcohol and drugs and identify the type of assistance that is available.

● **2.3.5.DSDT.1, 2, 3, 4, 5**

2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and, prescription and illicit drugs.

2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.

2.3.5.DSDT.4: Demonstrate strategies for seeking assistance for someone impacted by an individual who is struggling with the use/abuse of alcohol or drugs.

2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).

Standards - Computer Science & Design Thinking

- **8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.**

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

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

Grade 3 Unit #2.3			
Grade 4 Unit #2.3			
Grade 5 Unit #2.3			
<p>Differentiate Instruction, depending on individual needs (IEP, 504, or Intervention Plan; ELL; At Risk; Gifted Talented) by:</p> <p>Presentation Accommodations</p> <ul style="list-style-type: none"> ● 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 <p>Response Accommodations</p> <ul style="list-style-type: none"> ● 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 <p>Setting Accommodations</p> <ul style="list-style-type: none"> ● Work or take a test in a different setting, such as a quiet room with few distractions 			

<ul style="list-style-type: none"> ● 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 <p>Timing Accommodations</p> <ul style="list-style-type: none"> ● 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 <p>Scheduling Accommodations</p> <ul style="list-style-type: none"> ● 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 <p>Organization Skills Accommodations</p> <ul style="list-style-type: none"> ● Use an alarm to help with time management or pair with a friend ● Mark texts with a highlighter <p>Assignment Modifications</p> <ul style="list-style-type: none"> ● Answer fewer or different test questions ● Create alternate projects or assignments <p>Curriculum Modifications</p> <ul style="list-style-type: none"> ● 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 		
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