

# CARLISLE AREA SCHOOL DISTRICT

Carlisle, PA 17013

**Math**

**Grade K**

Date of Board Approval: **August 16, 2007**

**CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Math Subject Area: Math Grade Level: Kindergarten

Course Length: (Semester/Year): Year Duration: 20-25 minutes Frequency: 5 times per cycle

Prerequisites: Not Applicable Credit: Not Applicable Level: Not Applicable

**Course Description/Objectives:** The district shall provide for attainment of the academic standards per Chapter 4, Section 4.12. Each student shall demonstrate proficiency in the following area: numbers, number systems and number relationships; computation and estimation; measurement and estimation; mathematical reasoning and connections, mathematical problem solving and communication; statistics and data analysis; probability and predictions; algebra and functions; geometry; trigonometry; and concepts of calculus.

Major Text(s)/Resources:

Harcourt Math 2002

Name of Writing Committee:

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<b>Strand 2.1 Numbers, Number Systems and Number Relationships</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
A. Count using whole numbers (to 10,000) and by 2's, 3's, 5's, 10's, 25's and 100's.	<ul style="list-style-type: none"> <li>• Rote count orally from 1 to 100 using whole numbers.</li> <li>• Count orally forward, beyond and backward from 20 using whole numbers.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
A. Count using whole numbers (to 10,000) and by 2's, 3's, 5's, 10's, 25's and 100's.	<ul style="list-style-type: none"> <li>• Skip count orally by 2's to 20 and by 5's and 10's to 100 using a hundred chart.</li> <li>• Read numerals in context.</li> </ul>		
A. Count using whole numbers (to 10,000) and by 2's, 3's, 5's, 10's, 25's and 100's.	<ul style="list-style-type: none"> <li>• Identify numeral on a number line.</li> </ul>		
B. Use whole numbers and fractions to represent quantities.	<ul style="list-style-type: none"> <li>• Match correct numeral to objects in a set 1 to 30.</li> <li>• Write numerals to 30.</li> <li>• Sequence numerals 1 to 30.</li> </ul>		
C. Represent equivalent forms of the same number through the use of concrete objects, drawings, word names and symbols.	<ul style="list-style-type: none"> <li>• Use 1 to 1 correspondence to identify how many (0-10).</li> <li>• Select the correct numeral to indicate a quantity from 0-10, trace over the numeral, and write the numeral.</li> </ul>		

Strand 2.1 Numbers, Number Systems and Number Relationships	Subject Area: Math	Grade: K
PA Academic Standards	Performance Indicators	Assessment
D. Use drawings, diagrams or models to show the concept of fraction as part of a whole.	<ul style="list-style-type: none"> <li>• Divide a set of 2, 4, 6, 8 or 10 concrete objects into two equal halves.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments
E. Count, compare and make change using a collection of coins and one-dollar bills	<ul style="list-style-type: none"> <li>• Identify a penny, nickel and dime.</li> <li>• Match the name and value of a penny, nickel and dime.</li> </ul>	
F. Apply number patterns (even and odd) and compare values of numbers on the hundred board.	<ul style="list-style-type: none"> <li>• Count and recognize number patterns using concrete objects.</li> </ul>	
G. Use concrete objects to count, order and group.	<ul style="list-style-type: none"> <li>• Match correct numerals to objects in a set 1 to 20.</li> <li>• Recognize numerals and match to given sets.</li> <li>• Create and identify sets with more, less or equal members matching</li> </ul>	
H. Demonstrate an understanding of one-to-one correspondence.	<ul style="list-style-type: none"> <li>• Write numerals one to ten matching numerals with a collection of up to ten objects.</li> </ul>	

<b>Strand 2.1 Numbers, Number Systems and Number Relationships</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
I. Apply place-value concepts and numeration to counting, ordering and grouping.	<ul style="list-style-type: none"> <li>The student will compare, contrast and explain the values of digits in the ones and tens columns.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
J. Estimate, approximate, round or use exact numbers as appropriate.	<ul style="list-style-type: none"> <li>Describe concrete materials to count up to 20.</li> <li>Estimate the number of and count up to 20 objects.</li> </ul>		
K. Describe the inverse relationship between addition and subtraction.	<ul style="list-style-type: none"> <li>Add and subtract whole numbers using up to 10 concrete items.</li> </ul>		
L. Demonstrate knowledge of basic facts in four basic operations.	<ul style="list-style-type: none"> <li>Recognize and correctly use the “+” and “-“ signs and demonstrate adding and subtracting.</li> </ul>		

<b>Strand 2.2 Computation and Estimation</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
A. Apply addition and subtraction in situations involving concrete objects.	<ul style="list-style-type: none"> <li>• Use concrete objects to determine the answers to addition and subtraction problems.</li> <li>• Apply addition and subtraction in everyday situations.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
A. Apply addition and subtraction in situations involving concrete objects.	<ul style="list-style-type: none"> <li>• Tell a story using manipulatives to explain (show) addition/subtraction problems.</li> <li>• Write the number sentence for a given story/word problem.</li> </ul>		
B. Solve single and double-digit addition and subtraction problems with regrouping in vertical form.	<ul style="list-style-type: none"> <li>• Add and subtract whole numbers using up to 10 concrete items.</li> <li>• Recognize and correctly use the “+” and “-“ signs and demonstrate the use of adding and subtracting.</li> </ul>		
C. Demonstrate the concept of multiplication as repeated addition.	<ul style="list-style-type: none"> <li>• Skip count orally in multiples of 10 from 1 to 100 using a hundreds chart.</li> </ul>		
D. Demonstrate the concept of division as repeated subtraction and as sharing.	<ul style="list-style-type: none"> <li>• Group objects by 2’s using concrete or everyday materials.</li> </ul>		

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E. Use estimation skills to arrive at conclusions.	<ul style="list-style-type: none"> <li>Estimate up to 10 using concrete or everyday materials.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
F. Determine the reasonableness of calculated answers.	<ul style="list-style-type: none"> <li>Use estimation strategies to approximate answers.</li> </ul>		
G. Explain addition and subtraction algorithms with regrouping.	<ul style="list-style-type: none"> <li>Explain single addition of sums to 10 using concrete objects.</li> </ul>		

<b>Strand 2.3 Measurement and Estimation</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
A. Compare measurable characteristics of different objects on the same dimensions	<ul style="list-style-type: none"> <li>Recognize the attributes of length (longer/shorter), volume (which holds more?), weight (lighter/heavier), area, temperature (hotter/colder), height (taller/shorter), and time.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
A. Compare measurable characteristics of different objects on the same dimensions	<ul style="list-style-type: none"> <li>Compare and order objects according to these attributes.</li> <li>Select an appropriate unit and tool for the attribute being measured.</li> </ul>		
B. Determine the measurement of objects with non-standard and standard unites.	<ul style="list-style-type: none"> <li>Measure with multiple copies of units of the same size, such as paper clips laid end to end.</li> <li>Use repetition of a single unit to measure something larger than the unit.</li> </ul>		
B. Determine the measurement of objects with non-standard and standard unites.	<ul style="list-style-type: none"> <li>Use tools to measure</li> <li>Develop common reference for measures to make comparisons and estimates.</li> </ul>		
C. Determine and compare elapsed times.	<ul style="list-style-type: none"> <li>Orally tell time to the hour using analog and digital clocks.</li> <li>Sequence events in time (before vs. after, first vs. last).</li> <li>Name the days of the week in order.</li> </ul>		

<b>Strand 2.3 Measurement and Estimation</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
C. Determine and compare elapsed times.	<ul style="list-style-type: none"> <li>Name the months of the year in order.</li> <li>Distinguish between morning, afternoon and evening.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
D. Tell time (analog and digital) to the minute.	<ul style="list-style-type: none"> <li>Read a clock face and tell time to the hour.</li> </ul>		
E. Determine the appropriate unit of measure.	<ul style="list-style-type: none"> <li>Compare and order the objects using appropriate vocabulary (longer, shorter or about the same).</li> <li>Model and use directional and positional words.</li> </ul>		
F. Use concrete objects to determine area and perimeter.	<ul style="list-style-type: none"> <li>Use a non-standard or standard units to determine the measurement of the area and/or the perimeter.</li> </ul>		
G. Estimate and verify measurements.	<ul style="list-style-type: none"> <li>Determine using a nonstandard unit the length of an object.</li> </ul>		

<b>Strand 2.3 Measurement and Estimation</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
H. Demonstrate that a single object has different attributes that can be measured in different ways.	<ul style="list-style-type: none"> <li>Identify objects and predict which are “longer”, “shorter”, or “the same length” when shown an object of a know measurement.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	

<b>Strand 2.4 Mathematical reasoning and Connections</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
A. Make, check and verify predictions about the quantity, size and shape of objects and groups of objects.	<ul style="list-style-type: none"> <li>Demonstrate ability to predict quantity, size and shape of objects by using pictures and/or concrete objects.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
B. Use measurements to determine the geography to the school building.	<ul style="list-style-type: none"> <li>Use measurements to determine the geography to the school building e.g., (determine the size of the gym, the length, width, height of hallways or classrooms, size of doorways).</li> </ul>		

<b>Strand 2.5 Mathematical Problem Solving and Communication</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
A. Use appropriate problem-solving strategies such as guess and check and working backwards.	<ul style="list-style-type: none"> <li>Use appropriate problem solving strategies such as acting out, making or using pictures, and manipulating objects to demonstrate and explain solving problems.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
B. Determine when sufficient information is present to solve a problem and explain how to solve a problem.	<ul style="list-style-type: none"> <li>Solve a simple problem using concrete objects and/or pictorial representations.</li> <li>Translate problems from everyday language into math language and symbols.</li> </ul>		
C. Select and use an appropriate method, materials and strategy to solve problems, including mental mathematics, paper and pencil and concrete objects.	<ul style="list-style-type: none"> <li>Use oral language and concrete objects to solve problems.</li> </ul>		

<b>Strand 2.6 Statistics and Data Analysis</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
A. Gather, organize and display data using pictures, tallies, charts, bar graphs and pictographs.	<ul style="list-style-type: none"> <li>Collect and organize data using tallies, bar graphs, and pictographs.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
B. Formulate and answer questions based on data shown on graphs.	<ul style="list-style-type: none"> <li>Collect data and record the results using objects, pictures, and picture graphs.</li> </ul>		
B. Formulate and answer questions based on data shown on graphs.	<ul style="list-style-type: none"> <li>Interpret concrete graphs (graphs made from people, blocks, and other materials which have been sorted and placed on a graph.)</li> </ul>		
C. Predict the likely number of times a condition will occur based n analyzed data.	<ul style="list-style-type: none"> <li>Construct real graphs and give a reasonable opinion.</li> <li>Determine what will happen next when given a graph.</li> </ul>		
D. Form and justify an opinion on whether a given statement is reasonable based on a comparison to data.	<ul style="list-style-type: none"> <li>State and justify an opinion based on fact.</li> </ul>		

<b>Strand 2.7 Probability and Predictions</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
A. Predict and measure the likelihood of events and recognize that the results of an experiment may not match predicted outcomes.	<ul style="list-style-type: none"> <li>Identify and state a reason why an event is possible or impossible.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
B. Design a fair and an unfair spinner.	<ul style="list-style-type: none"> <li>Investigate and describe the results of a fair and unfair spinner.</li> </ul>		
C. List or graph the possible results of an experiment.	<ul style="list-style-type: none"> <li>Collect data to create concrete and/or picture graphs and describe the results.</li> </ul>		
D. Analyze data using the concepts of largest, smallest, most often, least often and middle.	<ul style="list-style-type: none"> <li>Collect and record data using objects, pictures, and picture graphs.</li> <li>Show quantities within each group.</li> </ul>		

<b>Strand 2.8 Algebra and Functions</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
A. Recognize, describe, extend, create and replicate a variety of patterns including attribute, activity, number and geometric patterns.	<ul style="list-style-type: none"> <li>Sort and classify objects according to similar attributes (size, shape, color, and/or sound).</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
A. Recognize, describe, extend, create and replicate a variety of patterns including attribute, activity, number and geometric patterns.	<ul style="list-style-type: none"> <li>Identify, describe and extend a repeating relationship (pattern) found in common objects, sounds, and movements.</li> </ul>		
B. Use concrete objects and trial and errors to solve number sentences and check whether solutions are sensible.	<ul style="list-style-type: none"> <li>Create number sentences using real-life objects.</li> </ul>		
C. Substitute a missing addend in a number sentence.	<ul style="list-style-type: none"> <li>Record mathematical operations using pictorial or symbolic representations.</li> </ul>		
D. Create a story to match a given combination of symbols and numbers.	<ul style="list-style-type: none"> <li>Describe or draw a simple story problem.</li> </ul>		

<b>Strand 2.8 Algebra and Functions</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
E. Use concrete objects and symbols to model the concepts of variables, expressions, equations, and inequalities.	<ul style="list-style-type: none"> <li>Identify objects using the concepts of “equal” or “not equal.”</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
F. Explain the meaning of solutions and symbols.	<ul style="list-style-type: none"> <li>Explain the meaning of the symbols -, +, and =</li> </ul>		
G. Gather information and display it in the form of a table or a chart.	<ul style="list-style-type: none"> <li>Gather information and display it in the form of a table or a chart.</li> </ul>		
H. Describe and interpret the data shown in tables and charts.	<ul style="list-style-type: none"> <li>Describe and interpret the data shown in table and charts.</li> </ul>		
I. Demonstrate simple function rules.	<ul style="list-style-type: none"> <li>Apply functions of addition and subtraction.</li> </ul>		

<b>Strand 2.8 Algebra and Functions</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
J. Analyze simple functions and relationships and locate points on a simple grid.	<ul style="list-style-type: none"> <li>Apply simple directions on a grid.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	

<b>Strand 2.9 Geometry</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
A. Name and label geometric shapes in two and three dimensions.	<ul style="list-style-type: none"> <li>Name and label common geometric objects (circle, triangle, square, rectangle, and oval).</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
B. Build geometric shapes using concrete objects.	<ul style="list-style-type: none"> <li>Build geometric shapes using concrete objects.</li> <li>Use common geometric shapes to build a structure.</li> </ul>		
C. Draw two and three-dimensional geometric shapes and construct rectangles, squares and triangles on the geoboard and on a graph paper satisfying specific criteria.	<ul style="list-style-type: none"> <li>Draw geometric shapes.</li> <li>Construct rectangles, squares, and triangles on the geoboard.</li> </ul>		
D. Find and describe geometric figures in real life.	<ul style="list-style-type: none"> <li>Recognize geometric shapes and structures in the environment and specify their location.</li> </ul>		
E. Identify and draw lines of symmetry in geometric figures.	<ul style="list-style-type: none"> <li>Locate lines of symmetry in geometric figures.</li> </ul>		

<b>Strand 2.9 Geometry</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
F. Identify symmetry in nature.	<ul style="list-style-type: none"> <li>Identify objects in nature that show symmetry.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
G. Fold paper to demonstrate the reflections about a line.	<ul style="list-style-type: none"> <li>Fold paper to reflect a line.</li> </ul>		
H. Show relationships between and among figures using reflections.	<ul style="list-style-type: none"> <li>Demonstrate in various ways to show similar relationships between and among figures.</li> </ul>		
I. Predict how shapes can be changed by combining or dividing them.	<ul style="list-style-type: none"> <li>Cut and create different shapes and show how they change.</li> </ul>		

<b>Strand 2.10 Trigonometry</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
A. Identify right angles in the environment.	<ul style="list-style-type: none"> <li>Find corners in the environment.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
B. Model right angles and right triangles using concrete objects.	<ul style="list-style-type: none"> <li>Use concrete objects to identify corners and sides.</li> </ul>		

<b>Strand 2.11 Concepts of Calculus</b>		<b>Subject Area: Math</b>	<b>Grade: K</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Assessment</b>	
A. Identify whole number quantities and measurements from least to most and greatest value.	<ul style="list-style-type: none"> <li>Identify whole number quantities and measurements from least to most and greatest value to the number 10.</li> </ul>	Teacher made tests and quizzes Chapter tests and quizzes Curriculum-based assessments Standardized tests Demonstrations Performance assessments Portfolios Research papers Essays Oral presentations Multi-medial presentations Experiments	
A. Identify whole number quantities and measurements from least to most and greatest value.	<ul style="list-style-type: none"> <li>Place numbers in order from least to greatest and greatest to least.</li> <li>Identify numbers to thirty.</li> </ul>		
B. Identify least and greatest values represented in bar graphs and pictographs.	<ul style="list-style-type: none"> <li>Read bar and/or picture graphs made with classroom data, such as calendars and attendance graphs.</li> <li>Label concrete objects from least to greatest value.</li> </ul>		
C. Categorize rates of change as faster and slower.	<ul style="list-style-type: none"> <li>Identify faster and slower situations that occur in real life.</li> </ul>		
D. Continue a pattern of numbers or objects that could be extended.	<ul style="list-style-type: none"> <li>Continue to pattern of simple shapes that could be extended.</li> </ul>		

## **Adaptations/Modifications for Students with I.E.P.s**

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

### **INSTRUCTION CONTENT**

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

### **SETTING**

- Preferential seating

### **METHODS**

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

### **MATERIALS**

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)