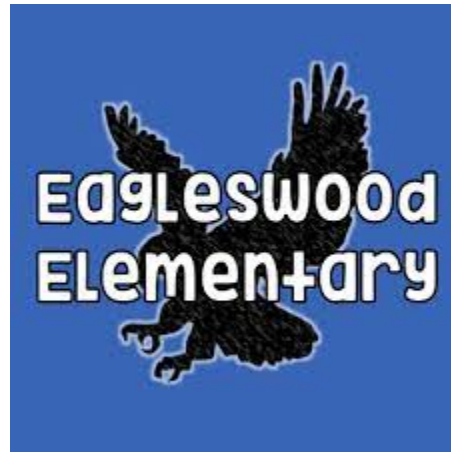


Eagleswood Township Elementary  
School District



Physical Education Curriculum

Grade 6

Adopted by the Eagleswood  
Board Of Education  
August 15, 2022

Content Area: Physical Education  
Grade Level: 6th  
Date Created: August 2022  
Author(s): H. Wawrzyniak

### Pacing Guide

Unit 1: Organized Games and Activities	5 weeks
Unit 2: Rhythmic Activities and Dance	5 weeks
Unit 3: Fitness	10 weeks
Unit 4: Individual and Dual Activities	10 weeks

### Interdisciplinary [Standards](#) and indicators (NJSLs/ CPIs) for Health

#### NJSLs for ELA

- SL.6.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
- SL.6.6. Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- L.6.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.6.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
- L.6.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

#### NJSLs for Visual and Performing Arts

- Analyze dance techniques and styles to discern the compositional use of the elements of dance and choreographic principles relating to dynamics, as well as to discern spatial relationships.
- Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.
- Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.

#### NJSLs for Science

- Gather and synthesize information that sensory receptors respond to stimuli by

- sending messages to the brain for immediate behavior or storage as memories.
- Plan an investigation to provide evidence that the change in an object's motion depends on the sum of the forces on the object and the mass of the object.
- Construct and present arguments using evidence to support the claim that gravitational interactions are attractive and depend on the masses of interacting objects.
- Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

#### NJSLS for Technology

- Demonstrate knowledge of a real world problem using digital tools.
- Assess the credibility and accuracy of digital content.
- Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.
- Explain the interdependence of a subsystem that operates as part of a system.
- Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.

#### NJSLS for 21st Century Life and Careers (standard 9)

- Attend to personal health and financial well-being.
- Utilize critical thinking to make sense of problems and persevere in solving them.
- Evaluate and manage risks to safety, health and the environment in education and training settings.
- Describe health, safety and environmental management systems, as well as policies and procedures in government and public administration agencies.
- Evaluate accepted ethical practices with respect to cultural, social and ethnic differences within the healthcare workplace.

## Unit 1- Standards and indicators

### NJSLS for Health and Physical Education

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- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).
- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.

- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
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- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strength, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

## Unit 1

### Central Idea/ Enduring Understanding

Students will understand...

- Understanding health and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.
- Understanding that following rules, simple strategies, and practicing helps improve skill.
- Understanding that attitude impacts physical performance, and positive

### Guiding Questions

- What are the characteristics of good sportsmanship?
- What are the rules we use during physical activity and why are they important to follow?
- What are some social, intellectual, physical, and emotional benefits of daily physical activity?

<p>behavior should be demonstrated in winning and losing situations to opposing players and same-team peers</p>	<ul style="list-style-type: none"> <li>• What are the components of skill-related fitness?</li> </ul>
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>• The importance of listening, following directions, and safety rules to use in an active environment</li> <li>• The importance of showing good sportsmanship during activities</li> <li>• The components of skill-related fitness and different activities that use these components</li> </ul>	<p><b>Skills (objectives)</b></p> <ul style="list-style-type: none"> <li>• Explain how rules keep players safe during physical activity</li> <li>• List characteristics of good sportsmanship</li> <li>• Explain the components of skill-related fitness and list examples of activities when they are used</li> </ul>
<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Various class activities and games</li> <li>• Self assessment</li> <li>• Peer assessments</li> <li>• Demonstration of task(s)</li> <li>• Class discussion</li> </ul>	<p><b>Other Evidence of Learning</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferences</li> </ul>
<p><b>Learning Opportunities and Strategies</b></p> <ul style="list-style-type: none"> <li>• Tag Games</li> <li>• Scooter Games</li> <li>• Ball Games</li> <li>• Ball Mixed Activities: Five Pin Soccer, relay games, net games, cage ball, agility games, jump roping, speedball, horseshoes, Frisbee Golf Bowling Shuffleboard</li> <li>• Circuits Obstacle Course</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Reference Books</li> <li>• Internet</li> <li>• Videos</li> <li>• Music Selection</li> <li>• PE Equipment</li> <li>• Reference Books</li> <li>• Music Selection</li> </ul>

## Unit 2 - Standards and indicators

### NJSLS for Health and Physical Education

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
- 2.2.8.MSC.3: Create and demonstrate planned movement sequences, individually and with others, based on tempo, beat, rhythm, music, and physical activities (e.g., creative, cultural, social, fitness aerobics, dance, yoga).

- 2.2.8.MSC.4: Analyze, and correct movements and apply to refine movement skills.
- 2.2.8.MSC.5: Predict the impact of rules, etiquette, procedures, and sportsmanship on players' behavior in small groups and large teams during physical activities and games.
- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety of games and settings.
- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.PF.2: Recognize and involve others of all ability levels into a physical activity.
- 2.2.8.PF.3: Execute the primary principles of training (FITT) and technology for the purpose of modifying personal levels of fitness (e.g., pedometers, heart rate monitors, health tracking systems, wearable technology, virtual classes, exergames).
- 2.2.8.PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
- 2.2.8.PF.5: Use evidence to predict how factors such as health status, body composition, interests, environmental conditions, healthy eating, anabolic steroids, physical activity, and lifestyle behaviors impact personal fitness and health.
- 2.2.8.LF.1: Develop and build an effective movement and physical fitness vocabulary for self, peers, and family members that can enhance wellness.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.2.8.LF.3: Explore by leading yourself and others to experience and participate in different cultures' physical fitness activities.
- 2.2.8.LF.4: Identify and recognize factors that generate positive emotions from participating in movement and physical fitness activities.
- 2.2.8.LF.5: Engages in a variety of physical activities (e.g., aerobic-fitness, strength, endurance-fitness activities) using technology and cross-training, and lifetime activities.
- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

## Unit 2

### Central Idea/ Enduring Understanding

Students will understand...

- Understanding that performing movement skills in a technically

### Guiding Questions

- What different types of dances can someone respond to music in terms of

correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.	movement when there is a change in tempo, beat, rhythm, or musical style?
<b>Content</b> <ul style="list-style-type: none"> <li>To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style</li> </ul>	<b>Skills (objectives)</b> <ul style="list-style-type: none"> <li>Demonstrate a response to music using different routines</li> <li>Demonstrate at least two different types of dance</li> </ul>
<b>Performance Tasks</b> <ul style="list-style-type: none"> <li>Various class activities and games</li> <li>Self assessment</li> <li>Peer assessments</li> <li>Demonstration of task(s)</li> <li>Class discussion</li> </ul>	<b>Other Evidence of Learning</b> <ul style="list-style-type: none"> <li>Teacher observation</li> <li>Student/teacher conferences</li> </ul>
<b>Learning Opportunities and Strategies</b> <ul style="list-style-type: none"> <li>Aerobic dance</li> <li>Types of Dance: Jazz, Tap, Modern, Hip-hop, Ballet, Swing, Contra, Country-Western</li> <li>Intra/Interpersonal spatial awareness through student generated choreographed dance.</li> </ul>	<b>Resources</b> <ul style="list-style-type: none"> <li>Reference Books</li> <li>Internet</li> <li>Videos</li> <li>Music Selection</li> <li>PE Equipment</li> <li>Reference Books</li> <li>Music Selection</li> </ul>

### Unit 3 - Standards and indicators

#### NJSLS for Health and Physical Education

- 2.2.8.MSC.1: Explain and demonstrate the transition of movement skills from isolated settings (e.g., skill practice) into applied settings (e.g., games, sports, dance, recreational activities).
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- 2.2.8.MSC.6: Demonstrate offensive, defensive, and cooperative strategies in a variety

of games and settings.

- 2.2.8.MSC.7: Effectively manage emotions during physical activity (e.g., anger, frustration, excitement) in a safe manner to self and others.
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- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
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- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

### Unit 3

#### Central Idea/ Enduring Understanding

Students will understand...

- Understanding the physical, social, emotional, and intellectual benefits of regular physical activity, along with the amount of control factors such as heredity and training influence personal fitness will help guide us to better integrate physical fitness into

#### Guiding Questions

- What are some physical benefits to daily physical fitness?
- What are the five components of health related fitness?
- How can setting goals help me be healthy?
- How can training and diet affect my personal fitness?



<p>everyday routines to support our overall wellness.</p>	
<p><b>Content</b></p> <ul style="list-style-type: none"> <li>● Movement skills to support wellness such as yoga , tai chi, breathing techniques,and walking meditation.</li> <li>● The importance of being active daily.</li> <li>● Participate in a physical fitness assessment measuring strength, agility, flexibility and cardiovascular endurance.</li> <li>● How to set attainable fitness goals.</li> </ul>	<p><b>Skills (objectives)</b></p> <ul style="list-style-type: none"> <li>● Learners will be able to list physical benefits to daily physical fitness.</li> <li>● Learners will be able to list the five health-related components of fitness.</li> <li>● Learners will be able to set an attainable fitness goal to achieve</li> <li>● Learners will participate in daily physical activities</li> </ul>
<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>● Various class activities and games</li> <li>● Self assessment</li> <li>● Peer assessments</li> <li>● Demonstration of task(s)</li> <li>● Class discussion</li> </ul>	<p><b>Other Evidence of Learning</b></p> <ul style="list-style-type: none"> <li>● Teacher observation</li> <li>● Student/teacher conferences</li> </ul>
<p><b>Learning Opportunities and Strategies</b></p> <p><u>Suggested Activities:</u> Movement skills that support wellness such as: breathing techniques, walking meditation, yoga, tai chi, stretching, dance movement, warm-ups (jumping jacks, planks, squats, lunges, push-ups, sit-ups)</p> <p><u>Suggested Programs:</u> the mileage club, the president’s challenge,Fitnessgram, Aerobics Circuit Training (such as CrossFit Kids)</p> <p><u>Suggested Track &amp; Field Events:</u> Short distance run (100/200 meter), long distance walk/run (600-1200 meter), relays, softball throw for distance, standing broad jump, running long jump, hurdles and listening skills and safety awareness games and activities</p> <ul style="list-style-type: none"> <li>● Muscular Strength: the "power" that helps you to lift and carry heavy objects.</li> <li>● Muscular Endurance: the ability of your muscles to perform contractions for extended periods of time.</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>● Reference Books</li> <li>● Internet</li> <li>● Videos</li> <li>● Music Selection</li> <li>● PE Equipment</li> <li>● Reference Books</li> <li>● Music Selection</li> </ul>

- Cardiovascular Endurance: the body's ability to keep up with exercise like running, jogging, swimming, cycling, and anything that forces your cardiovascular system (lungs, heart, blood vessels) to work for extended periods of time.
- Flexibility: the body's ability to move through its entire range of motion without pain or stiffness.
- Body Composition: the percentages of fat, bone, water and muscle in human bodies.

## Unit 4- Standards and indicators

### NJSLS for Health and Physical Education

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- 2.2.8.MSC.2: Demonstrate control of motion in relationship between force, flow, time, and space in interactive dynamic environments.
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- 2.2.8. PF.4: Implement and assess the effectiveness of a fitness plan based on health data, the assessment of one's personal fitness levels and monitor health/fitness indicators before, during, and after the workout program.
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- 2.2.8.LF.6: Develop a strategy to overcome barriers that allows for a visit in the community that promotes physical activities.
- 2.2.8.LF.7: Evaluate personal attributes as they relate to career options in physical activity and health professions.

## Unit 4

### Central Idea/ Enduring Understanding

Students will understand...

- Understanding that implementing offensive and defensive strategies are necessary for all players to be successful in game situations.

### Guiding Questions

- What are rules I should follow when playing games in class?
- Why is it important to help and encourage my teammates?
- How do using offensive and defensive strategies help our team win games?

### Content

- Offensive and defensive strategies
- Sportsmanship:
  - encouraging and supporting their peers during activities
  - Exhibiting a positive behavior in winning and losing situations

### Skills (objectives)

- Explain the definitions for the words offense and defense
- Follow rules when playing games and activities during class
- Explain the importance of helping and encouraging teammates
- Explain how using offensive and defensive strategies help our team win games

<p><b>Performance Tasks</b></p> <ul style="list-style-type: none"> <li>• Various class activities and games</li> <li>• Self assessment</li> <li>• Peer assessments</li> <li>• Demonstration of task(s)</li> <li>• Class discussion</li> </ul>	<p><b>Other Evidence of Learning</b></p> <ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Student/teacher conferences</li> </ul>
<p><b>Learning Opportunities and Strategies</b></p> <p>Suggested activities: Soccer, Football, Basketball, Hockey</p> <ul style="list-style-type: none"> <li>• Skills needed for activity</li> <li>• Offensive/Defensive strategy for activity</li> <li>• Rules/Gameplay of activity</li> </ul>	<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>• Reference Books</li> <li>• Internet</li> <li>• Videos</li> <li>• Music Selection</li> <li>• PE Equipment</li> <li>• Reference Books</li> <li>• Music Selection</li> </ul>

<b>Differentiation</b>			
<b>High-Achieving Students</b>	<b>On Grade Level Students</b>	<b>Struggling Students</b>	<b>Special Needs/ELL</b>
Lesson/Skill Extension  Peer Assistant	Peer Partners	Peer Assistant  Rewording of Directions  Varying sizes and type of equipment	SIOP Strategies  Modeling  Simplify Directions  Varying sizes and type of equipment

NOTE: Teachers should follow the specific curricular accommodations for students with individualized learning plans such as IEPs and 504

<b>Accommodations for Various Learners</b>
<p><b>Students that are English Language Learners:</b></p> <ol style="list-style-type: none"> <li>1. Retell content information in easier English</li> <li>2. Use simple sentence structure (verb-subject-object)</li> <li>3. Use high frequency words</li> <li>4. Avoid negative phrasing such as all, but, except</li> <li>5. Actively help students build connections and associations in order to access background knowledge or previously taught information</li> <li>6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)</li> </ol>

7. Use visuals to explain ideas
8. Modify assignments (fewer questions or fewer vocabulary)
9. Provide taped lessons
10. Provide concrete examples of vocabulary words through the use of visuals
11. Model Think Alouds to increase student comprehension
12. Directly teach learning strategies
13. Provide small group instruction
14. Provide preferential seating
15. Assess whether the student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

### Students with Disabilities:

1. Seat student near model (student/teacher)
2. Seat student near instruction
3. Use a highlight marker to identify key words, phrases, or sentences for student to read
4. Provide manipulative objects for student to use in problem solving
5. Have peers deliver directions or explanations
6. Buddy in class to assist and clarify
7. Provide mnemonic devices
9. Repeat major points of information
10. Provide visual cues (posters, number lines, gestures, use of technology)
11. Provide study guides
12. Highlight new vocabulary and key words
13. Use advance organizers
14. Allow for frequent breaks (sensory/brain)
15. Be aware of student's preferred learning style and provide matching instruction materials

### Students listed as Gifted & Talented:

1. Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
2. Provide content that is thematic, broad based, and integrative rather than just single-subject areas
3. Provide opportunities to generalize, integrate, and apply ideas to content
4. Encourage students to move through content at their own pace
5. Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
6. Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
7. Require students to think about topics in more abstract and complex ways
8. Activity selection should be based on student interests and encourage self directed learning
9. Align objectives with Bloom's Taxonomy

10. Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
11. Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas
12. Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

**Students with 504 Plans:**

**Environmental Strategies**

- Provide a structured learning environment
- Possible adapting of non-academic times such as lunch, recess, and physical education
- Change student seating
- Alter location or personal or classroom supplies for easier access or to minimize distraction
- Provide sensory breaks
- Provide a written or picture schedule

**Presentation Strategies**

- Record lessons so the student can review
- Use computer-aided instruction and other audiovisual equipment
- Select alternative textbooks, workbooks, or provide audio books
- Highlight main ideas and supporting details in the book
- Prioritize drill and practice activities for relevance
- Vary the method of lesson presentation using multi-sensory techniques
- Ask student to repeat/paraphrase context to check understanding
- Simplify and repeat instructions
- Vary instructional pace
- Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, “spell check”
- Reinforce study skills strategies (survey, read, recite, review)
- Pre-teach and/or re-teach important concepts
- Prepare advanced organizers/study guides for new material

**Behavioral Strategies**

- Use behavioral management techniques consistently within a classroom and across classes
- Implement behavioral/academic contracts
- Utilize positive verbal and/or nonverbal reinforcements
- Utilize logical consequences
- Establish a home/school communication system for behavior monitoring
- Cooperatively generate rules and consequences for classroom behavior
- Reinforce self-monitoring and self-recording of behaviors

**Organizational Strategies**

- Model and reinforce organizational systems (i.e. color-coding)
- Write out homework assignments, check student's recording of assignments
- Set time expectations for assignments
- Provide clues such as clock faces indicating beginning and ending times
- Teach study/organizational skills

**Evaluation Methods**

- Limit amount of material presented on page
- Provide a sample or practice test
- Provide for oral testing
- Provide tests in segments so that student hands in one segment before receiving the next part
- Provide personal copy of test tools and allow for color-coding/highlighting
- Adjust time for completion
- Modify weights of tests when grading

**Students that are At Risk:**

1. Provide a structured learning environment
2. Provide sensory breaks
3. Change student seating
4. Vary the method of lesson presentation using multi-sensory techniques
5. Provide small group or individual instruction
6. Reinforce the use of compensatory strategies
7. Reinforce self-monitoring and self-reflecting strategies
8. Buddy in class to assist and clarify
9. Actively help students build connections and associations in order to access background knowledge or previously taught information
10. Directly teach learning strategies
11. Repeat major points of information
12. Provide visual cues (posters, number lines, gestures, use of technology)

## Universal Design

The goal of UDL is to use a variety of teaching methods to remove any barriers to learning and give all students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's [strengths](#) and needs. That's why UDL benefits all kids.

- Universal Design for Learning (UDL) is a way of thinking about teaching and learning that helps give all students an equal opportunity to succeed.
- This approach offers flexibility in the ways students access material, engage with it and show what they know.
- Developing lesson plans this way helps all kids, but it may be especially helpful for kids with learning and attention issues.

[The Difference Between UDL and Traditional Education](#)

[UDL in the Classroom](#) (5 Practices)

## Universal Design for Learning

### Recognition Networks

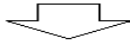
The "what" of learning



How we gather facts and categorize what we see, hear, and read. Identifying letters, words, or an author's style are recognition tasks.



Present information and content in different ways



**Principle #1:  
Provide Multiple Means of  
Representation**

### Strategic Networks

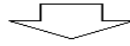
The "how" of learning



Planning and performing tasks. How we organize and express our ideas. Writing an essay or solving a math problem are strategic tasks.



Differentiate the ways that students can express what they know



**Principle #2:  
Provide Multiple Means of  
Action and Expression**

### Affective Networks

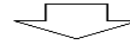
The "why" of learning



How learners get engaged and stay motivated. How they are challenged, excited, or interested. These are affective dimensions.



Stimulate interest and motivation for learning



**Principle #3:  
Provide Multiple Means of  
Engagement**