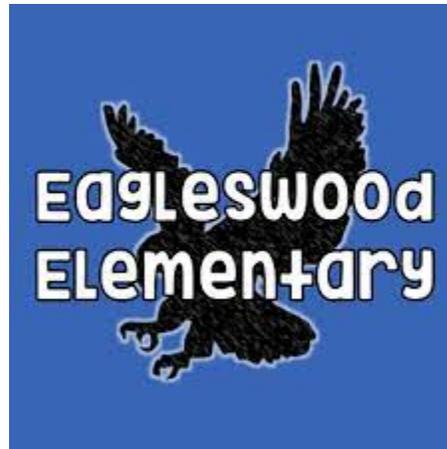# Eagleswood Township Elementary School District

Physical Education Curriculum

Grades 3-5

Adopted by the Eagleswood
Board Of Education
August 15, 2022

Content Area: Physical Education
Grade Levels: 3rd Grade, 4th Grade, 5th Grade
Date Created: August 2022
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Pacing Guide

Unit 1: Individual and Dual Activities	8 Weeks
Unit 2: Rhythmic Activities and Dance	7 Weeks
Unit 3: Fitness	8 Weeks
Unit 4: Organized Games	7 Weeks

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

NJSLS for ELA
- SL.3.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.4.1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- SL.3.6. Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
- SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships
- L.4.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.4.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.
- L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

NJSLS for Visual and Performing Arts
- 1.1.5.A.1 Analyze both formal and expressive aspects of time, shape, space, and energy, and differentiate basic choreographic structures in various dance works.
- 1.1.5.A.4 Differentiate contrasting and complementary shapes, shared weight centers, body parts, body patterning, balance, and range of motion in compositions and performance.
- 1.3.5.A.1 Perform planned and improvised sequences with a distinct beginning, middle, and end that manipulate time, space, and energy and accurately transfer rhythmic patterns from the auditory to the kinesthetic.
- 1.3.5.A.5 Perform basic sequences of movement from different styles of tradition accurately, demonstrating proper alignment, balance, initiation of movement, and direction of focus.

NJSLS for Social Studies
- Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- Explain how experiences and events may be interpreted differently by people with different cultural or individual perspectives.
- Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).
- Identify actions that are unfair or discriminatory, such as bullying, and propose solutions to address such actions.

NJSLS for Technology
- Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
- Use a graphic organizer to organize information about the problem or issue.
- Use digital tools to research and evaluate the accuracy, relevance, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

NJSLS for 21st Century Life and Careers
- 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- Individual and Dual Activities
Standards & Indicators for Health and Physical Education • 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).

- 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.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.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
- 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.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. • 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.
- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
- 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.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Central Idea/Enduring Understanding	Guiding Questions
Students will gain an... ● Understanding that implementing offensive and defensive strategies are necessary for all players to be successful in game situations.	● 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	**Skills (Objectives)**

● That practicing offensive and defensive strategies help improves skills over time ● The importance of encouraging and supporting their peers during activities ● The importance of positive behavior in winning and losing situations	● 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
Performance Task(s) ● Student demonstrations during activities ● Class discussion of Essential Questions ● Self-Assessments ● Peer Assessments ● Turn and Talk ● Various Class Activities and Games	**Other Evidence** ● Teacher Observation ● Student/Teacher Conference
Learning Opportunities/Strategies Suggested activities: Soccer, Football, Basketball, and Hockey ● Skills needed for activity ● Offensive/Defensive strategy for activity ● Rules/Gameplay of activity	**Resources** ● Reference Books ● Internet ● Videos ● Music Selection ● PE Equipment ● Reference Books ● Music Selection

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Unit 2- Rhythmic Activities and Dance
Standards & Indicators for Health and Physical Education ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility). ● 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.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.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity. ● 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.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
- 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. • 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.
- 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
- 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
- 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.
- 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.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.

Central Idea/Enduring Understanding Students will gain an... Understanding that performing movement skills in a technically correct manner improves overall performance and increases the likelihood of participation in lifelong physical activity.	Guiding Questions What different apparatuses can you use to respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style?
Content To respond to music in terms of movement when there is a change in tempo, beat, rhythm, or musical style	Skills (Objectives) Demonstrate a response to music using different apparatus Demonstrate a line dance such as the Cupid Shuffle and a square dance
Performance Task(s) - Student demonstrations during activities - Class discussion of Essential Questions - Self-Assessments - Peer Assessments - Turn and Talk - Various Class Activities and Games	Other Evidence - Teacher Observation - Student/Teacher Conference
Learning Opportunities/Strategies Aerobic Activities	Resources Reference Books

● Manipulative movement with apparatus such as ribbon sticks, scarves, hoops, etc. ● Types of dances: Jazz, Tap, Modern, Hip-hop, Ballet, Swing, Contra, Country-Western,cultural, 4 wall dance ● Intra/Interpersonal spatial awareness through choreographed group dance.	● Internet ● Videos ● Music Selection ● PE Equipment ● Reference Books ● Music Selection

Unit 3- Fitness

Standards & Indicators for Health and Physical Education
    ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
    ● 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.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.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
    ● 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.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
    ● 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. • 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.
    ● 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
    ● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
    ● 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
    ● 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

● 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.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.	
Central Idea/Enduring Understanding Students will gain an... ● 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 everyday routines to support our overall wellness.	**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?
Content ● Movement skills to support wellness such as yoga animal stretches, tai chi, breathing techniques, walking meditation, and qigong. ● The importance of being active daily. ● Participate in a physical fitness assessment measuring strength, agility, flexibility and cardiovascular endurance. ● How to set attainable fitness goals	**Skills (Objectives)** ● Learners will be able to list physical benefits to daily physical fitness. ● Learners will be able to list the five health-related components of fitness. ● Learners will be able to set an attainable fitness goal to achieve.
Performance Task(s) ● Student demonstrations during activities ● Class discussion of Essential Questions ● Self-Assessments ● Peer Assessments ● Turn and Talk ● Various Class Activities and Games	**Other Evidence** ● Teacher Observation ● Student/Teacher Conference
Learning Opportunities/Strategies ● Muscular Strength: the "power" that helps you to lift and carry heavy objects. ● Muscular Endurance: the ability of your muscles to perform contractions for extended periods of time. ● Cardiovascular Endurance: the ability to keep up with exercise like running, jogging, swimming, cycling, and anything that forces	**Resources:** ● Reference Books ● Internet ● Videos ● Music Selection ● PE Equipment ● Reference Books ● Music Selection

your cardiovascular system (lungs, heart, and blood vessels) to work for extended periods of time. ● Flexibility: the ability of your body to move through its entire range of motion without pain or stiffness ● Body Composition: What makes up your body (muscle, fat, bone, etc.)	

Unit 4- Organized Games/ Activities

[Standards](#) & Indicators for Health and Physical Education
   ● 2.2.5.MSC.1: Demonstrate body management skills and control when moving in relation to others, objects, and boundaries in personal and general space (e.g., coordination, balance, flexibility, agility).
   ● 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.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.MSC.4: Develop the necessary body control to improve stability and balance during movement and physical activity.
   ● 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.PF.1: Identify the physical, social, emotional, and intellectual benefits of regular physical activity that affect personal health.
   ● 2.2.5.PF.2: Accept and respect others of all skill levels and abilities during participation. • 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.
   ● 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
   ● 2.2.5.LF.1: Explain the need to engage in physical activities on a voluntary basis for emotional and physical enjoyment.
   ● 2.2.5.LF.2: Develop a movement vocabulary that is flexible and adaptable for personal physical activity and wellness.
   ● 2.2.5.LF.3: Proactively engage in movement and physical activity for enjoyment individually or with others.

● 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.LF.5: Describe how community resources could be used to support participation in a variety of physical activities, sports and wellness.	

Central Idea/Enduring Understanding	**Guiding Questions**
Students will gain an… ● 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 behavior should be demonstrated in winning and losing situations to opposing players and same-team peers.	● 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 and emotional benefits of daily physical activity? ● What are the components of skill-related fitness?

Content	**Skills (Objectives)**
● The importance of listening, following directions, and safety rules to use in an active environment ● The importance of showing good sportsmanship during activities ● The components of skill-related fitness	● Explain how rules keep players safe during physical activity ● List characteristics of good sportsmanship ● List examples of social and emotional benefits of daily physical activity ● Explain the components of skill-related fitness

Performance Task(s)	**Other Evidence**
● Student demonstrations during activities ● Class discussion of Essential Questions ● Self-Assessments ● Peer Assessments ● Turn and Talk ● Various Class Activities and Games	● Teacher Observation ● Student/Teacher Conference

Learning Opportunities/Strategies	**Resources**
● Chasing, Fleeing, and Dodging Games such as: Sailors and Ships, Oogedy-Boogedy Tag, Spiders and Flies, Blob Tag, Bump Tag, Amoeba Tag, etc… ● Scooter Games such as: Scootermania. Monsters, Inc.,	● Reference Books ● Internet ● Videos ● Music Selection ● PE Equipment ● Reference Books ● Music Selection

Environmental Helpers, obstacle courses, Scooter Ships ● Ball Games: 3-Ball, Crab Soccer, Bridge Ball, Name-It ● Parachute Games such as: Parachute Washing Machine, Parachute Trip ● Ball Mixed Activities: Steal the Bacon, Five Pin Soccer, relay games, net games, cageball, agility games, jump roping ● Circuits Obstacle Course	

Differentiation			
High-Achieving Students	**On Grade Level Students**	**Struggling Students**	**Special Needs/ELL**
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

*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to Struggling and/or Special Needs Section for differentiation.

Accommodations for Various Learners

<u>Students that are English Language Learners</u>:
1. Retell content information in easier English
2. Use simple sentence structure (verb-subject-object)
3. Use high frequency words
4. Avoid negative phrasing such as all, but, except
5. Actively help students build connections and associations in order to access background knowledge or previously taught information
6. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
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

Princple #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

Princple #3:
Provide Multiple Means of Engagement