

Principle 1: To support recognition learning, provide multiple, flexible methods of presentation

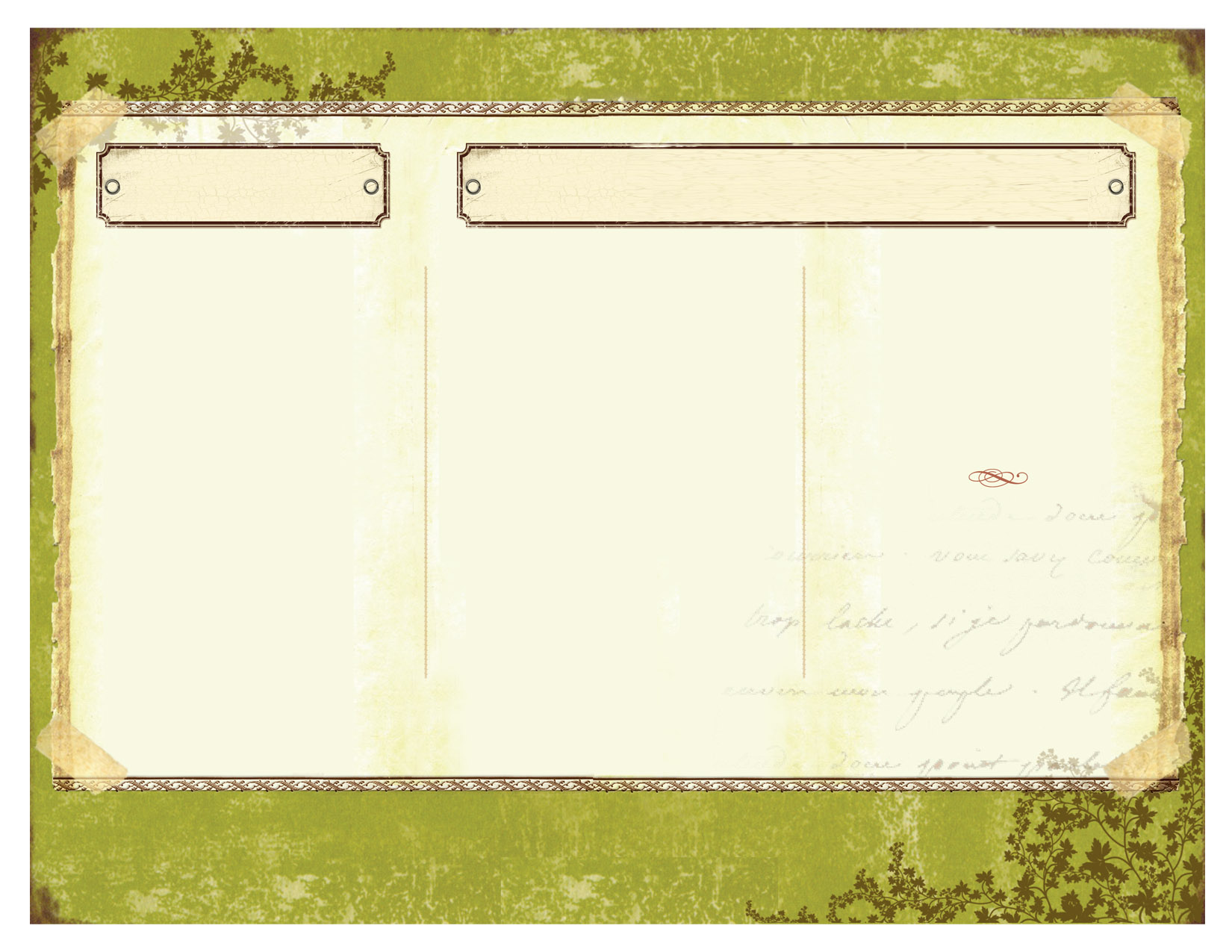
Principle 2: To support strategic learning, provide multiple, flexible methods of expression and apprenticeship.

Principle 3: To support affective learning, provide multiple, flexible options for engagement.

*Not all students are alike. Based on this knowledge, differentiated instruction applies   
an approach to teaching and learning that gives students multiple options for* *taking in information and making sense of ideas*.

NCAC

Universal Design for Learning



Differentiation: Flexibility in the High School Classroom

Garner’s Multiple Intelligences:

* Spatial
* Linguistic
* Logical-mathematical
* Bodily-kinesthetic
* Musical
* Interpersonal
* Intrapersonal
* Naturalistic

Activities That Work!

Differentiation

Engagement is key!

Keri McComb

CI 510: Engaging the High School Learner



Previewing:

Thematic fine art, KWL, Chapter Tours, Music/dance, Poetry/quotes, Quick Writes, Vocabulary Webs (for word wall!), Comics,Hands on exploration of materials, On-line exploration (interactive maps, museum tours, etc)

Instruction:

Role play, Utilize web clips, Round robin reading (controversial), Frequent stops/checks for understanding, Think/Pair/Share/Create, Manipulatives, Step-by-step direct instruction: strategy development, Create-a-dates, Literature Circle Roles (Discussion director, Literary Luminary, Illustrator, Connector) Interdisciplinary lessons, Audio recordings, Picture books

Assessment:

I am History (or science, literature, etc.),Old school tests, Skits, Power points/web-based video, Probe: mini research report/poster/Presentation, Art, Song/story writing, Demonstrations, Critique (written/oral), Newspapers, Portfolio, Learning process journal, Dioramas, Board game