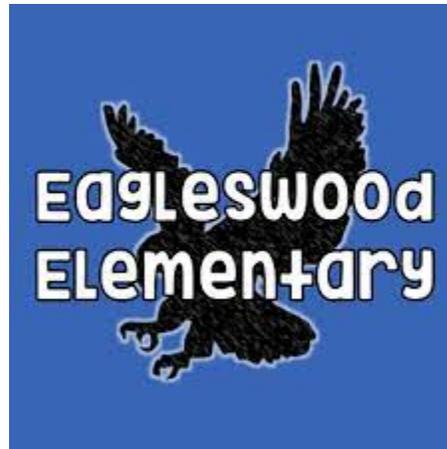# Eagleswood Township Elementary School District

Social Studies Curriculum

Grade K

Adopted by the Eagleswood Board Of Education

August 15, 2022

Content Area: Social Studies
Grade Level: Kindergarten
Date Created: August 2022
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Pacing Guide

UNIT	Timeframe

Unit 1: Civics, Government and Human Rights
● Civics and Political Institutions
  ○ Governments, rules, responsibilities
● Participation and Deliberation
  ○ Effective decision making, voting
● Civic Mindedness
  ○ Responsibilities, fairness, equality, human rights
	● 5 days
	● 3 days
	● 5 days
	● Then ongoing

Unit 2: Geography, People and the Environment
● Human Population and Patterns
  ○ Climate, weather
● Human Environment Interaction
  ○ Local climate, weather, seasons
	● 10 days
	● 5 days

Unit 3: Economics, Innovation and Technology
● Economic Ways of Thinking
  ○ Wants vs. needs
● Exchange and Market
  ○ Local community services
● National Economy
  ○ Government goods and services
	● 4 days
	● 2 days
	● 2 days

Unit 4: History, Culture and Perspectives
● Continuity and Change
  ○ Sequence of events, change of community overtime
● Understanding Perspectives
  ○ Beliefs, values, traditions
	● 5 days
	● 10 days

Unit 5: Tolerance, Prejudice and Diversity	● Ongoing

Interdisciplinary Standards and indicators (NJSLS/ CPIs)

NJSLS for ELA

- RL.K.1. With prompting and support, ask and answer questions about key details in a text (e.g., who, what, where, when, why, how).
- RL.K.3. With prompting and support, identify characters, settings, and major events in a story.
- RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
- RL.K.10. Actively engage in group reading activities with purpose and understanding.
- NJSLSA.W9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
- W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

NJSLS for Math
- K.CC.B- Count to tell the number of objects.Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said, tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger
- K.CC.C. Compare numbers. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

NJSLS for Computer Science and Design Thinking
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology
- 8.1.2.DA.3: Identify and describe patterns in data visualizations.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.4: Break down a task into a sequence of steps
- 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes.

NJSLS for Career Readiness, Life Literacies, and Key Skills (crosswalk)
- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
- 9.1.2.FP.2: Differentiate between financial wants and needs.

- 9.1.2.CR.2: List ways to give back, including making donations, volunteering, and starting a business

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NJSLS for [Social Emotional Learning](#)
- SELSA1- Recognize one's feelings and thoughts
- SELSA2- Recognize the impact of one's feelings and thoughts on one'sown behavior
- SELSA3- Recognize one's personal traits, strengths,and limitations
- SELSA4- Recognize the importance of self-confidence in handling daily tasks and challenges
- SELSM1- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- SELRS4- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- SELRDM1- Develop, implement, and model effective problem-solving and critical thinking skills
- SELRDM2- Identify the consequences associated with one's actions in order to make constructive choices

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Unit 1- **Standards** and indicators

NJSLS for [Social Studies](#)

• 6.1.2.CivicsPI.1: Describe roles and responsibilities of community and local government leaders (e.g., mayor, town council).

• 6.1.2.CivicsPI.2: Investigate the importance of services provided by the local government to meet the needs and ensure the safety of community members.

• 6.1.2.CivicsPI.4: Explain how all people, not just official leaders, play important roles in a community.

• 6.1.2.CivicsPI.5: Describe how communities work to accomplish common tasks, establish responsibilities, and fulfill roles of authority.

• 6.1.2.CivicsPI.6: Explain what government is and its function

• 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.

• 6.1.2.CivicsPD.2: Establish a process for how individuals can effectively work together to make decisions.

• 6.1.2.CivicsCM.1: Describe why it is important that individuals assume personal and civic responsibilities in a democratic society.

• 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted.

Unit 1- Civics, Government and Human Rights

Central Idea/ Enduring Understanding	Guiding Questions
Students will understand • Local community and government leaders have roles and responsibilities to provide	Who are the important leaders in our country and local community? What are decisions we make for the good of

services for their community members. • Rules for all to live by are a result of the actions of government, organizations, and individuals. • The actions of individuals and government affect decisions made for the common good. • When all members of the group are given the opportunity to participate in the decisionmaking process, everyone's voice is heard. • Rules and people who have authority are necessary to keep everyone safe, resolve conflicts, and treat people fairly. Individuals may be different, but all have the same basic human rights.	our class? Why do we vote? Is voting essential in our society? What are our classroom differences/ similarities? Why is our country considered a "melting pot" and why is that a positive aspect of our society? Why is acceptance an important aspect of our society?
Content - The Constitution provides common defense and liberty in our country. - The 46th President of the United States is Joe Biden. - Citizenship begins with becoming a contributing member of the classroom community. - The United States Constitution and Bill of Rights guarantee certain fundamental rights for citizens. - Rules and laws are developed to protect people's rights and the security and welfare of society. - Everyone is part of a larger neighborhood and community. - There are different branches within the United States government, each with its own structure, leaders, and processes, and each designed to address specific issues and concerns.	**Skills (objectives)** Students will be able to: -Demonstrate their understanding of rules by following classroom routines -Demonstrate responsibility by initiating simple classroom tasks and jobs. -Determine how "fairness," "equality," and the "common good" have influenced new laws and policies over time at the local and national levels of United States government. -Demonstrate responsibility by initiating simple classroom tasks and jobs. -Discuss their understanding of voting and how essential voting is in a democratic society -Show understanding of positive/negative personality traits and their impact on society -Discuss similarities and differences from multiple points of view
Learning Opportunities and Strategies Creating a Classroom Consitution- https://creativeeducator.tech4learning.com/2016/lessons/classroom-constitution	**Resources** https://phi.history.ucla.edu/nchs/history-standards/

Exploring Concept of Leadership-
https://www.lessonplanet.com/teachers/kindergarten-exploring-the-concept-of-leadership

What is a Leader?-
https://www.youtube.com/watch?v=dtnZYe8fYN4&t=1s

3 Branches of Government Activity-
https://www.supplyme.com/products/election-unit-the-three-branches-of-government-a3186

The Life of Martin Luther King Jr.-
https://rootsandwingskindergarten.com/2021/12/teaching-young-children-about-martin-luther-king-jr.html

100 Ways to Vote in Class-
https://www.ccsoh.us/cms/lib/OH01913306/Centricity/Domain/202/3-5%20Kids%20Voting%20Activities.pdf

We Are Future Voters-
https://assets.readbrightly.com/wp-content/uploads/2020/10/9780385392099_5261.pdf

Voting for Kids-
https://www.youtube.com/watch?v=GrG7zBUDiqQ&t=2s

How to Become a Community Leader-
https://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/become-community-leader/main

"One Vote, Two Vote, I Vote, You Vote" Read Aloud-
https://www.youtube.com/watch?v=YADP0sP0xbk

https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf
https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf
https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf
https://www.socialstudies.org/user/login?destination=/positions/powerful
https://www.state.nj.us/education/cccs/2014/ss/standards.pdf
https://courseloops.com/teaching-social-studies-in-kindergarten
https://www.scholastic.com/parents/others/articles/social-studies-kindergarten.html
http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf
https://www.state.nj.us/education/cccs/2014/ss/standards.pdf

Restoring the Youth of Civic Mindedness TEDTalk- https://www.youtube.com/watch?v=wqrHkM_6dsM 7 Civic Service Ideas for Kids- https://www.scholastic.com/parents/family-life/global-awareness/7-civic-service-ideas-kids.html The Perfect President- https://www.supplyme.com/products/election-unit-the-perfect-president-a3189	
Performance Tasks Interactive classroom activities, Project-based learning activities, Other specified performance tasks	**Other Evidence of Learning** Teacher Observation Classroom Discussion

Unit 2- Standards and indicators

NJSLS for Social Studies
- 6.1.2.GeoPP.1: Explain the different physical and human characteristics that might make a location a good place to live (e.g., landforms, climate and weather, resource availability).
- • 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.

Unit 2- Geography, People, and the Environment

Central Idea/ Enduring Understanding Students will understand • A map is a symbolic representation of selected characteristics of a place. Physical and human characteristics affect where people live (settle). • Environmental characteristics influence how and where people live.	**Guiding Questions** What are different types of weather when living in certain areas? Why would people move to those areas? Why would people move to New Jersey? Why do people move to Riverside? What are some characteristics of our area?

Content
 	
    -The physical environment can both accommodate and be endangered by human activities.
 	
    -Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.
 	
    -Places are jointly characterized by their physical and human properties.
 	
    -Regions form and change as a result of unique physical/ecological conditions, economies, and cultures.
 	
    -Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.
	Skills (objectives)
	Students will be able to:
	
	-Discuss wants and needs based off of different environments
	
	-Differentiate the important resources of locations
	
	-Compare ways people choose to use and distribute natural resources
	-Explain why some locations in New Jersey and the United States are more suited for settlement than others.
	-Develop an awareness of the physical features of the neighborhood/community.

Performance Tasks Interactive classroom activities, Project-based learning activities, Other specified performance tasks	**Other Evidence of Learning** Teacher Observation Classroom Discussion
Learning Opportunities and Strategies Everything is Connected Activity- https://populationeducation.org/wp-content/uploads/2017/10/everything_is_connected.pdf How Weather Affects Us- https://study.com/academy/lesson/how-weather-affects-us-lesson-for-kids.html Water Cycle- http://www.weatherwizkids.com/experiments-water-cycle.htm Weather and Climate (NASA Kids)- https://climatekids.nasa.gov/menu/weather-and-climate/ Me On the Map Activity- https://www.supplyme.com/products/me-on-th	**Resources** https://phi.history.ucla.edu/nchs/history-standards/ https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf https://www.socialstudies.org/user/login?destination=/positions/powerful https://www.state.nj.us/education/cccs/2014/ss/standards.pdf https://courseloops.com/teaching-social-studies-in-kindergarten

e-map-ii-social-studies-unit-a2999 Pretend Play- Weather Around Us- https://www.supplyme.com/products/learning-about-weather-through-pretend-play-a2965 Rosie's Walk, Maps in Kindergarten- https://www.supplyme.com/products/maps-in-kindergarten-rosie-s-walk-a2897 Who Will Dance with Me?- Human Interaction Activity- https://teachers.net/lessons/posts/4764.html	https://www.scholastic.com/parents/others/articles/social-studies-kindergarten.html http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf https://www.state.nj.us/education/cccs/2014/ss/standards.pdf

Unit 3- Standards and indicators

NJSLS for Social Studies
- 6.1.2.EconET.1: Explain the difference between needs and wants
- 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce
- 6.1.2.EconNE.2: Describe examples of goods and services that governments provide

Unit 3-Economics, Innovation, and Technology

Central Idea/ Enduring Understanding Students will understand • Individuals make decisions based on their needs, wants, and the availability of resources. • Limited resources influence choices. Goods and services are produced and exchanged in multiple ways. • There are benefits to trading goods and services with other countries.	**Guiding Questions** What is the difference between a need and a want? Could those things change in different places (for ex. Is a jacket a need when the weather is 100 degrees?) What are things we need to live? What are things the whole country needs? Does the government help provide for any of our needs?
Content -People make decisions based on their needs, wants, and the availability of resources. -Interaction among various institutions in the local, national, and global economies influence policymaking and societal	**Skills (objectives)** Students will be able to: -Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. -Differentiate between needs and wants

outcomes. -Availability of resources affects economic outcomes. -Governments play an economic role in the lives of individuals and communities.	locally and nationally through discussion
Performance Tasks Interactive classroom activities, Project-based learning activities, Other specified performance tasks	**Other Evidence of Learning** Teacher Observation Classroom Discussion
Learning Opportunities and Strategies Kindergarten Economics- https://kurbanskilai521.weebly.com/lesson-1.html Needs vs. Wants (BrainBOPJR)- https://www.youtube.com/watch?v=miZyJ5oUnPE Center for Ecoliteracy- https://www.ecoliteracy.org/download/needs-and-wants-activity#:~:text=Needs%20and%20Wants%20Activity%20Distinguish%20between%20things%20needed,What%20do%20you%20need%3F%20What%20do%20you%20want%3F If You Give a Mouse a Cookie activity- https://www.supplyme.com/products/if-you-give-a-mouse-a-cookie-a-lesson-in-economics-a2882 Kindergarten Economics- Goods and Services- https://www.education.com/lesson-plan/kindergarten-economics-goods-and-services/ Money and Finance- https://www.ducksters.com/money/economics.php Classroom Mini Economy- https://www.supplyme.com/products/classroom-mini-economy-project-a2980	**Resources** https://phi.history.ucla.edu/nchs/history-standards/ https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf https://www.socialstudies.org/user/login?destination=/positions/powerful https://www.state.nj.us/education/cccs/2014/ss/standards.pdf https://courseloops.com/teaching-social-studies-in-kindergarten https://www.scholastic.com/parents/others/articles/social-studies-kindergarten.html http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf https://www.state.nj.us/education/cccs/2014/ss/standards.pdf

Unit 4- Standards and indicators

NJSLS for Social Studies
    • 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- • 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture. • 6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Unit 4- History, Culture, and Perspectives

Central Idea/ Enduring Understanding	**Guiding Questions**
Students will understand • Understanding the past helps to make sense of the present. • Two or more individuals can have a different understanding of the same event. • Respecting and understanding the views of others helps one learn about various perspectives, thoughts, and cultures.	How does your family celebrate holidays? Why is it important to learn about your family history? What are traditions?
Content Individuals and families have unique characteristics. There are many different cultures within the classroom and community. The study of American folklore and popular historical figures enables Americans with diverse cultural backgrounds to feel connected to a national heritage. Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people People view and interpret events differently because of the times in which they live, the	**Skills (objectives)** Students will be able to: -Describe why it is important to understand the perspectives of other cultures in an interconnected world -Express individuality and cultural diversity (e.g., through dramatic play). -Describe characteristics of oneself, one's family, and others.

experiences they have had, the perspectives held by their cultures, and their individual points of view.	
Performance Tasks Interactive classroom activities, Project-based learning activities, Other specified performance tasks	**Other Evidence of Learning** Teacher Observation Classroom Discussion
Learning Opportunities and Strategies All About Me Craft- Creating self portraits by identifying personal characteristics (skin tone, eye color, hair color, etc.) Diversity Dress Up- Diverse clothing, foods and objects within dramatic play center for students to interact, play and discuss their differences Music from Around the World- https://worldmusic.net/blogs/guide-to-world-music Christmas Around the World- https://www.twinkl.com/resource/christmas-around-the-world-passport-and-activity-pack-za-ps-65 Holidays Around the World Calendar- https://www.funwithmama.com/2020-kids-calendar-printable/ Kids Try Foods from Around the World- https://www.youtube.com/watch?v=RB3qUTagl7o	**Resources** https://phi.history.ucla.edu/nchs/history-standards/ https://www.nj.gov/education/cccs/2020/2020%20NJSLS-SS.pdf https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf https://www.socialstudies.org/user/login?destination=/positions/powerful https://www.state.nj.us/education/cccs/2014/ss/standards.pdf https://courseloops.com/teaching-social-studies-in-kindergarten https://www.scholastic.com/parents/others/articles/social-studies-kindergarten.html http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf https://www.state.nj.us/education/cccs/2014/ss/standards.pdf

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Unit 5: Tolerance, Prejudice and Diversity (ongoing)

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

Accommodations for Various Learners

Students that are English Language Learners:
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

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

• 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	• 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
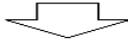
Recognition Networks
The "what" of learning

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**
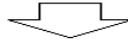
Strategic Networks
The "how" of learning

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:
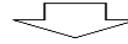Provide Multiple Means of Action and Expression**

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

⬇

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