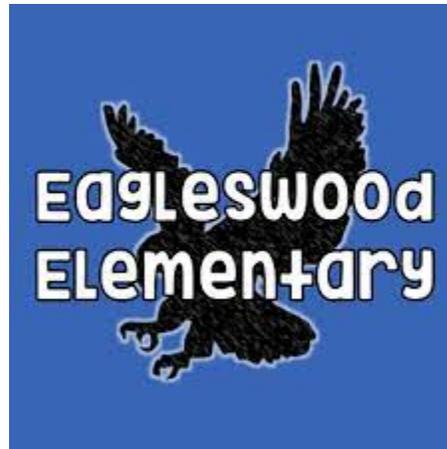


Eagleswood Township Elementary
School District



Social Studies Curriculum

Grade 1

Adopted by the Eagleswood
Board Of Education
August 15, 2022

Content Area: Social Studies
 Grade Level: First Grade
 Date Created: August 2022
 Author(s): Heather Wawrzyniak

Pacing Guide

UNIT	Timeframe
Unit 1: Civics, Government and Human Rights <ul style="list-style-type: none"> ● Civics and Political Institutions <ul style="list-style-type: none"> ○ Governments, rules, responsibilities ● Participation and Deliberation <ul style="list-style-type: none"> ○ Effective decision making, voting ● Democratic Principles <ul style="list-style-type: none"> ○ National symbols ● Processes and Rules <ul style="list-style-type: none"> ○ Rules and laws ● Civic Mindedness <ul style="list-style-type: none"> ○ Responsibilities, fairness, equality, human rights 	<ul style="list-style-type: none"> ● 5 days ● 3 days ● 2 days ● 3 days ● 5 days <p>Then ongoing</p>
Unit 2: Geography, People and the Environment <ul style="list-style-type: none"> ● Human Population Patterns <ul style="list-style-type: none"> ○ Climate, weather ● Spatial Views of the World <ul style="list-style-type: none"> ○ Maps, physical features ● Human Environment Interactions <ul style="list-style-type: none"> ○ Local climate, weather, seasons 	<ul style="list-style-type: none"> ● 5 days ● 5 days ● 3 days
Unit 3: Economics, Innovation and Technology <ul style="list-style-type: none"> ● Economic Ways of Thinking <ul style="list-style-type: none"> ○ Wants vs. needs ● Exchange and Markets <ul style="list-style-type: none"> ○ Local community services ● National Economy <ul style="list-style-type: none"> ○ Government provided goods and services 	<ul style="list-style-type: none"> ● 3 days ● 2 days ● 2 days
Unit 4: History, Culture and Perspectives <ul style="list-style-type: none"> ● Continuity and Change <ul style="list-style-type: none"> ○ Sequence of events, change of community overtime ● Understanding Perspectives <ul style="list-style-type: none"> ○ Beliefs, values, traditions ● Historical Sourcing and Evidence 	<ul style="list-style-type: none"> ● 2 days ● 10 days ● 3 days

○ Culture and history	
Unit 5: Tolerance, Prejudice and Diversity	● Ongoing

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

NJSLs for [ELA](#)

- RL.1.1. Ask and answer questions about key details in a text.
- RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.
- RL.1.3. Describe characters, settings, and major event(s) in a story, using key details
- RL.1.6. Identify who is telling the story at various points in a text.
- RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
- RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
- RI.1.10. With prompting and support, read informational texts at grade level text complexity or above.

NJSLs for [Math](#)

- 1.OA.B.3. Apply properties of operations as strategies to add and subtract.
- 1.NBT.C.4. Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

NJSLs for [Computer Science and Design Thinking](#)

- 8.1.2.CS.1: Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences.
- 8.1.2.CS.3: Describe basic hardware and software problems using accurate terminology.
- 8.1.2.DA.2: Store, copy, search, retrieve, modify, and delete data using a computing device.
- 8.1.2.DA.4: Make predictions based on data using charts or graphs.
- 8.1.2.AP.5: Describe a program's sequence of events, goals, and expected outcomes
- 8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. .

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.CR.2: List ways to give back, including making donations, volunteering, and

starting a business.

- 9.1.2. FI.1: Differentiate the various forms of money and how they are used (e.g., coins, bills, checks, debit and credit cards).
- 9.1.2.FP.2: Differentiate between financial wants and needs.
- 9.1.2.RM.1: Describe how valuable items might be damaged or lost and ways to protect them.

NJSLS for [Social Emotional Learning](#) ([Crosswalk](#))

- SELSA1- Recognize one's feelings and thoughts
- SELSA2- Recognize the impact of one's feelings and thoughts on one's own behavior
- SELSM1- Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
- SELSM2- Recognize the skills needed to establish and achieve personal and educational goals
- SELSM3- Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
- SELSoc1- Recognize and identify the thoughts, feelings, and perspectives of others
- SELSoc2- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- SELRS1- Establish and maintain healthy relationships
- SELRS2- Utilize positive communication and social skills to interact effectively with others
- SELRS3- Identify ways to resist inappropriate social pressure

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.2: Establish a process for how individuals can effectively work together to make decisions
- 6.1.2.CivicsDP.2: Use evidence to describe how democratic principles such as equality, fairness, and respect for legitimate authority and rules have impacted individuals and communities.
- 6.1.2.CivicsPR.1: Determine what makes a good rule or law
- 6.1.2.CivicsPR.2: Cite evidence that explains why rules and laws are necessary at home, in schools, and in communities.
- 6.1.2.CivicsPR.4: Explain why teachers, local community leaders, and other adults have a responsibility to make rules that fair, consistent, and respectful of individual

rights.

- 6.1.2.CivicsCM.2: Use examples from a variety of sources to describe how certain characteristics can help individuals collaborate and solve problems (e.g., open-mindedness, compassion, civility, persistence). •
- 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

Students will understand

- Local community and government leaders have roles and responsibilities to provide 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.
- Certain character traits can help individuals become productive members of their community.

Guiding Questions

- Why do we have rules (In the classroom, at home)?
- What are decisions we make for the good of our class?
- How are we affected when others do not do their jobs (in the classroom and local community)?
- What is the importance of voting?
- Is voting essential in our society?
- How can you make a positive impact on your community?
- What are principles and values?
- Who are community helpers and what is their importance to our society?

Content

Local community and government leaders have roles and responsibilities to provide services for their community members.

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 decision making process everyone’s voice is heard.

Skills (objectives)

- Students will be able to:
- Demonstrate an understanding of rules by following most 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

<p>Rules and people who have authority are necessary to keep everyone safe, resolve conflicts and treat people fairly.</p> <p>Processes and rules should be fair, consistent, and respectful of the human rights of all people.</p> <p>Certain character traits can help individuals become productive members of their community.</p>	<p>national levels of United States government.</p> <p>-Describe how the actions of Dr. Martin Luther King, Jr., and other civil rights leaders served as catalysts for social change and inspired social activism in subsequent generations.</p> <p>-Discuss the necessity of community helpers to our society</p>
<p>Learning Opportunities and Strategies</p> <p>Creating a Classroom Constitution- https://creativeeducator.tech4learning.com/2016/lessons/classroom-constitution</p> <p>100 Ways to Vote in Class- https://www.csoh.us/cms/lib/OH01913306/Centricity/Domain/202/3-5%20Kids%20Voting%20Activities.pdf</p> <p>How to Become a Community Leader- https://ctb.ku.edu/en/table-of-contents/leadership/leadership-functions/become-community-leader/main</p> <p>Community Helpers- https://www.allkidsnetwork.com/worksheets/community-helpers/</p> <p>Restoring the Youth of Civic Mindedness TEDTalk- https://www.youtube.com/watch?v=wqrHkM6dsM</p> <p>A Kid's Guide to Running for President- https://constitutioncenter.org/media/files/Lesson_2_TheArtofDebateFINAL.pdf</p>	<p>Resources</p> <p>https://phi.history.ucla.edu/nchs/history-standards/</p> <p>https://www.nj.gov/education/cccs/2020/2020%20NJSLSSS.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf</p> <p>https://www.socialstudies.org/user/login?destination=/positions/powerful</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p> <p>https://courseloops.com/teaching-social-studies-in-kindergarten</p> <p>https://www.scholastic.com/parents/others/articles/social-studies-kindergarten.html</p> <p>http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p>

<p>Right to Self Expression- https://www.youtube.com/watch?v=mV8L9xC0ZYA</p> <p>Human Rights Matching Game- https://www.teachstarter.com/us/teaching-resource/human-rights-match-up-activity-us/</p> <p>United States Symbols- https://www.education.com/worksheet/article/united-states-symbols-for-kids/</p>	
<p>Performance Tasks Interactive classroom activities, Project-based learning activities, Journal entries</p>	<p>Other Evidence of Learning Teacher Observation Classroom Discussion</p>

<h2>Unit 2- <u>Standards</u> and indicators</h2>	
<p>NJSLS for <u>Social Studies</u></p> <ul style="list-style-type: none"> • 6.1.2.Geo.PP.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.SV.1: Use maps to identify physical features (e.g., continents, oceans, rivers, lakes, mountains). • • 6.1.2.Geo.SV.2: Describe how maps are created for a specific purpose (e.g., school fire-drill map, route from home to school, learning centers in a classroom). • 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States. 	

<h2>Unit 2- Geography, People and the Environment</h2>	
<p>Central Idea/ Enduring Understanding Students will understand</p> <ul style="list-style-type: none"> • A map is a symbolic representation of selected characteristics of a place. <ul style="list-style-type: none"> • Geographic data can be used to identify cultural and environmental characteristics of places <p>Physical and human characteristics affect where people live (settle).</p> <ul style="list-style-type: none"> • Environmental characteristics influence how 	<p>Guiding Questions</p> <p>What are different types of weather when living in certain areas? Why would people move to those areas?</p> <p>Why would people move to New Jersey?</p> <p>Why do people move to Riverside?</p> <p>What are some characteristics of our local area?</p> <p>What is the importance of a map?</p> <p>How does a map show you where to go</p>

<p>and where people live.</p>	<p>(Specific characteristics)?</p>
<p>Content</p> <ul style="list-style-type: none"> -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. 	<p>Skills (objectives)</p> <p>Students will be able to</p> <ul style="list-style-type: none"> -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.
<p>Performance Tasks</p> <p>Interactive classroom activities, Project-based learning activities, Journal entries</p>	<p>Other Evidence of Learning</p> <p>Teacher Observation Classroom Discussion</p>
<p>Learning Opportunities and Strategies</p> <p>How Weather Affects Us- https://study.com/academy/lesson/how-weather-affects-us-lesson-for-kids.html</p> <p>Weather and Climate (NASA Kids)- https://climatekids.nasa.gov/menu/weather-and-climate/</p> <p>Weather Forecaster- http://www.weatherwizkids.com/weather-forecasting.htm</p> <p>Weather Vs. Climate- http://www.weatherwizkids.com/weather-climate.htm</p> <p>Make a Thermometer Craft-</p>	<p>Resources</p> <p>https://phi.history.ucla.edu/nchs/history-standards/</p> <p>https://www.nj.gov/education/cccs/2020/2020%20NJSLSSS.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf</p> <p>https://www.socialstudies.org/user/login?destination=/positions/powerful</p> <p>https://www.state.nj.us/education/cccs/2014/s/standards.pdf</p> <p>https://courseloops.com/teaching-social-studies-in-kindergarten</p>

<p>http://www.weatherwizkids.com/experiments-thermometer.htm</p> <p>Map Skills- https://www.thoughtco.com/first-grade-map-skills-unit-plan-2081798</p> <p>Make it Personal- Flat Stanley- https://www.brighthubeducation.com/lesson-plans-grades-1-2/95698-two-activities-with-globes-and-maps/</p> <p>Make a Map- https://www.nationalgeographic.org/education/map-skills-elementary-students/</p>	<p>https://www.scholastic.com/parents/others/articles/social-studies-kindergarten.html</p> <p>http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p>
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Unit 3- <u>Standards</u> and indicators	
NJSLS for <u>Social Studies</u>	
<ul style="list-style-type: none"> ● 6.1.2.EconET.1: Explain the difference between needs and wants. ● 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community ● 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities. ● 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. 	

Unit 3- Economics, Innovation and Technology	
<p>Central Idea/ Enduring Understanding Students will understand</p> <ul style="list-style-type: none"> • 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. 	<p>Guiding Questions</p> <p>What is the difference between wants and needs?</p> <p>Can an object change from a need to a want, or want to need by a change of location or social situation?</p> <p>What are resources available in our area?</p> <p>How does the government play an economic role in communities locally?</p>
<p>Content</p> <p>-People make decisions based on their needs, wants, and the availability of</p>	<p>Skills (objectives)</p> <p>Students will be able to-</p> <p>Distinguish between needs and wants and</p>

<p>resources.</p> <ul style="list-style-type: none"> -Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes. -Availability of resources affects economic outcomes. -The availability of resources influences current and future economic conditions. -There are benefits to trading goods and services with other countries. -Governments play an economic role in the lives of individuals and communities. 	<p>explain how scarcity and choice influence decisions made by individuals, communities, and nations.</p> <p>Discuss the impact of ideas, inventions, and other contributions of prominent figures who lived New Jersey.</p> <p>Apply opportunity cost (i.e., choices and tradeoffs) to evaluate individuals' decisions, including ones made in their communities.</p>
<p>Performance Tasks Interactive classroom activities, Project-based learning activities, Journal entries</p>	<p>Other Evidence of Learning Teacher Observation Classroom Discussion</p>
<p>Learning Opportunities and Strategies</p> <p>Needs vs. Wants (BrainBOPJR)- https://www.youtube.com/watch?v=miZyJ5oUnPE</p> <p>Classroom Mini Economy- https://www.supplyme.com/products/classroom-mini-economy-project-a2980</p> <p>What is a want? What is a need?- https://clawsonunitwebpage.weebly.com/lesson-1-ndash-what-are-needs-and-wants.html</p> <p>The Difference- https://www.youtube.com/watch?v=9lqgTGG0ODg</p> <p>First Grade Fair- https://www.examiner.org/first-grade-fair-features-hands-on-economics-lesson/</p> <p>STEM Innovation- https://www.steamsational.com/winter-stem-activities-for-1st-grade/</p>	<p>Resources</p> <p>https://phi.history.ucla.edu/nchs/history-standards/</p> <p>https://www.nj.gov/education/cccs/2020/2020%20NJSLSSS.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf</p> <p>https://www.socialstudies.org/user/login?destination=/positions/powerful</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p> <p>https://courseloops.com/teaching-social-studies-in-kindergarten</p> <p>https://www.scholastic.com/parents/others/articles/social-studies-kindergarten.html</p> <p>http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p>

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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.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event
- 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.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.

Unit 4- History, Culture and Perspective

Central Idea/ Enduring Understanding

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.
- The nature of history involves stories of the past preserved in a variety of sources.

Guiding Questions

- What are your family traditions?
- What is the importance of culture in America?
- What are some cultural differences we have in our classroom?
- What is importance of values in our society?
- How can we show respect for other cultures?
- How can America have traditions when we all have different cultures?

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,

Skills (objectives)

Students will be able to:

Describe characteristics of oneself, one’s family, and others.

Learn about and respect other cultures within the classroom and community.

Describe the civic leadership qualities and historical contributions of George Washington, Thomas Jefferson, and Benjamin Franklin toward the development of the United States government.

<p>and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people</p> <p>People view and interpret events differently because of the times in which they live, the experiences they have had, the perspectives held by their cultures, and their individual points of view.</p>	<p>Explain the role of historical symbols, monuments, and holidays and how they affect the American identity.</p>
<p>Performance Tasks Interactive classroom activities, Project-based learning activities, Journal entries</p>	<p>Other Evidence of Learning Teacher Observation Classroom Discussion</p>
<p>Learning Opportunities and Strategies</p> <p>Multicultural Books Library- https://24books.weebly.com/first-grade.html</p> <p>Similar and Different- https://www.teachervision.com/icebreakers/similar-different-activity</p> <p>Classroom Implementation- https://www.teachervision.com/resources/culture-diversity/how-to-incorporate-cultural-diversity-in-the-classroom</p> <p>All About My World- https://www.teachervision.com/culture-diversity/all-about-my-world</p> <p>Different, Just Like Me- https://www.teachervision.com/coloring-page/different-just-me-april-coloring-page</p> <p>Kindness and Empathy- https://positivepsychology.com/kindness-activities-empathy-worksheets/</p> <p>Celebrate The Difference- https://www.poehealth.org/celebrating-differences/</p>	<p>Resources</p> <p>https://phi.history.ucla.edu/nchs/history-standards/</p> <p>https://www.nj.gov/education/cccs/2020/2020%20NJSLSSS.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/economics/2012-economics-framework.pdf</p> <p>https://www.nagb.gov/content/dam/nagb/en/documents/publications/frameworks/history/2014-history-framework.pdf</p> <p>https://www.socialstudies.org/user/login?destination=/positions/powerful</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p> <p>https://courseloops.com/teaching-social-studies-in-kindergarten</p> <p>https://www.scholastic.com/parents/others/articles/social-studies-kindergarten.html</p> <p>http://www.nysed.gov/common/nysed/files/programs/curriculum-instruction/ss-framework-k-8a2.pdf</p> <p>https://www.state.nj.us/education/cccs/2014/ss/standards.pdf</p>

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

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)

- 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

- 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 \(5 Practices\)](#)

