Eagleswood Township Elementary School District

Social Studies Curriculum

Grade 3

Adopted by the Eagleswood
Board Of Education
August 15, 2022

Content Area: Social Studies
Grade Level: Third Grade
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Author(s): Heather Wawrzyniak

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
Democratic Principles
   ● Civil and human rights
Processes and Rules
   ● Rules and laws
Civic Mindedness
   ● Responsibilities
	● 2 days
	● 4 days and ongoing
	● 6 days and ongoing
	● 2 days
	● 2 days and ongoing

Unit 2: Geography, People and Environment:
Human Population Patterns
   ● Climate, weather
Spatial Views of the World
   ● Maps, physical features
Global Interconnections
   ● Characteristics of regions
	● 2 days
	● 4 days
	● 4 days

Unit 3: Economics, Innovation and Technology:
Economic Ways of Thinking
   ● Resources, Entrepreneurship
Exchange and Markets
   ● Exchange of goods
National Economy
   ● Government provided goods and services
	● 6 days
	● 2 days and ongoing
	● 2 days

Unit 4: History, Culture and Perspectives
Continuity and Change
   ● Sequence of events, change of community overtime
Understanding Perspectives
   ● Conflict
Historical Sourcing and Evidence
   ● Sources, Data
	● 4 days
	● 4 days
	● 2 days and ongoing

[Tolerance, Prejudice and Diversity](#)	● ongoing

Interdisciplinary [Standards](#) and indicators (NJSLS/ CPIs)
NJSLS for [ELA](#) ● NJSLSA.R1. Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. ● NJSLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. ● NJSLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text. ● NJSLSA.R6. Assess how point of view or purpose shapes the content and style of a text. ● NJSLSA.R9. Analyze and reflect on how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. ● RL.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers ● RL.3.6. Distinguish their own point of view from that of the narrator or those of the characters. ● RI.3.1. Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ● RI.3.7. Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).
NJSLS for [Math](#) ● 3O.A.A Represent and solve problems involving multiplication and division. ● 3O.A.D. Solve problems involving the four operations, and identify and explain patterns in arithmetic. ● 3.NF.A. Develop understanding of fractions as numbers. ● 3.MD.B. Represent and interpret data
NJSLS for [Computer Science and Design Thinking](#) ● 8.1.5.CS.1: Model how computing devices connect to other components to form a system. ● 8.1.5.CS.3: Identify potential solutions for simple hardware and software problems using common troubleshooting strategies. ● 8.1.5.NI.2: Describe physical and digital security measures for protecting sensitive personal information.

- 8.1.5.DA.1: Collect, organize, and display data in order to highlight relationships or support a claim.

NJSLS for Career Readiness, Life Literacies, and Key Skills (crosswalk)
- 9.1.5.CR.1: Compare various ways to give back and relate them to your strengths, interests, and other personal factors
- 9.1.5.FP.2: Identify the elements of being a good steward of money.
- 9.1.5.FP.4: Explain the role of spending money and how it affects wellbeing and happiness (e.g., "happy money," experiences over things, donating to causes, anticipation, etc.).
- 9.1.5.PB.1: Develop a personal budget and explain how it reflects spending, saving, and charitable contributions.

NJSLS for Social Emotional Learning
- SELRS3- Identify ways to resist inappropriate social pressure
- SELRS4- Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
- SELRS5- Identify who, when, where, or how to seek help for oneself or others when needed
- SELRDM2- Identify the consequences associated with one's actions in order to make constructive choices
- SELRDM3- Evaluate personal, ethical, safety, and civic impact of decisions
- SELSoc2- Demonstrate an awareness of the differences among individuals, groups, and others' cultural backgrounds
- SELSoc3- Demonstrate an understanding of the need for mutual respect when viewpoints differ
- 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
- SELSA3- Recognize one's personal traits, strengths,and limitations
- SELSA4- Recognize the importance of self-confidence in handling daily tasks and challenges

Unit 1- **Standards** and indicators

NJSLS for Social Studies
- 6.1.5.CivicsPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.
- 6.1.5.CivicsPI.2: Investigate different ways individuals participate in government (e.g., voters, jurors, taxpayers)
- 6.1.5.CivicsPI.3: Explain how the United States functions as a representative democracy and describe the roles of elected representatives and how they interact with citizens at local, state, and national levels.
- • 6.1.5.CivicsPI.5: Explain how government functions at the local, county, and state level.

- 6.1.5.CivicsPI.6: Distinguish the roles and responsibilities of the three branches of the national government.
- 6.1.5.CivicsPD.1: Describe the roles of elected representatives and explain how individuals at local, state, and national levels can interact with them.
- 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
- 6.1.5.CivicsPR.1: Compare procedures for making decisions in a variety of settings including classroom, school, government, and /or society.

Unit 1- Civics, Government and Human Rights

Central Idea/ Enduring Understanding Students will understand… ● In a representative democracy, individuals play a role in how government functions. ● In a representative democracy, individuals elect representatives to act on the behalf of the people ● Levels of government (i.e., local, state, and federal) have different powers and responsibilities. ● Through participation in the decision-making process, people can initiate change (e.g., voting, petitions, contacting elected officials). ● Rules, laws, and policies are designed to protect the rights of people, help resolve conflicts, and promote the common good. ● Individuals have the right to be safe and not to be bullied or discriminated against.	**Guiding Questions** What is the government? How does the government help us? How do we elect officials? What is the importance of voting? What are our fundamental rights as citizens? How did Martin Luther King Jr. impact our society? How have laws changed over time to help our country become a more fair place? .
Content Citizenship begins with becoming a contributing member of the classroom community. Rules and laws are developed to protect people's rights and the security and welfare of	**Skills (objectives)** Students will be able to.. -Explain how fundamental rights guaranteed by the United States Constitution and the Bill of Rights (i.e., freedom of expression, freedom of religion, the right to vote, and the right to due process) contribute to the

society.

American constitutional government is based on principles of limited government, shared authority, fairness, and equality.

In a representative democracy, individuals elect representatives to act on the behalf of the people.

The examination of individual experiences, historical narratives, and events promotes an understanding of individual and community responses to the violation of fundamental rights.

The United States democratic system requires active participation of its citizens.

In an interconnected world, it is important to consider different cultural perspectives before proposing solutions to local, state, national, and global challenges.

continuation and improvement of American democracy.
-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.
-Distinguish the roles and responsibilities of the three branches of the national government.
-Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).
-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

Learning Opportunities and Strategies

Lessons-
https://www.education.com/lesson-plans/third-grade/?msclkid=99b74d23cc7513e53bff2f199293ff4a&utm_source=bing&utm_medium=cpc&utm_campaign=Search%20-%20Lesson%20Plans%20-%20Phrase&utm_term=3rd%20grade%20lesson%20plans&utm_content=3rd%20Grade%20Lesson%20Plans

Government Jeopardy-
https://jeopardylabs.com/play/three-branches-of-government69

Branches of Government-
https://www.remc.org/mitechkids/3rd-grade/the-three-branches-of-government/#:~:text=Each%20branch%20has%20a%20different%20duty%2C%20but%20all,read%2C%20play%20games%2C%20and%20take%20an%20interactive%20quiz.

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
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
https://www.onatlas.com/blog/social-studies-standards-in-new-jersey-an-explorative-look

MLK- https://www.education.com/worksheets/third-grade/martin-luther-king-jr-day/ Free Resources- https://www.teacherspayteachers.com/Browse/Search:martin%20luther%20king%20activities%20for%203rd%20grade/Price-Range/Free Fairness- https://www.edhelper.com/teach/teach_Fairness.htm	
Performance Tasks Interactive classroom activities, Project-based learning activities, Journal entries, Formal assessment	**Other Evidence of Learning** Teacher Observation Classroom Discussion

Unit 2- Standards and indicators

NJSLS for Social Studies
- 6.1.5.GeoPP.2: Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and the United States
- 6.1.5.GeoPP.6: Compare and contrast the voluntary and involuntary migratory experiences of different groups of people and explain why their experiences differed.
- • 6.1.5.GeoSV.1: Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features in a community, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).
- 6.1.5.GeoHE.1: Use a variety of sources from multiple perspectives, including aerial photographs or satellite images to describe how human activity has impacted the physical environment during different periods of time in New Jersey and the United States.
- 6.1.5.GeoGI.1: Use multiple sources to evaluate the impact of the movement of people from place to place on individuals, communities, and regions.
- 6.1.5.GeoGI.2: Use historical maps to explain what led to the exploration of new water and land routes.

Unit 2- Geography, People and Environment

Central Idea/ Enduring Understanding	Guiding Questions
Students will understand… ● Regions form and change as a result of unique physical characteristics conditions, economies, and cultures. ● The experiences people have when they migrate to new places differs for many reasons, including whether it is by choice or condition. ● Maps and other geographic representations, geospatial technologies, and spatial thinking can be used to understand and communicate information. ● Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts. ● Interactions between humans has led to the spread of cultural practices, artifacts, languages, diseases, and other positive and negative attributes as well as changes in environmental characteristics.	What is a map? How can you read a map key? Why would people settle by the ocean? Near a city? By a mountain? North/ South/ East/ West? How does our local environment sustain us? How can we help our environment ?
Content	**Skills (objectives)**
Everyone is part of a larger neighborhood and community. Spatial thinking and geographic tools can be used to describe and analyze the spatial patterns and organization of people, places, and environments on Earth. Places are jointly characterized by their physical and human properties. The physical environment can both accommodate and be endangered by human activities. Regions form and change as a result of unique physical/ecological conditions,	Students will be able to.. -Use physical and political maps to explain how the location and spatial relationship of places in New Jersey, the United States, and other areas, worldwide, have contributed to cultural diffusion and economic interdependence. -Explain how and when it is important to use digital geographic tools, political maps, and globes to measure distances and to determine time zones and locations using latitude and longitude -Describe how landforms, climate and weather, and availability of resources have impacted where and how people live and work in different regions of New Jersey and

economies, and cultures.	the United States.
Patterns of settlement across Earth's surface differ markedly from region to region, place to place, and time to time.	-Explain why some locations in New Jersey and the United States are more suited for settlement than others
Advancements in science and technology can have unintended consequences that impact individuals and/or societies.	-Relate advances in science and technology to environmental concerns, and to actions taken to address them.
Urban areas, worldwide, share common physical characteristics, but may also have cultural differences.	

Performance Tasks Interactive classroom activities, Project-based learning activities, Journal entries, Formal assessment	**Other Evidence of Learning** Teacher Observation Classroom Discussion

Learning Opportunities and Strategies Geography- https://www.education.com/worksheets/third-grade/geography/ Map Skills- https://www.teacherspayteachers.com/Browse/Search:map%20skills%20for%203rd%20grade/Price-Range/Free Map Games- https://www.turtlediary.com/games/third-grade/map-games.html Map Scale- https://eviebarlow.com/ Geography Kids- https://www.kidsacademy.mobi/printable-worksheets/third-grade/social-studies/geography/ Landforms- https://www.liveworksheets.com/worksheets/en/Geography/Landforms/Landforms_nd1837605jv	**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 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 **https://www.onatlas.com/blog/social-studies-standards-in-new-jersey-an-explorative-look**

Unit 3- Standards and indicators

NJSLS for [Social Studies](#)
- 6.1.5.EconET.1: Identify positive and negative incentives that influence the decisions people make.
- 6.1.5.EconEM.1: Explain why individuals and businesses specialize and trade.
- 6.1.5.EconEM.2: Identify examples of the variety of resources that are used to produce goods and services (i.e., human capital, physical capital, natural resources).
- 6.1.5.EconNM.1: Explain the ways in which the government pays for the goods and services it provides.
- 6.1.5.EconNM.2: Use data to describe how the availability of resources in New Jersey and other regions in the United States have impacted economic opportunities.
- 6.1.5.EconNM.3: Describe how the development of different transportation systems impacted the economies of New Jersey and the United States
- Examine the qualities of entrepreneurs in a capitalistic society.

Unit 3- Economics, Innovation and Technology

Central Idea/ Enduring Understanding Students will understand…	**Guiding Questions** What in an economy? How does the economy impact our daily lives?
● Economic decision making involves setting goals and identifying the resources available to achieve those goals ● The availability of human capital, physical capital, and/or natural resources has contributed to the specialization of trade and production. ● The government uses a variety of tools to pay for goods and services it provides to individuals and communities. ● A nation's economy is influenced by its government, human and physical capital, availability of resources, and technological progress. ● Creativity and innovation affect lifestyle, access to information, and the creation of new products and services.	What resources are local to New Jersey? How our those resources used to generate trade? What is an entrepreneur? What personality traits does an entrepreneur have? How do innovations impact our economy?
Content Understanding of financial instruments and outcomes assists citizens in making sound	**Skills (objectives)** Students will be able to.. -Describe the role and relationship among

decisions about money, savings, spending, and investment. Economic opportunities in New Jersey and other states are related to the availability of resources and technology. Availability of resources affects economic outcomes Creativity and innovation affect lifestyle, access to information, and the creation of new products and services. Interaction among various institutions in the local, national, and global economies influence policymaking and societal outcomes.	households, businesses, laborers, and governments within the economic system. -Illustrate how production, distribution, and consumption of goods and services are interrelated and are affected by the global market and events in the world community. -Explain the role of money, savings, debt, and investment in individuals' lives -Recognize the importance of setting long-term goals when making financial decisions within the community. -Create ideas and implement a way to become an entrepreneur
Performance Tasks Interactive classroom activities, Project-based learning activities, Journal entries, Formal assessment	**Other Evidence of Learning** Teacher Observation Classroom Discussion
Learning Opportunities and Strategies Entrepreneurship- https://www.moneyprodigy.com/entrepreneur-lesson-plans/ Lemonade Stand- https://learnincolor.com/lemonade-entrepreneurship-for-kids.html B**zkids-** https://bizkids.com/lesson/lesson-112 Classroom Economy- https://myclassroomeconomy.org/grades/grade2-3.html 3rd Grade Economy- https://sites.google.com/a/greenvilleschools.us/aumangrade3/positive-behavior-intervention-support-system	**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 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 https://www.onatlas.com/blog/social-studies-standards-in-new-jersey-an-explorative-look

Unit 4- **Standards** and indicators

NJSLS for Social Studies
- 6.1.5.HistoryCC.1: Analyze key historical events from the past to explain how they led to the creation of the state of New Jersey and the United States.
- 6.1.5.HistoryCC.2: Use a variety of sources to illustrate how the American identity has evolved over time.
- 6.1.5.HistoryCC.3: Use multiple sources to describe how George Washington, Thomas Jefferson, Benjamin Franklin, and Governor William Livingston have impacted state and national governments over time.
- 6.1.5.HistoryCC.13: Craft a claim explaining how the development of early government structures impacted the evolution of American politics and institutions.
- 6.1.5.HistoryUP.6: Evaluate the impact of different interpretations of experiences and events by people with different cultural or individual perspectives.

Unit 4- History, Culture and Perspectives

Central Idea/ Enduring Understanding	**Guiding Questions**
Students will understand… ● Chronological sequencing helps us track events over time ● Interactions of people and events throughout history have shaped the world we experience today. ● Events may be viewed differently based on one's perspective. ● Historical records are shaped by the society that the creator lived in.	What is culture? WIthin our classroom- how do our cultures differ? How are we similar? How has the overall culture of America changed over time? Who is George Washington? What was his impact on America? Who is Thomas Jefferson? What was his impact on America? Who is Benjamin Franklin? What was his impact on America?
Content Immigrants come to New Jersey and the United States for various reasons and have a major impact on the state and the nation. Key historical events, documents, and individuals led to the development of our nation. Personal, family, and community history is a source of information for individuals about the people and places around them.	**Skills (objectives)** Students will be able to.. -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. -Trace how the American identity evolved over time. -Describe why it is important to understand

Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people. American culture, based on specific traditions and values, has been influenced by the behaviors of different cultural groups living in the United States Prejudice and discrimination can be obstacles to understanding other cultures. 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.	the perspectives of other cultures in an interconnected world.
Performance Tasks Interactive classroom activities, Project-based learning activities, Journal entries, Formal assessment	**Other Evidence of Learning** Teacher Observation Classroom Discussion
Learning Opportunities and Strategies George Washington Bottle Buddy Project- https://www.lauralohr.com/family/bottle-buddy-school-project/ George Washington- http://www.apples4theteacher.com/holidays/presidents-day/george-washington/ Abraham Lincoln- https://www.biglearners.com/?blKey=showWSPDFOnPage&wsCatCode=ebf8f588a68e776cdbb2a8fe5b3154b2 Young Abe- https://www.in.gov/lincoln/pdfs/Young_Abe_Lincoln-A_Lesson_in_Choices.pdf Time Lines- https://bestlittlebookshop.com/3rd-grade-timeline-worksheets/	**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 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 https://www.onatlas.com/blog/social-studies-standards-i

Cultural Project- https://themaenstage.webs.com/documents/Culture%20Project%20Description.pdf Community and Culture- https://www.education.com/worksheets/third-grade/community-cultures/ Matter of Time- https://www.pinterest.com/allisonboys/third-grade-timelines/	n-new-jersey-an-explorative-look

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**	**Behavioral 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

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

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

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

Students that are At Risk:

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

> 11. Repeat major points of information
> 12. Provide visual cues (posters, number lines, gestures, use of technology)

Universal Design

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

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

The Difference Between UDL and Traditional Education
UDL in the Classroom (5 Practices)

Universal Design for Learning

Recognition Networks
The "what" of learning

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

☑ Present information and content in different ways

Principle #1:
Provide Multiple Means of Representation

Strategic Networks
The "how" of learning

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

☑ Differentiate the ways that students can express what they know

Principle #2:
Provide Multiple Means of Action and Expression

Affective Networks
The "why" of learning

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

☑ Stimulate interest and motivation for learning

Princple #3:
Provide Multiple Means of Engagement