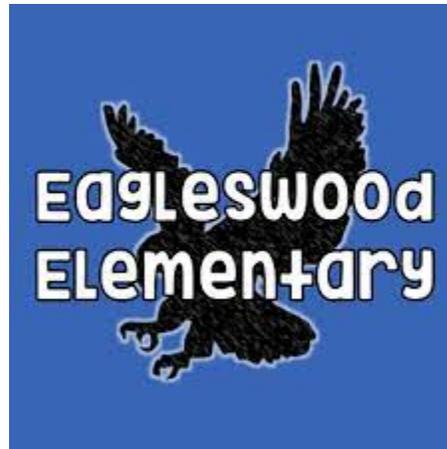


Eagleswood Township Elementary
School District



Comprehensive Health Curriculum

Grades K-2

Adopted by the Eagleswood
Board Of Education
August 15, 2022

Content Area: Health and Wellness
Grade Levels: Kindergarten, 1st Grade, 2nd Grade
Date Created: August 2022

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Pacing Guide

Unit 1: Personal & Mental Health (2.1)	Weeks 1-5
Unit 2: Physical Wellness (2.2)	Weeks 6-8
Unit 3: Safety (2.3)	Weeks 9-10

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

NJSLs for ELA

- SL.K.1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
- SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.
- SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.
- SL.1.1. Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.
- SL.2.1. Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
- SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

NJSLs for Visual and Performing Arts

- Use improvisation to discover new movements to fulfill the intent of the choreography.
- Create and perform planned and improvised movement sequences using the elements of dance, with and without musical accompaniment, to communicate meaning around a variety of themes.

- Create and perform original movement sequences alone and with a partner using locomotor and non-locomotor movements at various levels in space.

NJSLS for Social Studies

- Demonstrate an understanding of rules by following most classroom routines.
- Explain how rules and laws created by community, state, and national governments protect the rights of people, help resolve conflicts, and promote the common good.
- Demonstrate responsibility by initiating simple classroom tasks and jobs.
- Demonstrate appropriate behavior when collaborating with others.
- 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.
- Learn about and respect other cultures within the classroom and community.
- Determine what makes a good rule or law and apply this understanding to rules and laws in your school or community (e.g., bike helmet, recycling).

NJSLS for Technology

- Use digital tools and online resources to explore a problem or issue.
- Brainstorm ideas on how to solve a problem.

NJSLS for 21st Century Life and Careers (standard 9)

- CRP3. Attend to personal health and financial well-being.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.
- 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.
- 9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.

Unit 1- Personal & Mental Health

Standards & Indicators for Health and Physical Education

- 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.
- 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
- 2.1.2.PP.1: Define reproduction.
- 2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish).

- 2.1.2.EH.1: Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
- 2.1.2.EH.2: Identify what it means to be responsible and list personal responsibilities.
- 2.1.2.EH.3: Demonstrate self-control in a variety of settings (e.g., classrooms, playgrounds, special programs).
- 2.1.2.EH.4: Demonstrate strategies for managing one's own emotions, thoughts and behaviors.
- 2.1.2.EH.5: Explain healthy ways of coping with stressful situations.
- 2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves.
- 2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior.
- 2.1.2.SSH.3: Describe different kinds of families locally, nationally and globally and note similarities in the ways in which they keep their children safe.
- 2.1.2.SSH.4: Determine the factors that contribute to healthy relationships within a family.
- 2.1.2.SSH.5: Identify basic social needs of all people.
- 2.1.2.SSH.6: Determine the factors that contribute to healthy relationships.
- 2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another.
- 2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer).
- 2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful.
- 2.1.2.CHSS.1: Identify community professionals and school personnel who address health emergencies and provide reliable health information to us.
- 2.1.2.CHSS.2: Determine where to access home, school and community health professionals.
- 2.1.2.CHSS.3: Demonstrate how to dial and text 911 in case of an emergency.
- 2.1.2.CHSS.4: Describe how climate change affects the health of individuals, plants and animals.
- 2.1.2.CHSS.5: Identify situations that might result in individuals feeling sad, angry, frustrated, or scared.
- 2.1.2.CHSS.6: Identify individuals who can assist with expressing one's feelings (e.g., family members, teachers, counselors, medical professionals).

Core Idea:

- Individuals enjoy different activities and grow at different rates
- Personal hygiene and self-help skills promote healthy habits.
- All living things may have the capacity to reproduce.
- Many factors influence how we think about ourselves and others.
- There are different ways that individuals handle stress, and some are healthier than others

Guiding Questions

- What activities can I do to keep my body healthy?
- What does being "well" mean?
- How do the parts of my body work together to support wellness?
- What is reproduction?
- Why is having good character so important?
- How can I become more responsible?
- How can I effectively show my emotions?

<ul style="list-style-type: none"> ● Every individual has unique skills and qualities, which can include the activities they enjoy such as how they may dress, their mannerisms, things they like to do. ● Families shape the way we think about our bodies, our health and our behaviors. ● People have relationships with others in the local community and beyond. ● Communication is the basis for strengthening relationships and resolving conflict between people. ● Conflicts between people occur, and there are effective ways to resolve them. ● People in the community work to keep us safe. ● Individuals face a variety of situations that may result in different types of feelings and learning how to talk about their feelings is important. 	<ul style="list-style-type: none"> ● What are the basic social needs for all people? ● What types of situations might result in someone feeling angry or sad?
<p>Content Students will know...</p> <ul style="list-style-type: none"> ● What activities they can use to stay healthy ● How to develop health habits for everyday living. ● How to identify body parts and explain how they work. ● The different ways in which parents may take care of their offspring. ● What they can do to manage their own emotions, thoughts and feelings. ● How they can become more responsible. ● How to handle conflict. ● Who they can go to for reliable health information. 	<p>Skills (Objectives) Students will...</p> <ul style="list-style-type: none"> ● Comprehend concepts related to health promotion and disease prevention to enhance health. <ul style="list-style-type: none"> ● Analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors. ● Demonstrate the ability to access valid information and products and services to enhance health. ● Demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks. ● Demonstrate the ability to use decision-making skills to enhance health. ● Demonstrate the ability to use goal-setting skills to enhance health. ● Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

	<ul style="list-style-type: none"> ● Demonstrate the ability to advocate for personal, family, and community health.
Performance Task(s): <ul style="list-style-type: none"> ● Student demonstrations during class activities. ● Class discussion of Essential Questions. ● Worksheets and Diagrams ● Self-Assessments ● Peer Assessments ● Various Class Activities and Games 	Other Evidence <ul style="list-style-type: none"> ● Teacher Observation ● Student/Teacher Conference
Learning Opportunities/Strategies <ul style="list-style-type: none"> ● Teacher led discussions and presentations on healthy related activities. ● Teacher led discussions on the influences on health to determine how each can have a positive or negative effect on a person's overall well-being. ● Demonstrate healthy ways to express your thoughts and feelings. ● View and discuss a video on bullying and teasing and why they are wrong and harmful. 	Resources <ul style="list-style-type: none"> ● Reference Books ● Internet ● DVD's ● PowerPoint/Google Slides ● Reference Books ● Biology for Kids ● How the Body Works (videos) ● Body Facts and Worksheets ● My Plate ● Kids Health in the Classroom

Unit 2- Physical Wellness
<u>Standards</u> & Indicators for Health and Physical Education <ul style="list-style-type: none"> ● 2.2.2.MSC.1: Perform a combination of sequences of locomotor movements and rhythmic activities (e.g., walking, balancing, hopping, skipping, running). ● 2.2.2.MSC.2: Differentiate non-locomotor and locomotor movements as well transferring body weight (e.g., stretching, bending, twisting, curling). ● 2.2.2.MSC.3: Demonstrate manipulative movements (e.g., throwing, catching, dribbling, running, kicking) while moving in personal and general space, time, directions, pathways and ranges. ● 2.2.2.MSC.4: Differentiate manipulative movements (e.g., throwing, catching, dribbling) ● 2.2.2.MSC.5: Adjust and correct movements and skill in response to feedback. ● 2.2.2.MSC.6: Execute appropriate behaviors and etiquette while participating in and viewing activities, games, sports, and other events to contribute to a safe environment. ● 2.2.2.MSC.7: Demonstrate kindness towards self and others during physical activity to create a safe and caring environment. ● 2.2.2.MSC.8: Explain the difference between offense and defense. ● 2.2.2.PF.1: Explain the benefits of regular physical activity and what it means to be physically fit in relation to personal health. (e.g., healthy heart, strong bones, increased energy, strong muscles). ● 2.2.2.PF.2: Explore how to move different body parts in a controlled manner.

<ul style="list-style-type: none"> ● 2.2.2.PF.3: Engage in moderate to vigorous age-appropriate physical movement and physical activities that promote movement (e.g., games, challenges, team building). ● 2.2.2.PF.4: Demonstrate strategies and skills that enable team and group members to achieve goals. ● 2.2.2.LF.1: Express one's feelings and emotions when involved in movement and physical activities to increase positive behaviors. ● 2.2.2.LF.2: Perform movement skills that involve controlling and adapting posture and balance, to successfully negotiate different environments (e.g., mats, turf fields, grass fields, hard surfaces, gym floors, sand, water, snow) during physical activity. ● 2.2.2.LF.3: Explore the body's range of motion through participating in flexibility and breathing exercises (e.g., stretching, mindfulness, yoga). ● 2.2.2.LF.4: Identify physical activities available outside of school that are in the community. ● 2.2.2.N.1: Explore different types of foods and food groups. ● 2.2.2.N.2: Explain why some foods are healthier to eat than others. ● 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits. 	
<p>Core Idea</p> <ul style="list-style-type: none"> ● The body moves with confidence in a variety of the age appropriate performances of gross, fine, locomotor, non-locomotor, and manipulative skills as it relates to movements, concepts, games, aerobics, dance, sports, and recreational activities. ● Feedback impacts and improves the learning of movement skills and concepts. ● Teamwork consists of effective communication and respect among class and team members. ● The ability to move and perform at different levels and different types and amounts of physical activity enhance personal health. ● Exploring wellness components provide a foundational experience of physical movement activities. ● Resources that support physical activity are all around you. ● Nutritious food choices promote wellness and are the basis for healthy eating habits. 	<p>Guiding Questions</p> <ul style="list-style-type: none"> ● What are different ways we can use a ball in physical activity? ● What different types of activities can I do to keep me healthy? ● What foods are the best for me and what ones should I avoid if I want to feel my best? ● What is the best way to kick a soccer ball versus a football? ● How long do I have to exercise to be physically fit? ● Is yoga good for me? ● What food can I eat that has the most nutrients for me?
<p>Content Students will know...</p> <ul style="list-style-type: none"> ● What activities they can use to stay healthy. 	<p>Skills (Objectives) The students will....</p> <ul style="list-style-type: none"> ● Comprehend concepts related to health promotion and disease prevention to enhance health.

<ul style="list-style-type: none"> ● How to develop health habits for everyday living. ● How to work together to accomplish goals. (Teamwork) ● How to prevent injuries. ● What sportsmanship is and how to show good sportsmanship. ● How to cooperate with other students during activities and games. ● How to listen and follow directions to improve their skills. 	<ul style="list-style-type: none"> ● Demonstrate the ability to access valid information and products and services to enhance health. ● Demonstrate the ability to use goal-setting skills to enhance health. ● Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. ● Demonstrate the ability to advocate for personal, family, and community health.
<p>Performance Task(s):</p> <ul style="list-style-type: none"> ● Student demonstrations during activities ● Class discussion of Essential Questions ● Self-Assessments ● Peer Assessments ● Various Class Activities and Games 	<p>Other Evidence</p> <ul style="list-style-type: none"> ● Teacher Observation ● Student/Teacher Conference
<p>Learning Opportunities/Strategies</p> <ul style="list-style-type: none"> ● Obstacle Course ● Jumping: rope, lines, hurdles ● Scooter Games ● Hoop Games ● Bean Bag Games ● Team Games ● Cooperative Games 	<p>Resources</p> <ul style="list-style-type: none"> ● Internet ● DVD's ● Music Selection ● PE Equipment

<p>Unit 3- Safety</p>
<p><u>Standards</u> & Indicators for Health and Physical Education</p> <ul style="list-style-type: none"> ● 2.3.2.PS.1: Demonstrate personal habits and behaviors that contribute to keeping oneself and others healthy and the environment clean and safe ● 2.3.2.PS.2: Discuss healthy and safe choices both indoors and outdoors (e.g., using equipment, wearing bike helmets, vehicle, water, weather safety). ● 2.3.2.PS.3: Recognize and demonstrate safety strategies to prevent injuries at home, school, in the community (e.g., traffic safety, bicycle/scooter safety, fire safety, poison safety, accident prevention). ● 2.3.2.PS.4: Develop an awareness of warning symbols and their meaning (e.g., red light, stop sign, poison symbol). ● 2.3.2.PS.5: Define bodily autonomy and personal boundaries. ● 2.3.2.PS.6: Demonstrate how to communicate personal boundaries and show respect for someone else's personal boundaries including friends and family.

- 2.3.2.PS.7: Identify behaviors that would be considered child abuse (e.g., emotional, physical, sexual).
- 2.3.2.PS.8: Identify trusted adults, including family members, caregivers, and school staff, that you can talk to about situations which may be uncomfortable or dangerous (e.g., bullying, teasing, child sexual abuse).
- 2.3.2.HCDM.1: Explain the consequences on a person's health if he or she does not have adequate food and a clean environment.
- 2.3.2.HCDM.2: Demonstrate personal hygiene and the use of necessary and appropriate health-enhancing behaviors that can keep a person healthy (e.g., precautions to avoid illnesses, handle food hygienically, brush teeth, regular physical activity, adequate sleep, appropriate dress for various weather conditions).
- 2.3.2.HCDM.3: Explain strategies and develop skills to prevent the spread of communicable diseases and health conditions (e.g., Lyme disease, influenza, cardiovascular diseases).
- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety
- 2.3.2.DSDT.1: Recognize that some people may have difficulty controlling their use of alcohol, tobacco, and other drugs.
- 2.3.2.DSDT.2: Explain that individuals who abuse alcohol, tobacco, and other drugs can get help.
- 2.3.2.ATD.1: Explain what medicines are, how they are used, and the importance of utilizing medications properly.
- 2.3.2.ATD.2: Identify ways in which drugs, including some medicines, can be harmful.
- 2.3.2.ATD.3: Explain effects of tobacco use on personal hygiene, health, and safety

Core Idea

- The environment can impact personal health and safety in different ways.
- Potential hazards exist in personal space, in the school, in the community, and globally.
- Any time children feel uncomfortable or in an unsafe situation, they should reach out to a trusted adult for help.
- People need food, water, air, waste removal, and a particular range of temperatures in their environment to stay healthy.
- The use of alcohol, tobacco, and other drugs in unsafe ways is harmful to one's health.
- Substance abuse is caused by a variety of factors.
- There are many ways to obtain help for treatment of alcohol, tobacco, and other substance abuse problems.

Guiding Questions

- Why is tobacco unhealthy?
- What steps can I take to be safe?
- Who can I trust to talk to when I don't feel safe?
- What medicine is safe for me to take?
- Do I need to brush my teeth everyday?
- What is Lyme disease?
- What are vaccines?
- Why do I have to wear a seatbelt?

<p>Content Students will know...</p> <ul style="list-style-type: none"> • What activities they can use to stay healthy. • How to develop health habits for everyday living. • Why personal hygiene is appropriate to healthy living. • How to identify which drugs can be harmful, including some medicines. • What strategies are used to prevent the spread of diseases. • How and when to use 9-1-1. • What warning signs are and why they are important. • How to prevent injuries. • What is Erin's Law and where and who they can go to for help. 	<p>Skills (Objectives) The students will....</p> <ul style="list-style-type: none"> • Comprehend concepts related to health promotion and disease prevention to enhance health. • Demonstrate the ability to access valid information and products and services to enhance health. • Demonstrate the ability to use goal-setting skills to enhance health. • Demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks. • Demonstrate the ability to advocate for personal, family, and community health.
<p>Performance Task(s)</p> <ul style="list-style-type: none"> • Student demonstrations during activities • Class discussion of Essential Questions • Self-Assessments • Peer Assessments • Various Class Activities and Games 	<p>Other Evidence</p> <ul style="list-style-type: none"> • Teacher Observation • Student/Teacher Conference
<p>Learning Opportunities/Strategies</p> <ul style="list-style-type: none"> • Teacher led discussions and presentations on healthy related activities. • Teacher led discussion on personal boundaries and respecting others' space. • Demonstrate ways to avoid injuries. • View and discuss a video on safety. 	<p>Resources</p> <ul style="list-style-type: none"> • Reference Books • Kids Health in the Classroom • Online Safety Video • Internet • DVD's • Videos • Erin's Law Resources

Differentiation			
High-Achieving Students	On Grade Level Students	Struggling Students	Special Needs/ELL
Lesson/Skill Extension Peer Assistant	Peer Partners	Peer Assistant Rewording of Directions Varying sizes and type of equipment	SIOP Strategies Modeling Simplify Directions

			Varying sizes and type of equipment
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*Please note: Teachers who have students with 504 plans that require curricular accommodations are to refer to the struggling and/or Special Needs Section for differentiation.

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 \(5 Practices\)](#)

