

BLOOMINGDALE PUBLIC SCHOOLS

HEALTH Grade 3

Adapted from:

New Jersey Student Learning Standards
2020 Comprehensive Health & Physical Education Standards

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Health Curriculum

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I. OVERVIEW

The K-4 Health curriculum is designed to develop the student's understanding of good health practices. Concepts are introduced at early grade levels. These concepts are expanded and enhanced as students progress through the grades, leading to a comprehensive understanding of the reasons for healthy living, and approaches to optimum health.

II. RATIONALE

Health is a state of physical, mental, and social well-being, not merely the absence of disease. Health is dynamic and always changing. It is influenced by one's heredity, environment and personal care. The health education program is aimed at favorably influencing knowledge, attitudes and practices relating to the individual, family and community. In our program we will attempt to take scientific facts and incorporate them into meaningful and understandable practices to provide healthful living. In addition, we strongly emphasize prevention measures to maintain one's optimum mental and physical health. This course is an integration of problem-solving skills, decision-making, critical thinking, communication and literacy as they apply to real-life situations for the students' mental, physical and social well-being. The curriculum addresses questions that children this age have, using very basic, age-appropriate information and delivery.

III. AFFIRMATIVE ACTION COMPLIANCE STATEMENT

Bloomington Public Schools are committed to the achievement of increased cultural awareness, respect, and equity amongst our students, teachers, and community. We are pleased to present all pupils with information pertaining to possible career, professional, or vocational opportunities which in no way restricts or limits options on the basis of race, color, creed, religion, sex, ancestry, national origin, or socioeconomic status.

IV. STUDENT OUTCOMES (Link to New Jersey Student Learning Standards)

In accordance with district policy as mandated by the New Jersey Administrative Code and the New Jersey Student Learning Standards, the following are proficiencies required for the successful completion of the above-named course:

- STANDARD 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- STANDARD 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- STANDARD 2.1.2.PGD.3: Explain what being "well" means and identify self-care practices that support wellness.
- STANDARD 2.1.2.PGD.4: Use correct terminology to identify body parts and explain how body parts work together to support wellness.

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- STANDARD 2.1.2.PGD.5: List medically accurate names for body parts, including the genitals.
- STANDARD 2.2.2.N.1: Explore different types of foods and food groups.
- STANDARD 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- STANDARD 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.
- STANDARD 2.3.5.PS.1: Develop strategies to reduce the risk of injuries at home, school, and in the community.
- STANDARD 2.3.5.PS.3: Examine the impact of unsafe behaviors when traveling in motor vehicles and when using other modes of transportation.
- STANDARD 2.3.5.PS.5: Communicate personal boundaries and demonstrate ways to respect other people's personal boundaries.
- STANDARD 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
- STANDARD 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- STANDARD 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- STANDARD 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- STANDARD 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- STANDARD 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.
- STANDARD 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
- STANDARD 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.

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- STANDARD 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- STANDARD 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
- STANDARD 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- STANDARD 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- STANDARD 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.
- STANDARD 2.3.5.HCDM.2: Describe how to prevent the spread of communicable and infectious diseases and conditions (e.g., Lyme Disease, influenza)
- STANDARD 2.1.5.CHSS.1 Identify health services and resources available and determine how each assists in addressing needs and emergencies in a school and in the community (e.g., counselors, medical professionals).
- STANDARD 2.1.5.CHSS.2: Describe how business, non-profit organizations, and individuals can work cooperatively to address health problems that are affected by global issues, including climate change.
- STANDARD 2.2.5.PF.5: Determine how different factors influence personal fitness and other healthy lifestyle choices (e.g., heredity, physical activity, nutrition, sleep, technology).
- STANDARD 2.2.5.N.1: Explain how healthy eating provides energy, helps to maintain healthy weight, lowers risk of disease, and keeps body systems functioning effectively.
- STANDARD 2.2.5.N.2: Create a healthy meal based on nutritional content, value, calories, and cost.

V. Links to NEW JERSEY STUDENT LEARNING STANDARDS

- [Visual and Performing Arts](#)
- [English Language Arts](#)
- [Mathematics](#)
- [Science](#)
- [Social Studies](#)
- [Technology](#)

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- 21st Century Life and Careers

VI. INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Students with IEPs, 504s, and/or Students at Risk of Failure Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided through conferences and small groups. The teacher utilizes visual and multi-sensory methods of instruction in addition to assistive technology when needed. Students are provided with graphic organizers and other scaffolded material. Modification of content and product may be deemed necessary based on student needs. Students are provided with testing accommodations and authentic assessments.

Gifted & Talented Students Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to the student through conferences and small groups. Students are engaged through inquiry-based instruction to develop higher-order thinking skills. Activities are developed based on student interests and student goals. Students engage in real-world projects and scenarios.

English Language Learners Students read authentic texts and write authentic pieces at their independent and instructional reading levels. Individualized feedback is provided to students through conferences and small groups. Students are pre-taught vocabulary terms and concepts. Teachers engage students through visual learning, including the use of graphic organizers. Teachers use cognates to increase comprehension. The teacher models tasks and concepts, and pairs students learning English with students who have more advanced English language skills. Scaffolding is provided including word walls, sentence frames, think-pair-share, cooperative learning groups, and teacher think-alouds.

VII. 21ST CENTURY THEMES & SKILLS

Embedded in many of our units of study and problem based learning projects are the 21st Century Themes as prescribed by the New Jersey Department of Education. These themes are as follows:

- Global Awareness
- Financial, Economic, Business, and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

VIII. CURRICULUM ADDENDA FOR SPECIAL EDUCATION

This curriculum can be both grade and age appropriate for special education students and serves as a guide for the special education teacher in line with the district's written philosophy of special education, as stated within Policy #6700 concerning Programs for Educationally Disabled Students. Based on the Child Study Team evaluation and consultation with the parent and classroom teacher, an individualized education plan may include modifications to content, instructional procedures, student expectations, and targeted achievement outcomes of this curriculum document in accordance with the identified needs of an eligible student. This educational plan will then become a

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supplement guide that the classroom teacher, parent, and Child Study Team will use to measure the individual student's performance and achievement.

IV. CURRICULUM ADDENDA FOR ENGLISH LANGUAGE LEARNERS

This curriculum guide is appropriate and is implemented for all students according to age and grade, and is in line with the district's written philosophy of English language acquisition concerning Bilingual Instruction and English as a Second Language Programs. In accordance with the New Jersey Administrative Code 6A:15, the contents herein provide equitable instructional opportunities for English Language Learners to meet the New Jersey Student Learning Standards and to participate in all academic and non-academic courses. Students enrolled in a Bilingual and/or an ESL program may, in consultation with the classroom teacher and Bilingual and/or ESL teacher, receive modification to content, instructional procedures, student expectations and targeted achievement outcomes of this curriculum document in accordance with the students developmental and linguistic needs.

SCOPE AND SEQUENCE

(Pacing Guide)

Unit of Study	Estimated Time
Personal Growth, Development & Nutrition	3 weeks
Diseases, Personal Safety, & Social Emotional Health	3 weeks
Interpersonal Communication, Decision Making & Goal Setting and Character Development	4 weeks
Community Health Services, Medicines, Alcohol, Tobacco & Other Drugs	3 Weeks
Relationships	2 Weeks

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UNIT 1

Personal Growth, Development & Nutrition

UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Health is influenced by the interaction of body systems.
- Understanding the principles of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition related decisions that will contribute to wellness.

NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- STANDARD 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
- STANDARD 2.1.2.PGD.3: Explain what being “well” means and identify self-care practices that support wellness.
- STANDARD 2.2.2.N.1: Explore different types of foods and food groups.
- STANDARD 2.2.2.N.2: Explain why some foods are healthier to eat than others.
- STANDARD 2.2.2.N.3: Differentiate between healthy and unhealthy eating habits.

INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- 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.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.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.

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- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science & 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.

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy	9.2: Career Awareness, Exploration & Preparation, and Training	9.3: Career and Technical Education
None Applicable	None Applicable	None Applicable

TECHNOLOGY STANDARDS

8.1: Computer Science	8.2 Design Thinking
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None Applicable	None Applicable
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Health is influenced by the interaction of body systems. ● Understanding the principles of a balanced nutritional plan (e.g., moderation, variety of fruits, vegetables, limiting processed foods) assists in making nutrition related decisions that will contribute to wellness. 	<ul style="list-style-type: none"> ● What are the consequences (especially unforeseen) of our choices in terms of wellness? ● What makes food healthy? ● How do you determine appropriate portion sizes? ● What is a healthy meal?
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)	
<ul style="list-style-type: none"> ▪ Explore consequences (especially unforeseen) of our choices in terms of wellness ▪ Explore what makes food healthy ▪ Examine appropriate portion sizes ▪ Examine what constitutes a healthy meal 	
SUGGESTED ACTIVITIES	
<ul style="list-style-type: none"> ● Write a paragraph describing ways to take responsibility for personal health ● Answer the question, “How can these actions help you improve your physical, mental and emotional health?” ● Place objects relating to wellness into a “wellness box” and describe how they contribute to growth and wellness ● Brainstorm a definition of wellness ● Create a written plan focusing on an important health skill ● Create a healthy food notebook illustrating healthy food choices and food labels - Students will explain why the foods were selected and list the ingredients on the food label ● Brainstorm and list how healthful eating patterns contribute to wellness ● Brainstorm how healthy eating provides energy, helps maintain health, weight and keep body systems functioning effectively ● Chart the meals and snacks they eat for one week (teacher-created chart, information fill-in by students) ● Complete the healthful meal chart indicating food group, serving size and product label information 	
EVIDENCE OF LEARNING	
Formative Assessments: <ul style="list-style-type: none"> ● Informal methods of assessment for teachers ● Growth Mindset Strategies ● Whole Group Lessons ● Small Group Lessons 	Summative Assessment: <ul style="list-style-type: none"> ● Journal Responses: ● Observation Checklists: ● In-Class Assignments: ● Anecdotal Records: ● Class Participation:

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<ul style="list-style-type: none">• Student projects• Group discussion• Writing Prompts	
Benchmark Assessment: <ul style="list-style-type: none">• Informal methods of assessment for teachers• Growth Mindset Strategies• Whole Group Lessons• Small Group Lessons	Alternative Assessments: <ul style="list-style-type: none">• Providing/developed as necessary for students opting out of unit.
SAMPLE RESOURCES	
Websites www.cdc.gov www.nj.gov/education/standards/chp/ www.nps.k12.nj.us https://www.nj.gov/agriculture/ www.dole5aday.com www.kidshealth.org https://www.harmonysel.org/ https://ny.pbslearningmedia.org/subjects/health-and-physical-education/	
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS	
Special Education: Provide modified notes and access to extra copies online Provide oral reminders and check student work during independent work time Model skills/techniques to be mastered Check and sign assignment planner Preferential seating Pair visual prompts with verbal presentations Modified or scaffolded homework and classwork Extended time as needed Provide graphic organizers and study guides English Learners: Provide scaffolded assignments and assessments Pair visual prompts with visual presentations Check and sign assignment planner Native Language translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment and assessment as needed Highlight key vocabulary Use graphic organizers Provide verbal and written directions Preferential seating with a English-speaking peer	

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At Risk of Failure:

Check and sign assignment planner

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans:

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

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UNIT 2

Diseases, Personal Safety, & Social Emotional Health

UNIT SUMMARY

Within this unit, students will explore the following concepts:

- These are actions that individuals can take to help prevent diseases and stay healthy.
- Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness.
- There are strategies that individuals can use to communicate safely in an online environment.
- Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations.
- 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.

NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.
- STANDARD 2.1.2.PGD. 2: Develop an awareness of healthy habits (e.g., wash hands, cough in arm, brush teeth).
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- STANDARD 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
- STANDARD 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.
- STANDARD 2.1.5.SSH.7: Define teasing, harassment and bullying and provide examples of inappropriate behaviors that are harmful to others.

INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

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- 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.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

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- 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.

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

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Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

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9.1: Personal Financial Literacy	9.2: Career Awareness, Exploration & Preparation, and Training	9.3: Career and Technical Education
None Applicable	None Applicable	None Applicable
TECHNOLOGY STANDARDS		
8.1: Computer Science None Applicable	8.2 Design Thinking None Applicable	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● These are actions that individuals can take to help prevent diseases and stay healthy. ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. ● There are strategies that individuals can use to communicate safely in an online environment. ● Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. ● 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. ● 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. 	<ul style="list-style-type: none"> ● These are actions that individuals can take to help prevent diseases and stay healthy. ● Safety includes being aware of the environment and understanding how certain situations could lead to injury or illness. ● There are strategies that individuals can use to communicate safely in an online environment. ● Children who practice setting healthy boundaries know how to say no and what to do when they feel uncomfortable or find themselves in unsafe situations. ● 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. ● People and organizations 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. 	
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)		
<ul style="list-style-type: none"> ▪ Identify actions that individuals can take to help prevent diseases and stay healthy. ▪ Effectively use strategies to communicate safely in an online environment. 		

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- Understand that 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.
- Explore relationships in the local community and beyond.
- Understand that communication is the basis for strengthening relationships and resolving conflict between people.
- Understand that conflicts between people occur, and there are effective ways to resolve them.

SUGGESTED ACTIVITIES

- Lyme disease prevention - Work in small groups investigating, via the Internet, health and safety precautions
- Create a digital story supporting universal precautions that promote health and wellness
- Create a disease chart illustrating diseases that are communicable and non-communicable, listing their symptoms, prevention and identify the germ/s that cause the disease
- Working in small groups, create a booklet using the computer and bookmarked websites that illustrates: a. Signs of stress b. Causes of stress c. Make a plan to relieve the stress
- Develop a safety rules chart for specific situations (“What Will Happen”):
- Create and complete a chart regarding safe and unsafe actions for certain activities
- Use a graphic organizer to illustrate the various forms of abuse (verbal, emotional, and physical) - Students will include in the organizer ways to get help should abuse be suspected
- Create a needs chart indicating who fulfills those needs
- Brainstorm the meaning of conflict, violence, vandalism, harassment and bullying
- Brainstorm sources of information about health and then focus on the kind of information and how to access the information

EVIDENCE OF LEARNING

Formative Assessments:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons
- Student projects
- Group discussion
- Writing Prompts

Summative Assessment:

- Journal Responses:
- Observation Checklists:
- In-Class Assignments:
- Anecdotal Records:
- Class Participation:

Benchmark Assessment:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

Alternative Assessments:

- Providing/developed as necessary for students opting out of unit.

SAMPLE RESOURCES

Websites

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www.cdc.gov
www.nj.gov/education/standards/chp/
www.nps.k12.nj.us
<https://www.nj.gov/agriculture/>
www.dole5aday.com
www.kidshealth.org
<https://www.harmonysel.org/>
<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:

Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

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Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans:

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

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UNIT 3

Interpersonal Communication, Decision Making & Goal Setting and Character Development

UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Making good healthy decisions requires the ability to access and evaluate reliable resources.
- Effective communication skills enhance a person's ability to express and defend their belief.
- Decision-making can be affected by a variety of influences that may not be in a person's best interest.
- Developing and implementing a plan increases the likelihood of reaching those goals.
- Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service.
- Character is who you are when no one is looking.

NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
- STANDARD 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- STANDARD 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).

INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- NJLSA.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.
- NJLSA.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.
- NJLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

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- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science & 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.

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy	9.2: Career Awareness, Exploration & Preparation, and Training	9.3: Career and Technical Education
None Applicable	None Applicable	None Applicable

TECHNOLOGY STANDARDS

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8.1: Computer Science None Applicable	8.2 Design Thinking None Applicable
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS
<ul style="list-style-type: none"> ● Making good healthy decisions requires the ability to access and evaluate reliable resources. ● Effective communication skills enhance a person’s ability to express and defend their belief. ● Decision-making can be affected by a variety of influences that may not be in a person’s best interest. ● Developing and implementing a plan increases the likelihood of reaching those goals. ● Character can be developed and supported through individual and group activities, the influence of positive role models, and involvement in community service. ● Character is who you are when no one is looking. 	<ul style="list-style-type: none"> ● How do you know whether or not health information is accurate? ● How do I learn to stand for and communicate my beliefs to others without alienating them? ● Why might educated people make poor health decisions? ● How do I overcome negative influences when making decisions about my personal health?
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)	
<ul style="list-style-type: none"> ▪ Discover ways to determine whether or not health information is accurate ▪ Explore why people make poor health decisions ▪ Explore how to overcome negative influences when making decisions about my personal health 	
SUGGESTED ACTIVITIES	
<ul style="list-style-type: none"> ● Brainstorm sources of information about health and then focus on the kind of information and how to access the information - Students will work in small groups and plan and design a health newspaper illustrating the ways they discovered to access and convey health and safety resources ● Respond to the teacher’s question, “When should health-related decisions be made independently or with the help of others?” ● Select a parent, nurse, counselor or teacher to interview and ask the following questions: a. When you were a teenager, do you remember feeling peer pressure? <ul style="list-style-type: none"> ○ Do media ads influence the food products you purchase? ○ Why do you think you make healthy choices? d. In what areas and at what age did you worry most about what friends thought? ○ How did you resist peer pressure? ● Be provided with a list of possible health goals - Each student will pick one health goal and complete a teacher-designed letter to his/her parent or guardian describing the goal and asking for help to achieve 	

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it - The student will include a chart which the parent/guardian will sign each time the student meets the goal

EVIDENCE OF LEARNING

Formative Assessments:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons
- Student projects
- Group discussion
- Writing Prompts

Summative Assessment:

- Journal Responses:
- Observation Checklists:
- In-Class Assignments:
- Anecdotal Records:
- Class Participation:

Benchmark Assessment:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

Alternative Assessments:

- Providing/developed as necessary for students opting out of unit.

SAMPLE RESOURCES

Websites

- www.cdc.gov
- www.nj.gov/education/standards/chp/
- www.nps.k12.nj.us
- <https://www.nj.gov/agriculture/>
- www.dole5aday.com
- www.kidshealth.org
- <https://www.harmonysel.org/>
- <https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:

- Provide modified notes and access to extra copies online
- Provide oral reminders and check student work during independent work time
- Model skills/techniques to be mastered
- Check and sign assignment planner
- Preferential seating
- Pair visual prompts with verbal presentations
- Modified or scaffolded homework and classwork
- Extended time as needed

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Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

At Risk of Failure:

Check and sign assignment planner

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans:

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

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UNIT 4

Community Health Services, Medicines, Alcohol, Tobacco & Other Drugs

UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations
- Medicines must be used correctly in order to be safe and have the maximum benefit.
- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.5.DSDT.1: Differentiate between drug use, misuse, abuse, and prescription and illicit drugs.
- STANDARD 2.3.5.DSDT.2: Identify signs and evaluate evidence that a person might have an alcohol, tobacco, and/or drug use problem.
- STANDARD 2.3.5.DSDT.3: Demonstrate effective refusal skills of alcohol, e-cigarettes, vaping products, cannabis products, opioids, and other substances that can negatively impact health.
- STANDARD 2.3.5.DSDT.5: Identify the various types of resources that are available in the community and online to assist individuals who struggle with alcohol, tobacco, and drug use/abuse (e.g., school nurse, counselor, peer leadership group).
- STANDARD 2.3.5.ATD.1: Identify products that contain alcohol, tobacco, and drugs and explain potential unhealthy effects (e.g., substance disorder, cancer).
- STANDARD 2.3.5.ATD.2: Describe health concerns associated with e-cigarettes, vaping products, inhalants, alcohol, opioids and other drugs, and non-prescribed cannabis products.
- STANDARD 2.3.5.HCDM.1: Identify conditions that may keep the human body from working properly, and the ways in which the body responds.

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INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- 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.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.
- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
- 1.2.2.Cr1b: Brainstorm and improvise multiple ideas using a variety of tools, methods and materials.
- 1.2.2.Pr4a: With guidance and moving towards independence, combine art forms and media content into media artworks such as an illustrated story or narrated animation.
- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science & 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.

Career Readiness, Life Literacies, and Key Skills

- 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.
- 9.4.2.GCA.1: Articulate the role of culture in everyday life by describing one's own culture and comparing it to the cultures of other individuals
- 9.4.2.TL.2: Create a document using a word processing application.
- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
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21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

1. Act as a responsible and contributing community member and employee.
2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.

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- 6. Model integrity, ethical leadership and effective management.
- 7. Plan education and career paths aligned to personal goals.
- 8. Use technology to enhance productivity, increase collaboration and communicate effectively.
- 9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy

None Applicable

9.2: Career Awareness, Exploration & Preparation, and Training

None Applicable

9.3: Career and Technical Education

None Applicable

TECHNOLOGY STANDARDS

8.1: Computer Science

None Applicable

8.2 Design Thinking

None Applicable

ENDURING UNDERSTANDINGS

- Community professionals and school personnel are available to assist and address health emergencies as well as provide reliable information.
- Individuals will benefit from an awareness of coping strategies that can be used when facing difficult situations
- Medicines must be used correctly in order to be safe and have the maximum benefit.
- The use of alcohol, tobacco, and drugs may affect the user, family, and community members in negative ways and have unintended consequences.
- Drug misuse and abuse can affect one's relationship with friends, family, and community members in unhealthy ways.

ESSENTIAL QUESTIONS

- How do I determine whether or not a medicine will be effective?
- Why do people make poor decisions in the face of accurate information?

STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)

- Determine whether or not a medicine will be effective
- Explore available resources to families for assistance
- Examine reasons behind why people make poor decisions in the face of accurate information

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SUGGESTED ACTIVITIES

- Plan a health fair: Brainstorm people they would invite to speak from the community and present a variety of health and fitness topics - Students will follow the prescribed guidelines given by the teacher
- Brainstorm various health professionals and the health area they cover
- Be given a list of commonly used medicines - Using a teacher-created worksheet, match the medicine to its use
- Create, as a class, an illegal drug chart listing the definition and effects of each drug - Example: Drug: alcohol, tobacco, and marijuana, then give a definition and effect of each drug listed (teacher-created chart filled in by students)
- Discuss why it is illegal to use or possess certain drugs
- Discuss the consequences of illegal use of drugs
- Discuss and brainstorm a list of the long and short-term consequences of tobacco use

EVIDENCE OF LEARNING

Formative Assessments:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons
- Student projects
- Group discussion
- Writing Prompts

Summative Assessment:

- Journal Responses:
- Observation Checklists:
- In-Class Assignments:
- Anecdotal Records:
- Class Participation:

Benchmark Assessment:

- Informal methods of assessment for teachers
- Growth Mindset Strategies
- Whole Group Lessons
- Small Group Lessons

Alternative Assessments:

- Providing/developed as necessary for students opting out of unit.

SAMPLE RESOURCES

Websites

www.cdc.gov
www.nj.gov/education/standards/chp/
www.nps.k12.nj.us
<https://www.nj.gov/agriculture/>
www.dole5aday.com
www.kidshealth.org
<https://www.harmonysel.org/>
<https://ny.pbslearningmedia.org/subjects/health-and-physical-education/>

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INTEGRATED ACCOMMODATIONS AND MODIFICATIONS

Special Education:

Provide modified notes and access to extra copies online
Provide oral reminders and check student work during independent work time
Model skills/techniques to be mastered
Check and sign assignment planner
Preferential seating
Pair visual prompts with verbal presentations
Modified or scaffolded homework and classwork
Extended time as needed
Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments
Pair visual prompts with visual presentations
Check and sign assignment planner
Native Language translation (peer, online assistive technology, translation device, bilingual dictionary)
Extended time for assignment and assessment as needed
Highlight key vocabulary
Use graphic organizers
Provide verbal and written directions
Preferential seating with a English-speaking peer

At Risk of Failure:

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans:

Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students

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Utilize graphic organizers

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GRADE 3

UNIT 5

Relationships

UNIT SUMMARY

Within this unit, students will explore the following concepts:

- Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships.
- Reliable personal and professional resources are available to assist with relationship problems.

NEW JERSEY STUDENT LEARNING STANDARDS

- STANDARD 2.3.5.PS.6: Identify strategies a person could use to call attention to or leave an uncomfortable or dangerous situation, including bullying, teasing, teen dating violence, sexual harassment, sexual assault, and sexual abuse.
- STANDARD 2.1.5.EH.2: Explain how to cope with rejection, loss, difficult learning situations and/or separation from family or others.
- STANDARD 2.1.5.PGD.1: Identify effective personal health strategies and behaviors that reduce illness, prevent injuries, and maintain or enhance one's wellness (e.g., adequate sleep, balanced nutrition, ergonomics, regular physical activity).
- STANDARD 2.1.5.SSH.4: Describe how families can share common values, offer emotional support, and set boundaries and limits.
- STANDARD 2.1.5.SSH.5: Explain the importance of communication with family members, caregivers and other trusted adults about a variety of topics.

INTERDISCIPLINARY CONNECTIONS

English Language Arts (Students K-12 Anchor Standards)

- 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.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.

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- NJSLSA.R.10: Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

Visual and Performing Arts (Students K-5)

- 1.5.2.Cn10a: Create art that tells a story or describes life events in home, school and community.
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- 1.2.2.Pr4b: Practice combining varied academic, arts and media content to form media artworks.

Computer Science & Design Thinking

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Career Readiness, Life Literacies, and Key Skills

- 9.1.2.CR.1: Recognize ways to volunteer in the classroom, school and community.
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- 9.4.2.TL.3: Enter information into a spreadsheet and sort the information.
- 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools.

21st CENTURY LIFE AND CAREER STANDARDS

Career Readiness, Life Literacies, and Key Skills Practices describe the habits of the mind that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success.

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2. Attend to financial well-being.
3. Consider the environmental, social and economic impacts of decisions.
4. Demonstrate creativity and innovation.
5. Utilize critical thinking to make sense of problems and persevere in solving them.
6. Model integrity, ethical leadership and effective management.
7. Plan education and career paths aligned to personal goals.
8. Use technology to enhance productivity, increase collaboration and communicate effectively.
9. Work productively in teams while using cultural global competence.

9.1: Personal Financial Literacy

9.2: Career Awareness, Exploration & Preparation, and Training

9.3: Career and Technical Education

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None Applicable	None Applicable	None Applicable
TECHNOLOGY STANDARDS		
8.1: Computer Science None Applicable	8.2 Design Thinking None Applicable	
ENDURING UNDERSTANDINGS	ESSENTIAL QUESTIONS	
<ul style="list-style-type: none"> ● Tolerance, appreciation, and understanding of individual differences are necessary in order to establish healthy relationships. ● Reliable personal and professional resources are available to assist with relationship problems. 	<ul style="list-style-type: none"> ● How do we learn to understand and respect diversity in relationships? ● How do we know when a relationship (friendship) is hurtful? 	
STUDENT LEARNING OBJECTIVES (Students are learning to / Students are learning that)		
<ul style="list-style-type: none"> ▪ Learn to understand and respect diversity in relationships ▪ Identify when a relationship (friendship) is hurtful 		
SUGGESTED ACTIVITIES		
<ul style="list-style-type: none"> ● Working in small groups, responding to the following teacher-generated statements: <ul style="list-style-type: none"> ○ All families have the same number of people ○ Families can celebrate different holidays ○ All families live in a house ○ Mothers and fathers live together ● Students will use a “whip-around” strategy to respond to the statements and clarify misconceptions - ● Explore families around the world ● Brainstorm what constitutes healthy relationships with friends and family ● Students will place their petal/response on the flower of healthy relationships - Concluding the activity, students will self-assess the contributions with a thumbs-up or thumbs-down 		
EVIDENCE OF LEARNING		
Formative Assessments: <ul style="list-style-type: none"> ● Informal methods of assessment for teachers ● Growth Mindset Strategies ● Whole Group Lessons ● Small Group Lessons 	Summative Assessment: <ul style="list-style-type: none"> ● Journal Responses: ● Observation Checklists: ● In-Class Assignments: ● Anecdotal Records: ● Class Participation: 	

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<ul style="list-style-type: none">• Student projects• Group discussion• Writing Prompts	
Benchmark Assessment: <ul style="list-style-type: none">• Informal methods of assessment for teachers• Growth Mindset Strategies• Whole Group Lessons• Small Group Lessons	Alternative Assessments: <ul style="list-style-type: none">• Providing/developed as necessary for students opting out of unit.
SAMPLE RESOURCES	
Websites www.cdc.gov www.nj.gov/education/standards/chp/ www.nps.k12.nj.us https://www.nj.gov/agriculture/ www.dole5aday.com www.kidshealth.org https://www.harmonysel.org/ https://ny.pbslearningmedia.org/subjects/health-and-physical-education/	
INTEGRATED ACCOMMODATIONS AND MODIFICATIONS	
Special Education: Provide modified notes and access to extra copies online Provide oral reminders and check student work during independent work time Model skills/techniques to be mastered Check and sign assignment planner Preferential seating Pair visual prompts with verbal presentations Modified or scaffolded homework and classwork Extended time as needed Provide graphic organizers and study guides English Learners: Provide scaffolded assignments and assessments Pair visual prompts with visual presentations Check and sign assignment planner Native Language translation (peer, online assistive technology, translation device, bilingual dictionary) Extended time for assignment and assessment as needed Highlight key vocabulary Use graphic organizers Provide verbal and written directions Preferential seating with a English-speaking peer	

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At Risk of Failure:

Check and sign assignment planner
Encourage class participation and reinforce skills
Model skills and assignments
Extended to time to complete class work
Preferential seating
Provide extra help outside of class and 1:1 instruction when needed
Communicate regularly with students' other teachers
Provide positive feedback for tasks well done
Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions
Provide higher level reading and writing materials for literacy based activities
Probe student to extend thinking beyond the text or connect two or more texts
Provide alternate or project-based assessments and assignments

Students with 504 Plans:

Provide extended time as needed
Modify length of writing assignment
Provide short breaks within the lesson
Provide scaffolding for students
Utilize graphic organizers