Board Approval Date: 9/20/2022
Course Title: Health - Grade 6
Course Description: Students will learn that health and wellness are related to their levels of physical, mental/emotional, and social well-being. Students will gain knowledge, attitudes, and skills to make health-promoting decisions in order maintain health and wellness throughout their lifetime.

Course Sequence & Pacing

Estimated Number of Periods	Cycle 1	Estimated Number of Periods	Cycle 2
15	**Unit 1 - Understanding Health and Wellness, Social Health, and Conflict Resolution** - Your Total Health - Building Health Skills - Developing Your Self-Esteem. - Foundations of a Healthy Relationship - Communicating Effectively - Cause of Conflicts - Resolving Conflicts	10	**Unit 2 - The Life Cycle and Personal Care** - Changes During Adolescence - Male Reproductive System - Female Reproductive System - Personal Hygiene and Consumer Choices
		5	**Unit 3 - Violence Protection** - Understanding Violence - Violence Prevention - Abuse

Estimated Number of Periods	Cycle 3		
15	**Unit 4 - Safety and Community Environmental Health** - Personal Safety and Protection - Safety at Home and in Your Community - Outdoor Safety - Safety on the Road - Community and Public Health		

Stage 1 Desired Results

Unit One: Understanding Health and Wellness, Social Health, and Conflict Resolution

Unit Summary: Physical, mental/emotional, and social health are three elements that make up the health triangle. It is important to have the knowledge and skills needed to create and maintain a balanced health triangle.

Unit Learning Targets

NJSLS Standards:

- 2.2.8.PF.1: Summarize the short and long-term physical, social, mental, and emotional health benefits of regular physical fitness activity.
- 2.2.8.LF.2: Explain the importance of assuming responsibility for personal health behaviors through physical activity throughout one's lifetime.
- 2.1.8.EH.2: Analyze how personal attributes, resiliency, and protective factors support mental and emotional health.
- 2.1.8.PGD.1: Explain how appropriate health care can promote personal health.
- 2.1.8.CHSS.8: Analyze difficult situations that might lead to feelings of sadness, anxiety and or depression and identify individuals, agencies or places in the community where assistance may be available.
- 2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships
- 2.1.8.SSH.4: Compare and contrast the characteristics of healthy and unhealthy relationships

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking *(CS & DT)***:**

- 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Interdisciplinary Connections ELA, Math, VPA, etc:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**

• How do everyday behaviors affect the different sides of the health triangle? • What are some ways that you can take charge of your health? • How can teens use communication skills to enhance their health? • How are interpersonal conflicts different from internal conflicts?	• A lifetime of good health involves making healthy choices and practicing healthful behaviors. • It is important to balance your physical, mental/emotional, and social health. • Making healthy decisions shows that you respect yourself and your health. • Good communication is a vital health skill. • Knowing why conflicts occur can help prevent them.
Students will know: • The three sides of the health triangle. • How to create a balanced health triangle. • Different skills needed in order to maintain your health. • The reasons some conflicts occur.	**Students will be able to:** • Analyze the difference between a balanced and unbalanced triangle. • Recognizes the different types of relationships in their lives. • Practice different communication and conflict resolution skills.

Stage 2 Assessment Evidence

Summative Assessments:

- Balanced Vs. Unbalanced Triangle
  - Students will receive an example of an unbalanced triangle. They will write a paragraph describing how this person can balance their triangle.
- Name Poem
  - Students will write a poem using the letters of their name and positive adjectives.
- Intersecting Relationship/Roles Chart
  - Students will create a chart that shows all the roles and relationships they have in their community, their home, and at school.
- Chapter Assessment
  - Students will complete a chapter assessment.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Chapter Assessment
  - Students will complete a modified chapter assessment.

Stage 3 Learning Plan

Standard	*Skill*	*Learning Activities & Differentiation*	*Time frame*
2.2.8.PF.1 **2.2.8.LF.2** **2.1.8.EH.2** **2.1.8.PGD.1**	Understanding the health triangle.	• *Scavenger Hunt* • *Balanced Vs. Unbalanced Triangle*	*2 Periods*
2.1.8.CHSS.8	Understanding self-esteem, self-concept, and personality.	• *Name Poem* • *Personality Quiz*	*5 Periods*
2.1.8.SSH.3 **2.1.8.SSH.4**	Understanding strong relationships are important to your overall health. Understand the relationships and roles one plays at home, in their school, and in their community.	• *Relationship Chart* • *Intersecting Relationship/Roles Chart*	*4 Periods*
2.1.8.SSH.3 **2.1.8.SSH.4**	Understanding the causes of conflict can prevent them. Understanding tools and resources for resolving conflicts.	• *Cause of Conflict Graphic Organizer* • *Resolving Conflicts Venn Diagram* • *Conflict Resolution Self-Quiz*	*4 Periods*

Core Instructional & Supplemental Materials (including various levels of texts)	
Texts	*Notes*
McGraw-Hill Teen Health *Module: Understanding Health and Wellness* *Module: Skills for Healthy Relationships* *Module: Resolving Conflict and Preventing Violence*	Students have an online log-in to the textbook.
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides

Accommodations and Modifications:
Students with Disabilities, English Language Learners,
Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options
- Use of assisted technology
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
    - Note Taking Options
- Use of prompts
  - Graphic Organizers
- Testing accommodations
  - Chapter Assessment

Specific Strategies for Students at Risk of Failure:

- Small group instruction
- Reteach essential content
- Allow extra time as needed
- Break assignments into manageable parts to avoid frustration
- Reinforce positive behavior
- Pair student with positive role-models

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
  - Name Poem
- Higher-order thinking skills
  - Personality Quiz
- Student-driven instruction
  - Name Poem
- Real-world problems and scenarios
  - Conflict Resolution Self-Quiz

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
  - Note Taking Options
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google Translate
- Scaffolding
  - Utilize the online textbook
- Sentence frames
  - Personality Quiz
- Think-pair-share
  - Turn and Talk in class
- Cooperative learning groups
  - Balanced Vs. Unbalanced Triangle

Stage 1 Desired Results

Unit Two: The Life Cycle, Personal Care, and Being a Health Literate-Consumer

Unit Summary: Adolescence starts with puberty, the period when teens begin to develop certain adult traits. During adolescence, teens strive to develop independence, a sense of identity, and a personal value system.

Unit Learning Targets

NJSLS Standards:

- 2.1.8.SSH.1: Differentiate between gender identity, gender expression and sexual orientation.
- 2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community.
- 2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies.

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking *(CS & DT)***:**

- 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Interdisciplinary Connections ELA, Math, VPA, etc:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
• What are the physical and emotional changes that an adolescent could experience during puberty?	• Adolescence is a turbulent time of physical, mental/emotional, and social development.

• What advice might you pass on to someone just beginning the transition from childhood to adolescence? • What are the essential components of the male and female reproductive systems? • How do the reproductive systems relate to daily living? • How do companies persuade consumers into buying their products? • Why is it important to take care of myself and my body?	• Knowledge of the anatomy and physiology of the male and female reproductive systems is basic to the study of human sexuality and the process of reproduction. • The male and female reproductive systems have a series of organs involved in producing children. • Personal hygiene is an important part of staying healthy. • A health-literate consumer carefully evaluates health products and services.
Students will know: • The differences and similarities between the male and female body during puberty. • The parts and functions of the male and female reproductive systems. • The menstrual cycle. • The process of sperm production. • Understand the difference between gender identity and gender sexual orientation. • Different ways to care and groom parts of the body. • Learn to make good consumer choices.	**Students will be able to:** • Examine each aspect of adolescent growth and change. • Explain possible problems that can occur with the reproductive systems. • Understanding the male reproductive system includes both external and internal organs that with the help of hormones, allow physically mature males to produce children. • Examine the process of ovulation in the female reproductive system. • Analyze the ways to care and groom for the human body.

Stage 2 Assessment Evidence

Summative Assessments:

- Letter to a Child
  - Students will write an advice letter to a child who is about to go through puberty.
- Personal Hygiene Poster

- Students will make an ad for a personal hygiene item that they are trying to persuade consumers to buy.

- Chapter Assessment
  - Students will complete a chapter assessment.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Chapter Assessment
  - Students will complete a modified chapter assessment.

Stage 3 Learning Plan

Standard	*Skill*	*Learning Activities & Differentiation*	*Time frame*
2.1.8.SSH.1 **2.1.8.SSH.2** **2.1.8.PGD.3**	Understanding the differences and similarities of the body changes of the male and female during puberty.	• *Puberty Diagrams* • *Male and Female Reproductive Organs Diagrams* • *Letter to a Child*	*6 Periods*
2.1.8.SSH.1 **2.1.8.SSH.2** **2.1.8.PGD.3**	Understanding identity and what it means as an adolescent.	• *Identity as an Adolescent* *Discuss how adolescence is a time of growth and change and the terms used to describe some of those changes.*	*1 Periods*
2.1.8.PGD.3	Understanding personal hygiene and consumer choices.	• *Personal Hygiene Poster* • *Hygiene Product Auction*	*3 Periods*

Core Instructional & Supplemental Materials (including various levels of texts)

Texts	*Notes*

<u>McGraw-Hill Teen Health</u> *Lesson: Changes During Adolescence* *Lesson: Male Reproductive System* *Lesson: Female Reproductive System* *Lesson: Personal Hygiene* *Lesson: Health-Literate Consumer*	Students have an online log-in to the textbook.
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options
- Use of assisted technology
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
    - Note Taking Options
- Use of prompts
  - Graphic Organizers
- Testing accommodations
  - Chapter Assessment

Specific Strategies for Students at Risk of Failure:

- Small group instruction
- Reteach essential content
- Allow extra time as needed
- Break assignments into manageable parts to avoid frustration

- Reinforce positive behavior
- Pair student with positive role-models

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
  - Personal Hygiene Poster
- Higher-order thinking skills
  - Personal Hygiene Poster
- Student-driven instruction
  - I Am Who I Am
- Real-world problems and scenarios
  - Letter to a Child

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
  - Note Taking Options
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google Translate
- Scaffolding
  - Utilize the online textbook
- Sentence frames
  - Letter to a Child
- Think-pair-share
  - Turn and Talk in class
- Cooperative learning groups
  - Hygiene Product Auction

Stage 1 Desired Results

Unit Three: Understanding Violence and Abuse

Unit Summary: Common causes of abuse and violence can be related to prejudice and discrimination as well as behaviors and environmental factors. There can be negative consequences of abuse and violence for victims, perpetrators, and bystanders. It is important for teens to understand the forms of abuse and violence in order to protect themselves.

Unit Learning Targets

NJSLS Standards:

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).
- 2.3.8.PS.2: Define sexual consent and sexual agency.
- 2.3.8.PS.3: Define interpersonal and sexual violence and describe their impacts on sexual health (e.g., sexual harassment, sexual assault, sexual abuse, incest, rape, domestic violence, coercion, dating violence).
- 2.3.8.PS.4: Describe strategies that sex traffickers/exploiters employ to recruit youth.
- 2.3.8.PS.5: Determine the effectiveness of laws designed to keep children and adolescents healthy and safe (e.g., consent, child pornography, human trafficking, parental notification, drugs).
- 2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking.
- 2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking *(CS & DT)***:**

- 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Interdisciplinary Connections ELA, Math, VPA, etc:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Climate Change:

Holocaust & Amistad:	
Unit Essential Questions: ● How might a person's future be affected if they experience violence and abuse as a teen? ● Why is it important to recognize signs of abuse? ● Why is it important to report all forms of abuse to authorities?	**Unit Enduring Understandings:** ● It is important for teens to know the different types of violence and how to protect themselves. ● Damage from abuse can be physical, mental, or emotional. ● All forms of abuse are extremely harmful. ● It is beneficial for survivors of abuse to seek counseling.
Students will know: ● Forms of violence and ways to protect themselves. ● Weapons, drugs, and gangs are some factors that contribute to violence. ● Violence may be physical or sexual. ● Define the age of consent.	**Students will be able to:** ● Analyze ways to protect themselves against violence and what to do if they are a victim of violence. ● Examine how bystanders can prevent violence by reporting dangerous situations. ● Evaluate why victims of violence or abuse might be reluctant to tell others about the crime.

Stage 2 Assessment Evidence

Summative Assessments:

- Survivors Poster
  - Students will create a poster that tells survivors of abuse how they can seek help.
- Chapter Assessment
  - Students will complete a chapter assessment.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Chapter Assessment

- Students will complete a modified chapter assessment.

Stage 3 Learning Plan

Standard	*Skill*	*Learning Activities & Differentiation*	*Time frame*
2.3.8.PS.1 **2.3.8.PS.2** **2.3.8.PS.3** **2.3.8.PS.4** **2.3.8.PS.5** **2.1.8.CHSS.2** **2.1.8.CHSS.4**	Understanding forms of violence and ways to protect themselves. Understand the importance of reporting violence and abuse. Understand where to find support sources for survivors of violence or abuse.	• *Violence Word Web* • *Emotional Abuse Brainstorm* • *Analyzing Risk* • *Survivors Poster*	*5 Periods*

Core Instructional & Supplemental Materials (including various levels of texts)

Texts	*Notes*
<u>McGraw-Hill Teen Health</u> *Lesson: Understanding Violence* *Lesson: Preventing and Overcoming Abuse*	Students have an online log-in to the textbook.
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides

Accommodations and Modifications: Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

- Use of visual and multisensory formats
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options
- Use of assisted technology
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with
    - Read Aloud Options
    - Highlighting Options
    - Note Taking Options
- Use of prompts
  - Graphic Organizers
- Testing accommodations
  - Chapter Assessment

Specific Strategies for Students at Risk of Failure:

- Small group instruction
- Reteach essential content
- Allow extra time as needed
- Break assignments into manageable parts to avoid frustration
- Reinforce positive behavior
- Pair student with positive role-models

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
  - Survivors Poster
- Higher-order thinking skills
  - Survivors Poster
- Student-driven instruction
  - Violence Word Web
- Real-world problems and scenarios

- Survivors Poster
- Analyzing Risk

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with
    - Read Aloud Options
    - Highlighting Options
  - Note Taking Options
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google Translate
- Scaffolding
  - Utilize the online textbook
- Sentence frames
  - Analyzing Risk
- Think-pair-share
  - Turn and Talk in class
- Cooperative learning groups
  - Emotional Abuse Brainstorm

Stage 1 Desired Results

Unit Four: Safety and Community Environmental Health

Unit Summary: Students will learn basic safety precautions as a way to avoid harmful situations, as well as how to stay safe at home, during outdoor activities, and when on the road.

Unit Learning Targets

NJSLS Standards:

- 2.3.8.PS.1: Assess the degree of risk in a variety of situations, and identify strategies needed to reduce deliberate and non-deliberate injuries to self and others (e.g., digital safety, sexting, dating violence, domestic violence, gang violence, human trafficking, nonconsensual sexual encounters, other threats of violence).

- 2.3.8.PS.6: Demonstrate strategies to use social media safely, legally, and respectfully (e.g., sexting, sextortion).
- 2.3.8.PS.7: Evaluate the impact of technology and social media on relationships (e.g., consent, communication, respect).

Interdisciplinary Connections

Career Readiness, Life Literacies, & Key Skills *(CLKS)***:**

- 9.1.8.CR.2: Compare various ways to give back through strengths, passions, goals, and other personal factors.

Computer Science & Design Thinking *(CS & DT)***:**

- 8.1.8.AP.1: Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode.

Interdisciplinary Connections ELA, Math, VPA, etc:

- RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Climate Change:

Holocaust & Amistad:

Unit Essential Questions:	**Unit Enduring Understandings:**
• Why is it important to develop strategies to help prevent accidental injuries? • How can you prevent unintentional injury in the home? • What kinds of dangers can you encounter while using a computer, smart phone, or tablet? • Why is it important to know the rules of the road even if you do not have your license?	• Learning essential safety precautions can help a person stay safe at home. • With common sense and caution, a person can minimize the risk of accidental injuries during outdoor activities. • Following the rules of the road and being aware are basic ways to stay safe on the road.
Students will know:	**Students will be able to:**
• The key to personal safety is learning how to recognize and avoid dangerous situations. • Cyberbullies can spread harmful messages quickly. • Many accidental injuries are preventable.	• Analyze activities in regard to injury potential and possible preventive measures. • Evaluate why it is important to avoid dangerous situations, even if you know how to defend yourself. • Analyze the accident chain and relate it to accidental injuries that could occur in the home, school, and community.

• Planning ahead can protect you from injury during outdoor activities such as camping, hiking, and winter sports. • Why is it important to know your doctor and your medical history?	• Explore the consequences of risky behaviors that could lead to accidental injuries.

Stage 2 Assessment Evidence

Summative Assessments:

- Accident Chain Comic Strip
  - Students will create a comic strip of an accidental injury that could have been avoided using the accident chain.
- Fire Escape Plan
  - Students will create a fire escape plan for their home.
- In a Split Second Skit
  - Students will work in groups to create a skit that will demonstrate safety precautions in different situations.
- Chapter Assessment
  - Students will complete a chapter assessment.

Formative Assessments:

- Teacher observation

Alternative Assessments:

- Chapter Assessment
  - Students will complete a modified chapter assessment.

Stage 3 Learning Plan

Standard	*Skill*	*Learning Activities & Differentiation*	*Time frame*

2.3.8.PS.1	Understanding the accident chain and how it can be used to prevent unintentional injuries. Explore how we can stay safe in our homes, our school, and our community.	• *Accident Chain Comic Strip* • *Safety Footprints*	*5 Periods*
2.3.8.PS.1	Understanding the importance of fire safety and having a fire escape route in case of emergency. Understanding that many common household items can be dangerous if used inappropriately.	• *Fire Escape Plan* • *Poison Patrol*	*4 Periods*
2.3.8.PS.1	Planning ahead can protect you from injury during outdoor activities such as camping, hiking, and winter sports.	• *Emergency Contact* • *In A Split Second Skits*	*5 Periods*
2.3.8.PS.6 **2.3.8.PS.7**	Understanding dangers that could occur on the internet and how to be safe when using smartphones and other devices.	• *Cyberbullying Blog Post*	*1 Periods*

Core Instructional & Supplemental Materials

(including various levels of texts)	
Texts	*Notes*
<u>McGraw-Hill Teen Health</u> *Lesson: Personal Safety and Protection* *Lesson: Safety at Home and in Your Community* *Lesson: Outdoor Safety* *Lesson: Safety on the Road* *Lesson: Community and Public Health*	Students have an online log-in to the textbook.
Grade Level Teacher Edition Google Classroom	Lesson Plans, Hand Outs, Google Slides

Accommodations and Modifications:
Students with Disabilities, English Language Learners, Students at Risk of Failure, Students with 504s, Gifted & Talented Students

Specific Strategies and Practices that Support Students with Disabilities:

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- Use of assisted technology
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    - Highlighting Options
    - Note Taking Options
- Use of prompts
  - Graphic Organizers
- Testing accommodations
  - Chapter Assessment

Specific Strategies for Students at Risk of Failure:

- Small group instruction
- Reteach essential content
- Allow extra time as needed
- Break assignments into manageable parts to avoid frustration

- Reinforce positive behavior
- Pair student with positive role-models

Specific Strategies and Practices that Support Gifted & Talented Students:

- Independent study
  - Accident Chain Comic Strip
- Higher-order thinking skills
  - In a Split Second Skits
- Student-driven instruction
  - Safety Footprints
- Real-world problems and scenarios
  - Fire Escape Plan
  - In a Split Second Skits

Specific Strategies and Practices that Support English Language Learners:

- Visual learning, including graphic organizers
  - McGraw-Hill Teen Health Online Textbook with English and Spanish Options Text to with …
    - Read Aloud Options
    - Highlighting Options
  - Note Taking Options
- Pairing students with beginning English language skills with students who have more advanced English language skills
  - Google Translate
- Scaffolding
  - Utilize the online textbook
- Sentence frames
  - In a Split Second Skits
- Think-pair-share
  - Turn and Talk in class
- Cooperative learning groups
  - In a Split Second Skits