Cover Sheet - Planned Course Overview

A. Planned Course Title: Teen Health  Course Number: N/A
B. Grade level: 6-8  Level/Track:
C. Board Approval Date: 08/22/2016
D. Instructional Time:
   1. Length of course in weeks: 18 weeks (45 days/semester)
   2. Number of class periods per week: 3/6 day cycle
   3. Length of class periods: 42 minutes
   4. Total clock hours/credit for the course: credit
E. List of the units of study within the course and estimated number of class periods or weeks allotted to each:

<table>
<thead>
<tr>
<th>Unit</th>
<th>Standard</th>
<th>Estimated Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mental and Emotional Health</td>
<td>10.1.6 D, 10.1.9 D</td>
<td>8 classes</td>
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<tr>
<td></td>
<td>10.2.6 D, 10.2.9 D</td>
<td></td>
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<tr>
<td>Relationships and Social Health</td>
<td>10.3.6 C, 10.3.9 C</td>
<td>8 classes</td>
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<tr>
<td></td>
<td>10.1.9 A</td>
<td></td>
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<tr>
<td>Personal Health and Wellness</td>
<td>10.1.6 C, 10.1.9 C</td>
<td>5 classes</td>
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<tr>
<td></td>
<td>10.2.6 B, 10.3.6 D</td>
<td></td>
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<tr>
<td></td>
<td>10.4.6 A, 10.4.9 A</td>
<td></td>
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<tr>
<td>Substance Abuse</td>
<td>10.1.6 D, 10.1.9 D</td>
<td>10 classes</td>
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<tr>
<td></td>
<td>10.2.9 B, 10.2.9 C</td>
<td></td>
</tr>
<tr>
<td>Growth and Development</td>
<td>10.1.6 B, 10.1.9 B</td>
<td>5 classes</td>
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<td></td>
<td>10.2.6 A, 10.2.9 A</td>
<td></td>
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<tr>
<td>Communicable and</td>
<td></td>
<td>5 classes</td>
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<tr>
<td>Non-communicable Diseases</td>
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<tr>
<td>Environmental Health</td>
<td>10.2.6 E, 10.2.9 E</td>
<td>2 classes</td>
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<tr>
<td>Safety and Emergencies</td>
<td>10.3.6 A, 10.3.9 A</td>
<td>2 classes</td>
</tr>
<tr>
<td></td>
<td>10.3.6 B, 10.3.9 D</td>
<td></td>
</tr>
</tbody>
</table>
F. The texts or major resources for the course:
   Title: Teen Health
   Author: Bronson, M., Cleary, M., and Hubbard, B.
   Publisher: McGraw-Hill Glencoe
   Copyright: 2009
   Supplementary materials: Choices health magazine through Scholastic

G. Special Notes:
   - The list of activities and assessments allows for selection of activities and assessments by teachers to meet the needs of students.
   - Curriculum may be modified to accommodate scheduling capabilities
   - This curriculum will align with the Core standards for Language Arts in Reading, Writing, Speaking and Listening.
H. Names of the committee members who developed the planned course:
Brandie Y Barndt

Pennsylvania Common Core Standards
English Language Arts

CC.1.2.7.A
Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.

CC.1.2.7.B
Cite several pieces of textual evidence to support analysis of what the text says explicitly, as well as inferences, conclusion and/or generalizations drawn from the text.

CC.1.2.7.E
Analyze the structure of the text through evaluation of the author’s use of graphics, charts, and the major sections of the text.

CC.1.2.7.F
Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative and technical language.

CC.1.2.7.G
Compare and contrast a text to an audio, video or multimedia version of the text, analyzing each medium’s portrayal of the subject.

CC.1.2.7.J
Acquire and use accurately grade appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CC.1.2.7.K
Determine or clarify the meaning of unknown and multiple meaning words and phrases bases on grade level reading and content, choosing flexibly from a range of strategies and tools.

CC.1.2.7.L
Read and comprehend literacy nonfiction and informational text on grade level, reading independently and proficiently.
CC.1.4.7.A
Write informative/explanatory texts to examine a topic and convey ideas, concepts and information clearly.

CC.1.4.7.C
Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.

CC.1.4.7.E
Write with an awareness of the stylistic aspects of composition (precise language, domain specific vocabulary, varying sentence lengths and complexities, consistent voice and establishing and maintaining a formal style.

CC.1.4.7.F
Demonstrate a grade appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

CC.1.4.7.G
Write arguments to support claims.

CC.1.4.7.H
Introduce and state an opinion on a topic

CC.1.4.7.J
Organize the claim with clear reasons and evidence clearly; clarify relationships between claim and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

CC.1.4.7.T
With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach focusing on how well purpose and audience have been addresses.

CC.1.4.7.U
Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources
CC.1.4.7V

Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.

CC.1.4.7X

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CC.1.5.7A

Engage effectively in a range of collaborative discussions, on grade level topics, texts and issues, building on other’s ideas and expressing their own clearly.

CC.1.5.7B

Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.

CC.1.5.7.C

Analyze the main ideas and supporting details presented in diverse media formats and explain how the ideas clarify a topic, text, or issue under study.

CC.1.5.7.D

Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples: use appropriate eye contact, adequate volume, and clear pronunciation.

CC.1.5.7.F

Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CC.1.5.7.G

Demonstrate command of the conventions of standard English when speaking based on grade level and content.
Healthy habits, including eating a healthy diet and being physically active, can help you feel good, look good, and do your best in school, work, or sports. They might also prevent diseases such as diabetes, high blood pressure, heart disease, osteoporosis, stroke, and some cancers when you are older. Start Here. National Institutes of Health. The primary NIH organization for research on Teen Health is the Eunice Kennedy Shriver National Institute of Child Health and Human Development. Other Languages. Provides small achievable steps to help teenagers get healthier by explaining how the body works and how to make better food choices and become more active. As you get older, you're able to start making your own decisions about a lot of things that matter most to you. You may choose your own clothes, music, and friends. You also may be ready to make decisions about your body and health. Making healthy decisions about what you eat and drink, how active you are, and how much sleep you get is a great place to start. Teens today face bigger health risks than a generation ago. Learn the facts about top teen health issues to help your child navigate this time safely. Verywell Health's content is for informational and educational purposes only. Our website is not intended to be a substitute for professional medical advice, diagnosis, or treatment. © 2021 About, Inc. (Dotdash) All rights reserved. Kids' Health. Teen Health Issues. The 10 Biggest Teen Health Risks. By. Amy Morin, LCSW.