

**Newport Public Schools
Curriculum Framework**

Subject: Health

Grade Level: 11

Standard	Benchmarks/ GSE's	Suggested Resources	Instructional Strategies	Assessments
<p>Standard 1: Students will understand concepts related to health promotion and disease prevention as a foundation for a healthy life.</p> <p>Content Areas: 1. Personal health 2. Mental and emotional health 3. Injury prevention and safety 4. Nutrition 5. Family life 6. Environmental health 7. Disease control and prevention 8. Substance use and abuse 9. Consumer health</p>	<p>Analyze the interrelationships of mental, emotional, social and physical health throughout life</p> <p>Analyze how family, peers, community and environment influence public health</p> <p align="center">GSE's R-7.1 R-7.3 W-13.1</p>	<p>Current Health 2 Magazine</p> <p>Current event periodicals (Newsweek, Time, Newspaper)</p> <p>RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior</p> <p>Book List</p> <p>Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Class Discussion</p> <p>Lecture</p> <p>Small Group Discussion</p> <p>Research</p> <p>Instructional Handouts</p> <p>Role Play</p>	<p>Define appropriate health terminology</p> <p>Design a community health assessment</p> <p>Worksheets</p>

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<p>Standard 2:</p> <p>Students will demonstrate the ability to access valid health information and health-promoting products and services.</p> <p>Content Areas:</p> <ol style="list-style-type: none"> 1. Personal health 2. Mental and emotional health 3. Injury prevention and safety 4. Nutrition 5. Family life 6. Environmental health 7. Disease control and prevention 8. Substance use and abuse 9. Consumer health 	<p>Evaluate resources from home, school and community that provide valid health information for self and others</p> <p>Evaluate all factors that influence personal selection of health products and services in the community</p> <p align="center">GSE's R-7.1 R-7.2 R-8.1</p>	<p>Current Health 2 Magazine</p> <p>Current event periodicals (Newsweek, Time, Newspaper)</p> <p>RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior</p> <p>Book List</p> <p>Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Class Discussion</p> <p>Lecture</p> <p>Small Group Discussion</p> <p>Research</p> <p>Instructional Handouts</p> <p>Role Play</p>	<p>Compile lists of health services and define their role</p> <p>Worksheets</p> <p>Compare different brands of similar products and describe which product you would choose and why</p>

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<p>Standard 3: Students will demonstrate the ability to practice health-enhancing behaviors and reduce health risks.</p> <p>Content Areas: 1. Personal health 2. Mental and emotional health 3. Injury prevention and safety 4. Nutrition 5. Family life 6. Environmental health 7. Disease control and prevention 8. Substance use and abuse 9. Consumer health</p>	<p>Evaluate the effect of responsible health behaviors on self, others and community</p> <p>Evaluate injury prevention and management strategies for personal, family, workplace and community health</p> <p style="text-align: center;">GSE's R-7.1 R-8.4 OC-1.4</p>	<p>Current Health 2 Magazine</p> <p>Current event periodicals (Newsweek, Time, Newspaper)</p> <p>RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior</p> <p>Book List</p> <p>Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Class Discussion</p> <p>Lecture</p> <p>Small Group Discussion</p> <p>Research</p> <p>Instructional Handouts</p> <p>Role Play</p>	<p>Obtain data on depletion of ozone and its impact on self and community</p> <p>Worksheets</p> <p>List pros and cons of different health behaviors</p>

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<p>Standard 4: Students will analyze the influence of culture, media, technology and other factors on health.</p> <p>Content Areas: 1. Personal health 2. Mental and emotional health 3. Injury prevention and safety 4. Nutrition 5. Family life 6. Environmental health 7. Disease control and prevention 8. Substance use and abuse 9. Consumer health</p>	<p>Research a school or community health issue resulting from the influence of culture, media, technology and other factors</p> <p align="center">GSE's R-7.1 R-15.1 OC-1.4 OC-2.4</p>	<p>Current Health 2 Magazine</p> <p>Current event periodicals (Newsweek, Time, Newspaper)</p> <p>RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior</p> <p>Book List</p> <p>Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Class Discussion</p> <p>Lecture</p> <p>Small Group Discussion</p> <p>Research</p> <p>Instructional Handouts</p> <p>Role Play</p>	<p>Compare health habits of different cultures</p> <p>Worksheets</p> <p>Create an interview tool that will assess family/friend dating rituals</p>

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<p>Standard 5: Students will demonstrate the ability to use interpersonal communication skills to enhance health.</p> <p>Content Areas: 1. Personal health 2. Mental and emotional health 3. Injury prevention and safety 4. Nutrition 5. Family life 6. Environmental health 7. Disease control and prevention 8. Substance use and abuse 9. Consumer health</p>	<p>Evaluate the effectiveness of communication methods for accurately expressing health information and ideas.</p> <p style="text-align: center;">GSE's R-7.1 R-8.1 R-8.5</p>	<p>Current Health 2 Magazine</p> <p>Current event periodicals (Newsweek, Time, Newspaper)</p> <p>RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior</p> <p>Book List</p> <p>Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Class Discussion</p> <p>Lecture</p> <p>Small Group Discussion</p> <p>Research</p> <p>Instructional Handouts</p> <p>Role Play</p>	<p>Examine relationships at different ages and communication for your choices at those ages</p> <p>Worksheets</p> <p>Propose methods to resolve conflict</p>

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<p>Standard 6: Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health</p> <p>Content Areas: 1. Personal health 2. Mental and emotional health 3. Injury prevention and safety 4. Nutrition 5. Family life 6. Environmental health 7. Disease control and prevention 8. Substance use and abuse 9. Consumer health</p>	<p>Evaluate different strategies to use when making decisions related to the health needs and risks of young adults</p> <p>Design, evaluate and implement a plan for attaining a personal health goal</p> <p align="center">GSE's R-7.1 R-7.3 R-8.1</p>	<p>Current Health 2 Magazine</p> <p>Current event periodicals (Newsweek, Time, Newspaper)</p> <p>RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior</p> <p>Book List</p> <p>Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Class Discussion</p> <p>Lecture</p> <p>Small Group Discussion</p> <p>Research</p> <p>Instructional Handouts</p> <p>Role Play</p>	<p>Compile a list for long term consequences of using illegal drugs and set a personal goal relative to those consequences</p> <p>Worksheets</p> <p>Personal wellness plan</p>

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<p>Standard 7: Students will demonstrate the ability to advocate for personal, family, community and environmental health</p> <p>Content Areas: 1. Personal health 2. Mental and emotional health 3. Injury prevention and safety 4. Nutrition 5. Family life 6. Environmental health 7. Disease control and prevention 8. Substance use and abuse 9. Consumer health</p>	<p>Discuss accurate information and express opinions about health issues</p> <p>Adapt health messages and techniques to the characteristics of a particular audience</p> <p>Influence and support others in making positive health choices</p> <p style="text-align: right;">GSE's R-6.2 R-7.1 R-15.2</p>	<p>Current Health 2 Magazine</p> <p>Current event periodicals (Newsweek, Time, Newspaper)</p> <p>RI Data on: STIs, HIV, AIDS, Obesity, Youth Risk Behavior</p> <p>Book List</p> <p>Websites: www.cdc.gov www.nih.gov www.epa.gov www.school.discovery.com www.safehealthyschools.org www.siecus.org www.goaskalice.columbia.edu www.glsen.org www.noah-health.org www.kidshealth.org www.teensource.org</p>	<p>Class Discussion</p> <p>Lecture</p> <p>Small Group Discussion</p> <p>Research</p> <p>Instructional Handouts</p> <p>Role Play</p>	<p>Create and explain a pamphlet that promotes the prevention and/or control of a disease for a defined population</p> <p>Worksheets</p>

