

**Newport Public Schools
Curriculum Framework**

Subject: Health

Grade Level: 12

| 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>Describe how to delay onset and reduce risks of potential life-long health problems</p> <p>Analyze how public health policies, government regulations and public pressure influence health promotion and disease prevention</p> <p>GSE's R-15.1 R-15.4 OC-1.2 OC-2.1</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>Review state health care policies</p> <p>Research STI prevention</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 situations requiring professional health services</p> <p>Evaluate opportunities for career choices in health</p> <p>Analyze the educational requirements, demands, rewards and benefits of a career in health services</p> <p align="center">GSE's R-7.2 R-15.1 R-15.3</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>List careers in health fields and requirements for entering those fields</p> <p>Worksheets</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>Develop strategies to reduce a health-threatening situation in the community</p> <p>Research and evaluate strategies to manage stress in individuals and groups in school, work and/or social situations</p> <p align="center">GSE's R-7.1 R-7.2 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>Demonstrate how condoms can reduce the likelihood of HIV infection</p> <p>Worksheets</p> <p>List coping mechanisms people use to manage stress</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>Develop and implement a solution to a researched health issue</p> <p>GSE's W-6.3 W-9.1 R-15.1</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>Create an interview tool that will assess the influence of media on society</p> <p>Worksheets</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>Formulate an effective plan for optimal lifelong health</p> <p style="text-align: center;">GSE's R-7.1 R-8.1 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>Compile a list of long term consequences of numerous sexual partners and set a goal relative to those consequences</p> <p>Worksheets</p> <p>Choose a health goal for yourself and design a plan to reach that goal</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>Work cooperatively when advocating for a healthy environment and other issues</p> <p>Evaluate community health services and systems currently in place and make recommendations for improving those systems and services</p> <p style="text-align: right;">GSE's R-15.1 R-15.2 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>Research local health service agencies: the services they provide and any ways to improve their services</p> <p>Report on the effects of STIs, HIV and pregnancy and the impact they have on society</p> <p>Worksheets</p> |

