

**Newport Public Schools
Curriculum Framework**

Subject: Health

Grade Level: 9

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 how behavior can impact health maintenance and disease prevention</p> <p>Analyze the impact of personal health behaviors on the functioning of body systems</p> <p>GSE's: R-3.2 W-13.1 W-14.1 W-14.3</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>Wellness Checklist</p> <p>Anatomical Identification</p> <p>Worksheets</p> <p>Maintain a journal of food intake</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 the validity of health information, products and services</p> <p>Analyze resources from home, school and community that provide valid health information</p> <p>Evaluate media influences on the selection of health information products</p> <p>Access school and community health services for self and others</p> <p>GSE's W-6.2 W-7.3 W-8.3</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>Design a child-proof home</p> <p>Create posters concerning safety issues: seat belt use, fire safety, sun safety...</p> <p>Media Influence Project</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>Analyze the role of individual responsibility for enhancing health</p> <p>Analyze the short-term and long-term consequences of safe, risky, and harmful behaviors</p> <p>Demonstrate strategies to improve or maintain personal, family and community health</p> <p align="center">GSE's W-6.2 W-14.2 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>Review and evaluate health-enhancing behaviors</p> <p>Worksheets</p> <p>Identify risky behaviors and list consequences of those behaviors</p>

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<p>Standard 4:</p> <p>Students will analyze the influence of culture, media, technology and other factors on health.</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>Analyze how cultural diversity enriches and challenges health behaviors</p> <p>Analyze how information from the community influences health</p> <p align="center">GSE's</p> <p align="center">OC-1.3</p> <p align="center">OC-1.4</p> <p align="center">OC-1.4</p> <p align="center">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:</p> <p>www.cdc.gov</p> <p>www.nih.gov</p> <p>www.epa.gov</p> <p>www.school.discovery.com</p> <p>www.safehealthyschools.org</p> <p>www.siecus.org</p> <p>www.goaskalice.columbia.edu</p> <p>www.glsen.org</p> <p>www.noah-health.org</p> <p>www.kidshealth.org</p> <p>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>Identify cultural differences and how they affect your health</p> <p>Identify local influences on your health</p> <p>Worksheets</p>

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<p>Standard 5:</p> <p>Students will demonstrate the ability to use interpersonal communication skills to enhance health.</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>Demonstrate skills for communicating effectively with family, peers and others</p> <p>Analyze how interpersonal communication affects relationships</p> <p>Demonstrate healthy ways to express needs, wants and feelings</p> <p>Demonstrate ways to communicate care, consideration and respect for self and others</p> <p style="text-align: right;">GSE's OC-1.3 OC-2.4 OC-2.5</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>Class presentations</p> <p>Worksheets</p> <p>Design posters</p>

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<p>Standard 6:</p> <p>Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health</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>Analyze the ability to use different strategies when making decisions related to health needs and risks of young adults</p> <p>Analyze health concerns that require individuals to work together</p> <p>Predict immediate and long-term impact of health decisions on the individual, family and community</p> <p style="text-align: center;">GSE's R-7.1 OC-1.4 OC-1.5</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>Small group decision-making project</p> <p>Worksheets</p> <p>Design a plan for longevity</p> <p>Compile a list of consequences for various health decisions</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>Design methods for accurately expressing health information and ideas</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>Create a plan for educating others on health issues</p> <p>Worksheets</p>

