

Oxford Area School District Health Education Scope and Sequence:

Grades 7-8

10.2.9

*Healthful
Living*

- Analyze media health safety messages and describe their impact on personal health and safety.
- Identify and describe health care products and services that impact adolescent health practices.
- Analyze and apply a decision making process to adolescent
- Explain the interrelationship between the environment and personal health.
- Analyze the relationship between health-related information and adolescent consumer choices.

10.3.9

*Safety and
Injury
Prevention*

- Analyze and apply strategies to avoid or manage conflict and violence during adolescence.
- Describe and apply strategies for emergency and long-term management of injuries.

10.1.9

*Concepts of
Health*

- Analyze factors that impact growth and development between adolescence and adulthood.
- Analyze factors that impact nutritional choices of adolescents.
- Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.
- Analyze prevention and intervention strategies in relation to adolescent and adult drug use.
- Analyze the interdependence existing among the body systems.

| Health Education | | | | |
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| Big Idea – Healthful living is dependent upon personal and social responsibility. | | | | |
| Essential Questions: What health care products and services can be used for healthy practices? How can you improve your self-image? What are common advertising techniques? What are reasons for media violence? What is the process for making decisions? What are environmental risks? | | Standards: 10.1.9.C 10.2.9.A 10.2.9.B 10.2.9.C 10.2.9.D 10.2.9.E | | |
| Concepts | Competencies | Standards | Resources | Assessments |
| Factors that impact nutritional choices. | Analyze body image, advertising, dietary guidelines, eating disorders, peer influence and athletic goals. | 10.1.9.C - Analyze factors that impact nutritional choices of adolescents. | Lifeskills Training workbook Lifeskills Training Teacher's Manual www.Discoveryeducation.com www.pecentral.org www.choosemyplate.gov www.teenshealth.org | Curriculum based assessments Lifeskills Training workbook |
| Health care products and services that impact healthy living. | Identify and describe products such as deodorants, soap, sun screen and skin remedies. Identify services such as primary health care, dentist and dermatologist. | 10.2.9.A - Identify and describe health care products and services that impact adolescent health practices. | www.Cancer.org ipad www.kids.usa.gov www.teenshealth.org | Curriculum based assessments |

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| Techniques employed by advertisers to manipulate consumer behavior and to teach students how to resist these techniques. | Analyzing ads; recognizing techniques; separating fact from fiction – want from needs. | 10.2.9.B - Analyze the relationship between health-related information and adolescent consumer choices. | Lifeskills Training workbook Lifeskills Training Teacher's Manual Ipad www.youtube.com | Lifeskills Training workbook |
| Media influences student perceptions about violence. How to analyze media presentations against reality. | Recognize and analyze perceptions about violence; compare image and reality; resistance to media distortions. | 10.2.9.C - Analyze media health and safety messages and describe their impact on personal health and safety. | Lifeskills Training workbook Lifeskills Training Teacher's Manual Ipad www.pecentral.org | Lifeskills Training workbook |
| Decision making process can affect individual health and safety. | Analyze and apply a decision-making process: -Identify problem -Brainstorm solutions -List of pros and cons -Make a choice and analyze -Make a plan -Act and reflect on plan | 10.2.9.D - Analyze and apply a decision-making process to adolescent health and safety issues. | Lifeskills Training workbook Lifeskills Training Teacher's Manual www.learntobehealthy.org www.discoverylife.com www.pecentral.org | Lifeskills Training workbook |

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| Environmental risks affect personal health. | Explain how the relationship between the environment and personal health. Such as ozone layer/skin cancer, availability of health care/individual health, air pollution/respiratory disease and breeding environments/ lyme disease/west nile virus. | 10.2.9.E - Explain the interrelationship between the environment and personal health. | www.cancer.org Ipad www.Discoverylife.com | Curriculum based assessments |
| Vocabulary – body image, confidence, self – image, self-improvement, goal setting, eating disorders, bulimia, anorexia, binge eating, hygiene, deodorant, sun screen, aloe, teeth decay, cavities, acne, target audience, implied message, stated message, endorsements, violence, reality, sources of media, influence of violence in media, decision making, clarify, consider, consequences, choices, Ozone layer, skin cancer, moles, melanoma, squamous and basal cell, asbestos, air pollution lyme disease, west nile virus | | | | |

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| Health Education | | |
| Big Idea: Safety impacts individual and community and well-being. | | |
| Essential Question: What are some physical effects of anger? How can misunderstandings be avoided? Why is negotiation the preferred method for | | Standards 10.3.9.C |

| resolving conflicts? In what situations may people fail to be assertive? | | | | |
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| Concepts | Competencies | Standards | Resources | Assessments |
| Physical effects due to emotion, and techniques for controlling emotion. | Analyze and apply effective negotiation and assertive behavior. | 10.3.9.C - Analyze and apply strategies to avoid or manage conflict and violence during adolescence. | Lifeskills Training workbook Lifeskills Training Teacher's Manual www.Pecentral.org www.lessonplanet.com | Lifeskills Training workbook |
| Verbal and nonverbal communication skills reflect effective communication. | Analyze and apply using verbal and non-verbal communication; techniques for avoiding misunderstandings; clarifying; asking questions; being specific; paraphrasing. | 10.3.9.C - Analyze and apply strategies to avoid or manage conflict and violence during adolescence. | Lifeskills Training workbook Lifeskills Training Teacher's Manual www.Kids.usa.gov | Lifeskills Training workbook |
| Conflict resolution strategies can impact positive communication. | Analyzing and apply conflict resolution choices; controlling anger; building consensus; problem solving; negotiation and compromise. | 10.3.9.C - Analyze and apply strategies to avoid or manage conflict and violence during adolescence. | Lifeskills Training workbook Lifeskills Training Teacher's Manual | Lifeskills Training workbook |
| Vocabulary – Assertiveness, anxiety, anger, counseling, conflict, negotiation, compromise, miscommunication, misunderstandings, disagreements, paraphrase, arguments, conflict | | | | |

| Health Education | | | | |
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| Big Idea: Concepts of Health | | | | |
| Essential Questions: How can certain factors influence my growth and development? How do my body systems work together to keep me healthy? How I do prevent drug misuse? How can I prevent diseases? | | | Standards 10.1.9.A 10.1.9.B 10.1.9.D 10.1.9.E | |
| Concepts | Competencies | Standards | Resources | Assessments |
| Many factors can impact growth and development. | Analyze relationships (dating, friendships, peer pressure), interpersonal communication, risk factors (physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns), abstinence, STD and HIV prevention, and community. | 10.1.9.A - Analyze factors that impact growth and development between adolescence and adulthood. | Lifeskills workbook Lifeskills Teacher's Manual www.Learntobehealthy.org www.Kids.usa.org www.teenshealth.org ipad | Lifeskills Training workbook Curriculum based assessments |

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| Interdependence exists among body systems. | Identify and analyze changes that occur to their systems during exercise (increased heart rate, respiration, body temperature, etc). | 10.1.9.B - Analyze the interdependence existing among the body systems. | Lifeskills Training workbook Lifeskills Training Teacher's Manual www.Discoverylife.com www.Heart.org | Curriculum based assessments |
| Prevention and intervention strategies can help limit drug use. | Analyze decision making/ refusal skills, situation avoidance, goal setting, professional assistance (medical, counseling, support groups), and parent involvement. | 10.1.9.D - Analyze prevention and intervention strategies in relation to adolescent and adult drug use. | Lifeskills Training workbook Lifeskills Training Teacher's Manual www.Pecentral.org | Lifeskills Training workbook |
| Personal choices can impact health and disease prevention. | Identify diseases (cancer, HIV, diabetes, heart disease) and what impact they have. Analyze and understand prevention techniques to lower the risk of diseases. | 10.1.9.E - Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention. | Chester county health dept. www.Cdc.gov | Curriculum based assessments |
| Vocabulary – dating, substance abuse, intentional/unintentional injuries, abstinence, STD and HIV prevention, marijuana, vapor pens, heroin, prescription pills, alcohol, tobacco products, cocaine/crack cocaine, ecstasy, overdose, death, heart rate, respiration, body temperature, refusal, avoidance, peer pressure, rehabilitation centers, counseling, cancer, diabetes, heart disease | | | | |