

***HealthSmart* High School
Alignment with Pennsylvania
Academic Standards for Health,
Safety and Physical Education
Grades 9–12**

Grade 9	<i>HealthSmart (Unit – Lesson)*</i>
Essential Questions	
How are your present choices connected to your health throughout your adult life?	ABST – 1, 3, 5, 9, 16; EMH – 2; HIV – 3, 13; NPA – 1, 6; TAOD – 16; VIP – 12
What can you point out about the influence your parents and health professionals have on optimal health?	ABST – 4, 8; EMH – 16; HIV – 5; NPA – 15; TAOD – 9; VIP – 9, 11
How can the choices you make today influence your future health and happiness?	ABST – 1, 2, 3, 5, 9, 13, 16; EMH – 14; HIV – 3, 4, 6, 13; NPA – 1, 6; TAOD – 1, 2, 5, 12, 13; VIP – 12, 13, 14, 16
What are the pros and cons of adopting an “environmentally responsible” lifestyle?	Not covered
How can physical activity choices impact my life as an adolescent?	NPA – 6, 7, 14
How would you evaluate your physical activity choices and the way they affect your ability to achieve your fitness and activity goals?	NPA – 8, 9
How can using safe practices and strategies influence injury prevention, emergency preparedness and conflict management?	EMH – 12, 13; NPA – 10; VIP – 12, 13, 14, 15, 17
What are some safety guidelines to follow in physical activity settings?	NPA – 10
How do you determine an environment is safe?	VIP – 2, 12, 14, 15, 17
Competencies	
Examine how personal choices (such as the decision to use/not use drugs), life skills and media will affect optimal health throughout adulthood.	ABST – 1, 3, 4, 10, 13; EMH – 3; HIV – 3, 13; TAOD – 1, 5, 11, 12; VIP – 16
Analyze how parental involvement and professional assistance can positively impact choices that result in the optimal interdependence of body systems.	ABST – 4, 8; EMH – 16; HIV – 5; NPA – 15; TAOD – 9; VIP – 9, 11
Examine the factors that influence adolescent health information, practices and consumer choices.	ABST – 10, 11; EMH – 9, 10, 15; HIV – 7; NPA – 12, 13; TAOD – 8, 10, 11
Investigate the relationships among personal health status, health practices and the environment.	ABST – 1, 3, 5; NPA – 12, 13; TAOD – 10; VIP – 2, 15, 17
Evaluate physical activity preferences, responses of body’s systems and activities that support life-long fitness and activity goals.	NPA – 6, 7, 8, 9
Describe, using appropriate vocabulary, and use training principles to improve physical fitness.	NPA – 6, 7, 8, 9
Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents.	NPA – 6, 7, 8, 9
Examine safe practices and strategies in the home, school and community and in physical activity settings.	NPA – 10; VIP 12, 13, 14, 15, 17, 18

* Key to *HealthSmart* High School unit titles:

ABST = Abstinence, Personal & Sexual Health

HIV = HIV, STD & Pregnancy Prevention

TAOD = Tobacco, Alcohol & Other Drug Prevention

EMH = Emotional & Mental Health

NPA = Nutrition & Physical Activity

VIP = Violence & Injury Prevention

Grade 9 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Concepts of Health	
10.1.9.A Analyze factors that impact growth and development between adolescence and adulthood: relationships (e.g., dating, friendships, peer pressure); interpersonal communication; risk factors (e.g., physical inactivity, substance abuse, intentional/unintentional injuries, dietary patterns); abstinence; STD and HIV prevention; community.	ABST – 5, 8, 10, 12; EMH – 2, 3, 8, 9, 10; HIV – 3, 5, 6, 7; NPA – 1, 2, 6, 14, 15; TAOD -1, 10; VIP – 1, 2, 12, 13, 14
10.1.9.B Analyze the interdependence existing among the body systems.	Not covered
10.1.9.C Analyze factors that impact nutritional choices of adolescents: body image, advertising, dietary guidelines, eating disorders, peer influence, athletic goals.	NPA – 1, 3, 5, 8, 9
10.1.9.D Analyze prevention and intervention strategies in relation to adolescent and adult drug use: decision-making/refusal skills, situation avoidance, goal setting, professional assistance (e.g., medical, counseling, support groups), parent involvement	TAOD – 1, 5, 9, 11, 12, 13, 14, 15, 16
10.1.9.E Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.	ABST – 1, 3, 4, 5
Healthful Living	
10.2.9.A Identify and describe health care products and services that impact adolescent health practices	ABST – 4, 8; EMH – 16; HIV – 5, 9, 10; NPA – 15; TAOD – 9; VIP - 11
10.2.9.B Analyze the relationship between health-related information and adolescent consumer choices: tobacco products, weight control products.	NPA – 14; TAOD – 3, 4, 5
10.2.9.C Analyze media health and safety messages and describe their impact on personal health and safety.	ABST – 10, 11; EMH – 15; HIV – 7; NPA – 12, 13; TAOD – 11
10.2.9.D Analyze and apply a decision-making process to adolescent health and safety issues.	ABST – 13; TAOD – 12; VIP - 16
10.2.9.E Explain the interrelationship between the environment and personal health: ozone layer/skin cancer: availability of health care/ individual health: air pollution/respiratory disease: breeding environments/ lyme disease/west nile virus	ABST – 5 (sun exposure, vision/hearing)

Grade 9 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Safety & Injury Prevention	
10.3.9.A Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community: modes of transportation (e.g., pedestrian, bicycle, vehicular, passenger, farm vehicle, all-terrain vehicle); violence prevention in school; self-protection in the home; self-protection in public places.	VIP – 3, 4, 5, 6, 7, 8, 12, 13, 14, 15, 17
10.3.9.B Describe and apply strategies for emergency and long-term management of injuries: rescue breathing; water rescue; self-care; sport injuries.	VIP – 15 (emergency actions)
10.3.9.C Analyze and apply strategies to avoid or manage conflict and violence during adolescence: effective negotiation, assertive behavior.	ABST – 12, 14, 15; EMH – 8, 10, 12, 13; HIV – 11, 12; VIP – 3, 4, 5
10.3.9.D Analyze the role of individual responsibility for safety during organized group activities.	NPA – 10; VIP – 12, 14
Physical Activity	
10.4.9.A Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.	NPA – 6, 7, 8, 9
10.4.9.B Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement: stress management, disease prevention, weight management	NPA – 6, 7, 9, 14
10.4.9.C Analyze factors that affect the responses of body systems during moderate to vigorous physical activities: exercise (e.g., climate, altitude, location, temperature); healthy fitness zone; individual fitness status (e.g., cardiorespiratory fitness, muscular endurance, muscular strength, flexibility); drug/substance use/abuse	NPA – 6, 7, 10
10.4.9.D Analyze factors that affect physical activity preferences of adolescents: skill competence, social benefits, previous experience, activity confidence.	NPA – 8, 9 (can include in goal assessment)
10.4.9.E Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement: personal choice, developmental differences, amount of physical activity, authentic practice	Would have to add to NPA – 8 or 9.
10.4.9.F Analyze the effects of positive and negative interactions of adolescent group members in physical activities: group dynamics, social pressure	Not covered

Grade 12	HealthSmart (Unit – Lesson)
Essential Questions	
How would you generate a plan to be healthy throughout the entire adult lifespan?	ABST – 1, 5, 16; EMH – 14; HIV – 13’ NPA – 8, 9
How could you verify that a link exists between personal and community health?	Could include in ABST – 1, 2, 3, 4 or 5.
What criteria will you use to determine if your health behaviors are responsible now and in the future?	ABST – 8; EMH – 3; HIV – 3, 8, 13; TAOD – 1, 10; VIP - 12
What health information resources are available to improve the health and well-being of your family, community and world?	ABST – 4, 8; HIV – 9; NPA – 11; VIP – 10
Why do people choose the physical activities they participate in over a lifetime?	NPA – 6, 7
How can participation in physical activity enhance MY life?	NPA – 6, 7, 8, 9
What knowledge is necessary to create a personal fitness program?	NPA – 6, 7, 8, 9
What knowledge is needed to select an appropriate response in a variety of physical activities?	NPA – 10
What are the outcomes of various safe and unsafe practices and what impact can the outcomes have on my life and the lives of others around me?	ABST – 5, 9; EMH – 3, 4, 6; HIV – 3, 4, 5, 6, 10, 13; NPA – 10; VIP – 12, 13, 14, 18
Competencies	
Design a personal plan for healthy living throughout the entire adult lifespan.	ABST – 1, 5, 16; EMH – 14; HIV – 13; NPA – 8, 9 (Extend to longer term)
Select and implement personal health-enhancing behaviors that reduce health disparities and minimize risk factors throughout the lifespan.	ABST – 5, 16; EMH – 4, 6, 8, 9, 13, 14; HIV – 13; NPA – 5, 8, 9; TAOD - 13
Critique how an individual’s personal health impacts the community and how the community impacts an individual’s health.	Could include in ABST 1, 2, 3, 4 or 5
Evaluate, access and contribute to health information programs and services that improve family, community and/or environmental health.	ABST – 4, 8; HIV – 9; NPA – 11; VIP – 10
Evaluate personal preferences in the selection of physical activities that support the engagement in and achievement of personal fitness and activity goals over a lifetime.	NPA – 8, 9
Analyze skill-related fitness components, movement concepts and game strategies to promote participation in lifelong physical activities.	NPA – 6, 7, 8, 9
Create a personal fitness program based on personal data, exercise and training principles and fitness components.	NPA – 8, 9
Analyze the inter-relationship among emotional, social, physical and mental health, skill improvement and physical activity preferences and participation, over a lifetime.	EMH – 1; NPA – 6, 8, 9 (can include in goal setting activity)
Assess safe and unsafe practices in the home, school, community and in physical activity settings and determine the associated personal and/or legal consequences and the impact on personal and community well-being.	NPA – 10; VIP – 12, 13, 14, 15, 17, 18

Grade 12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Concepts of Health	
10.1.12.A Evaluate factors that impact growth and development during adulthood and late adulthood: acute and chronic illness, communicable and non-communicable disease, health status, relationships (e.g., marriage, divorce, loss), career choice, aging process, retirement	ABST – 1, 3 (health status only)
10.1.12.B Evaluate factors that impact the body systems and apply protective/preventive strategies: fitness level; environment (e.g., pollutants, available health care); health status (e.g., physical, mental, social); nutrition	ABST – 1, 2, 3, 4, 5; NPA – 2, 3, 5, 7, 14
10.1.12.C Analyze factors that impact nutritional choices of adults: cost; food preparation (e.g., time, skills); consumer skills (e.g., understanding food labels, evaluating fads); nutritional knowledge; changes in nutritional requirements (e.g., age, physical activity level)	NPA – 1, 3, 5, 8, 9
10.1.12.D Evaluate issues relating to the use/non-use of drugs: psychology of addiction; social impact (e.g., cost, relationships); chemical use and fetal development; laws relating to alcohol, tobacco and chemical substances; impact on the individual; impact on the community	TAOD – 1, 2, 3, 4, 5, 6, 7, 8, 16
10.1.12.E Identify and analyze factors that influence the prevention and control of health problems: research, medical advances, technology, government policies/regulations	Not covered
Healthful Living	
10.2.12.A Evaluate health care products and services that impact adult health practices.	ABST – 4, 8; EMH – 16; HIV – 5, 9, 10; NPA – 15; TAOD – 9; VIP - 11
10.2.12.B Assess factors that impact adult health consumer choices: access to health information, access to health care, cost, safety	NPA – 14; TAOD – 3, 4, 5
10.2.12.C Compare and contrast the positive and negative effects of the media on adult personal health and safety.	ABST – 12; NPA – 9, 11; TAOD – 12, 13; VIP - 14
10.2.12.D Examine and apply a decision-making process to the development of short and long-term health goals.	ABST – 13, 16; EMH – 14; NPA – 8, 9; TOAD – 12, 13; VIP – 16
10.2.12.E Analyze the interrelationship between environmental factors and community health: public health policies and laws/health promotion and disease prevention; individual choices/maintenance of environment; recreational opportunities/ health status	Not covered

Grade 12 <i>(continued)</i>	HealthSmart (Unit – Lesson)
Safety and Injury Prevention	
10.3.12.A Assess the personal and legal consequences of unsafe practices in the home, school or community: loss of personal freedom, personal injury, loss of income, impact on others, loss of motor vehicle operator's license	VIP – 3, 4, 5, 6, 7, 8, 12, 13, 14
10.3.12.B Analyze and apply strategies for the management of injuries: CPR, advanced first aid	<i>HealthSmart</i> does not cover first aid.
10.3.12.C Analyze the impact of violence on the victim and surrounding community.	VIP – 1, 2, 3, 4, 5, 6, 7, 8, 9
10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.	NPA – 6, 10
Physical Activity	
10.4.12.A Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation.	NPA – 8, 9
10.4.12.B Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities: social, physiological, psychological.	NPA – 6
10.4.12.C Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity: aging, injury, disease	Not covered
10.4.12.D Evaluate factors that affect physical activity and exercise preferences of adults: personal challenge, physical benefits, finances, motivation, access to activity, self-improvement	NPA – 8, 9 (can include in goal assessment)
10.4.12.E Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities	Would have to add to NPA – 8 or 9.
10.4.12.F Assess and use strategies for enhancing adult group interaction in physical activities: shared responsibility, open communication, goal setting	Would have to add to NPA – 8 or 9.