

***HealthSmart* Alignment with
Pennsylvania Academic Standards
for Health, Safety and Physical
Education**

**High School (Grades 9–12)
Third Edition**

* Key to *HealthSmart* High School unit titles:

ABST = Abstinence, Personal & Sexual Health

EMH = Emotional & Mental Health

HIV = HIV, STI & Pregnancy Prevention

NPA = Nutrition & Physical Activity

TAOD = Tobacco, Alcohol & Other Drug Prevention

VIP = Violence & Injury Prevention

| Grade 9 | <i>HealthSmart</i> (Unit – Lesson) |
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| Essential Questions | |
| How are your present choices connected to your health throughout your adult life? | ABST – 1, 3, 5, 10; EMH – 2; HIV – 3, 14; NPA – 1, 7; TAOD – 16; VIP – 1 |
| What can you point out about the influence your parents and health professionals have on optimal health? | ABST – 4, 9; EMH – 17; HIV – 6; NPA – 15; TAOD – 10; VIP – 16 |
| How can the choices you make today influence your future health and happiness? | ABST – 1, 2, 3, 4, 5, 10, 14; EMH – 14; HIV – 3, 5, 7, 14; NPA – 1, 7; TAOD – 1, 2, 6, 13; VIP – 1, 2, 3, 5 |
| 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 – 10, 11 |
| How can using safe practices and strategies influence injury prevention, emergency preparedness and conflict management? | EMH – 12, 13; NPA – 8; VIP – 1, 2, 3, 4, 6 |
| What are some safety guidelines to follow in physical activity settings? | NPA - 8 |
| How do you determine an environment is safe? | VIP – 1, 3, 4, 6, 9 |
| 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, 11, 14; EMH – 2; HIV – 3, 14; TAOD – 1, 6, 12, 13; VIP – 5 |
| Analyze how parental involvement and professional assistance can positively impact choices that result in the optimal interdependence of body systems. | ABST – 4, 9; EMH – 17; HIV – 6; NPA – 15; TAOD – 10; VIP – 16 |
| Examine the factors that influence adolescent health information, practices and consumer choices. | ABST – 11, 12; EMH – 8, 9, 11, 15; HIV – 8; NPA – 12, 13; TAOD – 9, 11, 12 |
| Investigate the relationships among personal health status, health practices and the environment. | ABST – 1, 3, 5; NPA – 12, 13; TAOD – 11; VIP – 4, 6, 9 |
| Evaluate physical activity preferences, responses of body’s systems and activities that support life-long fitness and activity goals. | NPA – 6, 7, 10, 11 |
| Describe, using appropriate vocabulary, and use training principles to improve physical fitness. | NPA – 6, 7, 10, 11 |
| Analyze social, emotional, physical, cognitive and environmental factors that impact personal fitness and activity goals, preferences and group interactions of adolescents. | NPA – 6, 7, 10, 11 |
| Examine safe practices and strategies in the home, school and community and in physical activity settings. | NPA – 8; VIP 1, 2, 3, 4, 6, 7 |

| Grade 9 <i>(continued)</i> | HealthSmart (Unit – Lesson) |
|--|---|
| Concepts of Health | |
| <p>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.</p> | <p>ABST – 5, 9, 11, 13; EMH – 2, 7, 8, 9; HIV – 3, 6, 7, 8; NPA – 1, 2, 7, 14, 15; TAOD – 1, 11; VIP – 8, 9, 1, 2, 3</p> |
| <p>10.1.9.B Analyze the interdependence existing among the body systems.</p> | <p>Not covered</p> |
| <p>10.1.9.C Analyze factors that impact nutritional choices of adolescents: body image, advertising, dietary guidelines, eating disorders, peer influence, athletic goals.</p> | <p>NPA – 1, 3, 5, 10, 11</p> |
| <p>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</p> | <p>TAOD – 1, 6, 10, 12, 13, 14, 15, 16</p> |
| <p>10.1.9.E Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p> | <p>ABST – 1, 3, 4, 5</p> |
| Healthful Living | |
| <p>10.2.9.A Identify and describe health care products and services that impact adolescent health practices.</p> | <p>ABST – 4, 9; EMH – 17; HIV – 6, 10, 11; NPA – 15; TAOD – 10; VIP – 16</p> |
| <p>10.2.9.B Analyze the relationship between health-related information and adolescent consumer choices: tobacco products, weight control products.</p> | <p>NPA – 14; TAOD – 3, 5, 6</p> |
| <p>10.2.9.C Analyze media health and safety messages and describe their impact on personal health and safety.</p> | <p>ABST – 11, 12; EMH – 11, 15; HIV – 8; NPA – 12, 13; TAOD – 12</p> |
| <p>10.2.9.D Analyze and apply a decision-making process to adolescent health and safety issues.</p> | <p>ABST – 14; TAOD – 13; VIP – 5</p> |
| <p>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.</p> | <p>ABST – 5 (sun exposure, vision/hearing)</p> |

| Grade 9 <i>(continued)</i> | HealthSmart (Unit – Lesson) |
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| 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 – 1, 2, 3, 4, 6, 10, 11, 12, 13, 14, 15 |
| 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 – 4 (emergency actions) |
| 10.3.9.C Analyze and apply strategies to avoid or manage conflict and violence during adolescence: effective negotiation, assertive behavior. | ABST – 13, 15, 16; EMH – 7, 9, 12, 13; HIV – 12, 13; VIP – 11, 12 |
| 10.3.9.D Analyze the role of individual responsibility for safety during organized group activities. | NPA – 8; VIP – 1, 3 |
| 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, 10, 11 |
| 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, 10, 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, 8 |
| 10.4.9.D Analyze factors that affect physical activity preferences of adolescents: skill competence, social benefits, previous experience, activity confidence. | NPA – 10, 11 (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 – 10 or 11. |
| 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) |
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| Essential Questions | |
| How would you generate a plan to be healthy throughout the entire adult lifespan? | ABST – 1, 5; EMH – 14; HIV – 14; NPA – 10, 11 |
| 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 – 9; EMH – 2; HIV – 3, 4, 9, 14; 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, 9; HIV – 10; NPA – 9 |
| 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, 10, 11 |
| What knowledge is necessary to create a personal fitness program? | NPA – 6, 7, 10, 11 |
| What knowledge is needed to select an appropriate response in a variety of physical activities? | NPA – 8 |
| 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 – 2, 3, 5; HIV – 3, 4, 5, 6, 7, 11, 14; NPA – 8; VIP – 1, 2, 3, 7 |
| Competencies | |
| Design a personal plan for healthy living throughout the entire adult lifespan. | ABST – 6; EMH – 14; HIV – 14; NPA – 10, 11 (Extend to longer term) |
| Select and implement personal health-enhancing behaviors that reduce health disparities and minimize risk factors throughout the lifespan. | ABST – 5, 6; EMH – 3, 5, 7, 8, 13, 14; HIV – 14; NPA – 5, 10, 11 |
| 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, 5 or 6 |
| Evaluate, access and contribute to health information programs and services that improve family, community and/or environmental health. | ABST – 4, 9; HIV – 10; NPA – 9 |
| 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 – 10, 11 |
| Analyze skill-related fitness components, movement concepts and game strategies to promote participation in lifelong physical activities. | NPA – 6, 7, 10, 11 |
| Create a personal fitness program based on personal data, exercise and training principles and fitness components. | NPA – 10, 11 |
| 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 – 7, 10, 11 (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 – 8; VIP – 1, 2, 3, 4, 6, 7 |

| Grade 12 <i>(continued)</i> | HealthSmart (Unit – Lesson) |
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| 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, 6; NPA – 2, 3, 5, 6, 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, 10, 11 |
| 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, 9, 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, 9; EMH – 17; HIV – 6, 10, 11; NPA – 15; TAOD – 10 |
| 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, 5, 6 |
| 10.2.12.C Compare and contrast the positive and negative effects of the media on adult personal health and safety. | ABST – 12; EMH – 11; NPA – 9, 13; TAOD – 11, 12; VIP - 9 |
| 10.2.12.D Examine and apply a decision-making process to the development of short and long-term health goals. | ABST – 14; EMH – 14; NPA – 10, 11; TOAD – 13; VIP – 5 |
| 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) |
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| 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 – 1, 2, 3, 6 |
| 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 – 8, 9, 10, 11, 12, 14, 15, 16, 17, 18 |
| 10.3.12.D Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities. | NPA – 7, 8 |
| 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 – 10, 11 |
| 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 – 7 |
| 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 – 10, 11 (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 – 10 or 11. |
| 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 – 10 or 11. |