



Diocese of Greensburg Curriculum
Health High School

Unit	Standards	Content	Skills
<p>Introduction to High School Health</p>	<p>PA: Health, Safety & Physical Education (2002) PA: Grade 9</p> <hr/> <p>10.1 Concepts of Health Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>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> <hr/> <p>PA: Grade 12</p> <hr/> <p>10.1 Concepts of Health Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>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</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> • Risk factor • Health • Wellness • Illness • Disease • Sexuality • Relationships • Environmental factors • Heredity • Health status • Health care • Healthful behavior • Decision making • Health literacy • Health advocacy • Aging process • Life skill • Media • Peer pressure • Resistance skills • Personality • Addiction • Relapse • Intervention • Mental disorders • Support group • Anger management skills • Stress • Alarm-Resistance-Exhaustion stages • Resilience • Suicide • Support group • Self defense 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Analyze factors that impact growth and development between adolescence and adulthood. • Make decisions related to their health status and goals. • Identify risk factors. • Apply risk factor awareness to their personal lives. • Understand the importance of making responsible relationship decisions.

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<p>Consumer Health</p>	<p>PA: Health, Safety & Physical Ed PA: Grade 9</p> <hr/> <p>10.2 Healthful Living Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Identify and describe health care products and services that impact adolescent health practices.</p> <p>B. Analyze the relationship between health-related information and adolescent consumer choices.</p> <ul style="list-style-type: none"> • tobacco products • weight control products <p>C. Analyze media health and safety messages and describe their impact on personal health and safety</p> <p>D. Analyze and apply a decision-making process to adolescent health and safety issues</p> <hr/> <p>PA: Grade 12</p> <hr/> <p>10.2 Healthful Living Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Evaluate health care products and services that impact adult health practices</p> <p>B. Assess factors that impact adult health consumer choices.</p> <ul style="list-style-type: none"> • access to health information • access to health care • cost • safety <p>C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p>	<ul style="list-style-type: none"> • Consumer • Products • Services • Advertising • Fraud and health fraud • Quackery • Societal messages • Health care/insurance • Online health information: <ul style="list-style-type: none"> ○ Veracity of information ○ Bias of websites/vendors ○ Anonymity of internet users/posters 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Choose sources of health information • Judge the motives of advertisers and vendors of health products and services • Evaluate ways to pay for health care • Make responsible choices about health care providers and services

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Social Health and Relationships	<p>PA: Health, Safety & Physical Ed PA: Grade 9</p> <hr/> <p>10.3 Safety & Injury Prevention Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>C. Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p> <ul style="list-style-type: none"> • effective negotiation • assertive behavior <p>PA: Grade 12</p> <hr/> <p>10.1 Concepts of Health Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Evaluate factors that impact growth and development during adulthood and late adulthood.</p> <ul style="list-style-type: none"> • acute and chronic illness • communicable and non-communicable disease • health status • relationships (e.g., marriage, divorce, loss) • career choice • aging process • retirement <p>10.2 Healthful Living Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>D. Examine and apply a decision-making process to the development of short and long-term health goals</p>	<ul style="list-style-type: none"> • Violence • Negotiation • Perpetrator vs victim • Bullying • Self protection • Stalking • Assault • Sexual harassment • Rape • Abuse and domestic violence • Gaslighting • Desensitization • Resilience • Passive vs assertive vs aggressive behaviors • Relationships • Family, friends, romantic • Parenthood • Moral codes 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Identify different types of abuse and their signs • Paraphrase the wants and needs of others • Predict situations that could be harmful or violent • Take part in making decisions in the community

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	<p>E. Analyze the interrelationship between environmental factors and community health.</p> <ul style="list-style-type: none"> • public health policies and laws/health promotion and disease prevention • individual choices/maintenance of environment • recreational opportunities/ health status <p>10.3 Safety & Injury Prevention</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Assess the personal and legal consequences of unsafe practices in the home, school or community.</p> <ul style="list-style-type: none"> • loss of personal freedom • personal injury • loss of income • impact on others • loss of motor vehicle operator’s license <p>C. Analyze the impact of violence on the victim and surrounding community</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Anatomy</p>	<p>PA: Health, Safety & Physical Ed</p> <p>PA: Grade 9</p> <hr/> <p>10.1 Concepts of Health</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>B. Analyze the interdependence existing among the body systems.</p> <p>E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention</p> <p>10.2 Healthful Living</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her</p>	<ul style="list-style-type: none"> • Disease • Genetics • Health care • Environmental impacts • Air pollution • Breeding environments • EPA • Pollutants • Acid rain • Environmental tobacco smoke • Toxins • Asbestos • Radon <p>Anatomy:</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Judge the effectiveness of their decisions • Recommend healthy habits to others • Consider changing to healthier habits • Relate effective habits to their peers • Criticize their environment and its impact on their lives

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	<p>maximum potential and to acquire the knowledge and skills needed to:</p> <p>E. Explain the interrelationship between the environment and personal health.</p> <ul style="list-style-type: none"> • ozone layer/skin cancer • availability of health care/ individual health • air pollution/respiratory disease • breeding environments/ lyme disease/west Nile virus <p>PA: Grade 12</p> <hr/> <p>10.1 Concepts of Health</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>B. Evaluate factors that impact the body systems and apply protective/preventive strategies.</p> <ul style="list-style-type: none"> • fitness level • environment (e.g., pollutants, available health care) • health status (e.g., physical, mental, social) • nutrition <p>10.2 Healthful Living</p> <p>Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>E. Analyze the interrelationship between environmental factors and community health.</p> <ul style="list-style-type: none"> • public health policies and laws/health promotion and disease prevention • individual choices/maintenance of environment • recreational opportunities/ health status <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<p>Organ Systems</p> <ul style="list-style-type: none"> • Digestive • Excretory • Skeletal • Muscular • Nervous • Cardiovascular • Respiratory 	

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<p>Substance Abuse</p>	<p>PA: Health, Safety & Physical Ed PA: Grade 9</p> <hr/> <p>10.1 Concepts of Health Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>D. Analyze prevention and intervention strategies in relation to adolescent and adult drug use. <ul style="list-style-type: none"> • decision-making/refusal skills • situation avoidance • goal setting • professional assistance (e.g., medical, counseling. Support groups) • parent involvement </p> <p>E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention</p> <p>10.2 Healthful Living Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>B. Analyze the relationship between health-related information and adolescent consumer choices. <ul style="list-style-type: none"> • tobacco products • weight control products </p> <hr/> <p>PA: Grade 12</p> <hr/> <p>10.1 Concepts of Health Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>D. Evaluate issues relating to the use/non-use of drugs. <ul style="list-style-type: none"> • psychology of addiction • social impact (e.g., cost, relationships) • chemical use and fetal development • laws relating to alcohol, tobacco and chemical substances </p>	<ul style="list-style-type: none"> • Drugs • Medicines • Prescription • Pharmacy • Brand-name vs generic drug • OTC drugs • Indication for use • Information resources • Personal resources • Performance-enhancing steroids <p>Opioids</p> <ul style="list-style-type: none"> • Misconceptions about opioid use/abuse • Origins of opium • Identifying opioid abuse/addiction • Impact on the body • Impact on brain chemistry • Opioids and developing brains • Homeostasis and allostasis • Public health • Epidemic vs pandemic • Health research, sources, and critical thinking • Impact on community and church • Students as an active participant in the solution <ul style="list-style-type: none"> • Hallucinogens • Barbiturates • Fetal development • Stimulants <p>Depressants Alcohol</p>	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Differentiate between prescribed drug use and abusive behaviors • Identify risky substances • Classify common drugs by their function • Survey facts and misconceptions about drug abuse • Resist pressure to use tobacco, alcohol, and other drug-related products

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	<ul style="list-style-type: none"> • impact on the individual • impact on the community <p>E. Identify and analyze factors that influence the prevention and control of health problems.</p> <ul style="list-style-type: none"> • research • medical advances • technology • government policies/regulations <p>10.2 Healthful Living Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>C. Compare and contrast the positive and negative effects of the media on adult personal health and safety.</p> <p>10.3 Safety & Injury Prevention Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>D. Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> • Drunk driving • Texting and driving • Distracted driving • Hazing • Binge drinking • BAC • Cirrhosis • Hangover vs blackout • Alcoholism • Denial • Alcohol withdrawal syndrome • AA and Alateen • Tobacco • Nicotine • Snuff/smokeless tobacco • Nicotine withdrawal syndrome • Carcinogen • Emphysema • Secondhand smoke • Aneurysm • Leukoplakia • Quitting tobacco • Coping strategies • Withdrawal • Addiction • Dependence • Tolerance • Genetic predisposition • Peer pressure • Resistance skills • Peer leader • Dose/overdose • Snorting • Use/misuse/abuse • Sublingual absorption • Codependence • Enabler 	

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		<ul style="list-style-type: none"> • Mentor • Delayed vs instant gratification • Endorphins <p>Dopamine</p>	
<p>First Aid</p>	<p>PA: Health, Safety & Physical Ed PA: Grade 9</p> <hr/> <p>10.3 Safety & Injury Prevention Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>B. Describe and apply strategies for emergency and long-term management of injuries.</p> <ul style="list-style-type: none"> • rescue breathing • water rescue • self-care • sport injuries <p>PA: Grade 12</p> <hr/> <p>10.3 Safety & Injury Prevention Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>B. Analyze and apply strategies for the management of injuries.</p> <ul style="list-style-type: none"> • CPR • advanced first aid <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>	<ul style="list-style-type: none"> • First aid • CPR • Fracture • Sprain • Strain • Dislocation • Good Samaritan laws • Actual vs implied consent • Universal precautions • Victim assessment • Rescue breathing • Choking • Heart attack vs cardiac arrest • Stroke • Wounds • Infections and sterilization • Burns • Shock • Poisons • Heat exhaustion vs stroke • Frost bite • Hypothermia • Concussion • ACL vs MCL • Allergic reactions • Epi-pen/epinephrine 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Appraise the safety of a situation • Analyze the wants and needs of an injured person • Administer appropriate first aid in different situations • Take action to avoid and treat sports injuries • Know the warning signs and treatment procedures for common allergic reactions

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<p>Nutrition</p>	<p>PA: Health, Safety & Physical Ed PA: Grade 9</p> <hr/> <p>10.1 Concepts of Health Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>C. Analyze factors that impact nutritional choices of adolescents.</p> <ul style="list-style-type: none"> • body image • advertising • dietary guidelines • eating disorders • peer influence • athletic goals <p>E. Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention</p> <p>10.2 Healthful Living Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>D. Analyze and apply a decision-making process to adolescent health and safety issues</p> <hr/> <p>PA: Grade 12</p> <hr/> <p>10.1 Concepts of Health Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>C. Analyze factors that impact nutritional choices of adults.</p> <ul style="list-style-type: none"> • 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) 	<ul style="list-style-type: none"> • Nutrition • Calories • Proteins • Carbohydrates • Fats • Vitamins • Minerals • Digestion • Body image • Self esteem • Eating disorders • Weight management 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Apply health literacy to food labels • Compare and contrast proteins, carbohydrates, and fats • Compare and contrast eating habits • Develop a meal plan that balances nutrient intakes and outputs • Investigate the nutritional quality of different kinds of food

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	<p>10.2 Healthful Living Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>D. Examine and apply a decision-making process to the development of short and long-term health goals</p> <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		
<p>Physical Activity</p>	<p>PA: Health, Safety & Physical Ed PA: Grade 9</p> <hr/> <p>10.4 Physical Activity Pennsylvania’s public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals</p> <p>B. Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p> <ul style="list-style-type: none"> • stress management • disease prevention • weight management <p>C. Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Physical activity plan • Exercise vs sports vs hobbies • Life expectancy • Premature death • Blood pressure • Diabetes • Norepinephrine • Endorphins • Osteoporosis • Arthritis • Physical fitness • Health-related fitness • Muscular strength • Muscular endurance • Flexibility • Types of exercises • FITT formula • Heart rate • Warm up and cool down • Resistance exercise • Weight training • Repetitions • Stretching • Balance coordination • Agility 	<p>Students will be able to:</p> <ul style="list-style-type: none"> • Explain the reasons people have for getting physical activity • Develop a complete exercise regimen • Apply scientific principles to complex movement • Research FITT formula for physical activity plan • Classify types of exercises • Know how to take care of their bodies and maintain a healthful appearance.

Unit	Standards	Content	Skills
	<p>D. Analyze factors that affect physical activity preferences of adolescents.</p> <ul style="list-style-type: none"> • skill competence • social benefits • previous experience • activity confidence <p>E. Analyze factors that impact on the relationship between regular participation in physical activity and motor skill improvement.</p> <ul style="list-style-type: none"> • personal choice • developmental differences • amount of physical activity • authentic practice <p>F. Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p> <ul style="list-style-type: none"> • group dynamics • social pressure <p>PA: Grade 12</p> <hr/> <p>10.4 Physical Activity</p> <p>Pennsylvania's public schools shall teach, challenge and support every student to realize his or her maximum potential and to acquire the knowledge and skills needed to:</p> <p>A. Evaluate and engage in an individualized physical activity plan that supports achievement of personal fitness and activity goals and promotes life-long participation</p> <p>B. Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities.</p> <ul style="list-style-type: none"> • social • physiological • psychological <p>C. Evaluate how changes in adult health status may affect the responses of the body systems during moderate to vigorous physical activity.</p> <ul style="list-style-type: none"> • aging • injury • disease <p>D. Evaluate factors that affect physical activity and exercise preferences of adults.</p>	<ul style="list-style-type: none"> • Reaction time • Speed • Power 	

Unit	Standards	Content	Skills
	<ul style="list-style-type: none"> • personal challenge • physical benefits • finances • motivation • access to activity • self-improvement <p>E. Analyze the interrelationships among regular participation in physical activity, motor skill improvement and the selection and engagement in lifetime physical activities</p> <p>F. Assess and use strategies for enhancing adult group interaction in physical activities.</p> <ul style="list-style-type: none"> • shared responsibility • open communication • goal setting <p>Copyright © 2015 Commonwealth of Pennsylvania. All Rights Reserved</p>		

