



S T A N D A R D S

HEALTH EDUCATION TODAY



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Health Education Today's High School Health Curriculum:
Aligned with **the** Pennsylvania Academic Standards for Health, Safety and Physical Education
(Grades 9 and 12)

Pennsylvania Academic Standards for Health, Safety and Physical Education: https://static.pdesas.org/content/documents/Academic_Standards_for_Health_Safety_and_Physical_Education.pdf

Pennsylvania Academic Standards for Health, Safety and Physical Education (Grades 9 and 12)::

10.1. Concepts of Health

10.2. Healthful Living

10.3. Safety and Injury Prevention

10.4. Physical Activity

10.5. Concepts, Principles and Strategies of Movement

The Academic Standards for Health, Safety and Physical Education were adopted by the Pennsylvania State Board of Education in 2002 (22 Pa. Code, Chapter 4, Appendix D) and have been verified as Pennsylvania's current standards; high school benchmarks are set at Grade 9 and Grade 12.

10.1 Concepts of Health

Grade 9	<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>Begin a Term: Day 1 (Personal Timeline/Future Letter). Empathy: Day 2 (Active Listening). Self-Esteem: Day 2 (Peer Influence). Dangerous Decisions: Day 1 (Peer Pressure), Day 2 (Substance impact). Body Systems: Day 3 (Hormonal shifts). Sex Education: Day 5-6 (Development/Lifespan literacy, Physical/Social shifts), Day 7-8 (STI transmission, Contraceptive effectiveness/PrEP), Day 9-10 (Abstinence proactive choice).</p>
	<p>10.1.9.B: Analyze the interdependence existing among the body systems.</p>	<p>Body Systems: Day 1 (Internal Balance, Gut-brain disruption, Homeostasis quiz), Day 2 (Stress impact, Lifestyle efficiency). End a Term: Day 1 (Homeostasis), Day 2 (Living System).</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>Self-Esteem: Day 4 (Internalized beauty). Nutrition: Day 1-2 (Diet Culture, Hunger cues), Day 3-4 (Clinical complexity of Anorexia/Bulimia, Thinness narrative harm), Day 5-6 (Influencer claims), Day 7-8 (Fuel-up goal). Sex Education: Day 1-2 (Body image).</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>Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE, Risk Management Plan), Day 2 (911/Narcan), Day 3 (Refusal/Negotiation skills, Pre-decision challenge). Alcohol: Day 3 (Treatment points), Day 4 (Future you letter, Safe community advocacy). Drugs: Day 3 (Harm reduction leadership), Day 4 (Medication-Assisted Treatment). Tobacco: Day 2 (Tobacco-free advocacy).</p>
	<p>10.1.9.E: Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>	<p>Diseases: Day 4 (Risk assessment, NCD comparison), Day 5 (Family History, Lifestyle/Chronic prevention). End a Term: Day 1 (MC Questions 11-12).</p>
Grade 12	<p>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</p>	<p>Stress: Day 7-8 (Grief Map, Processing grief). Diseases: Day 4 (NCD comparison), Day 5 (Lifestyle/Chronic prevention, Family History). Sex Education: Day 5-6 (Development/Lifespan literacy).</p>
	<p>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</p>	<p>Nutrition: Day 7-8 (Blood sugar/Heart health). Body Systems: Day 1 (Gut-brain disruption), Day 2 (Stress impact, Lifestyle efficiency, Immune/Vaccine stats). Environmental Health: Day 1-3 (Air pollution/Ozone risks).</p>
	<p>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)</p>	<p>Nutrition: Day 3-4 (Evaluating resources, Cultural honoring), Day 5-6 (Hidden Sugar Challenge, Recommended serving sizes analysis, Registered Dietitians vs Influencers), Day 9-10 (Economic access, Steaming/Grilling vs Frying, Nutrient preservation).</p>

	<p>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</p>	<p>Dangerous Decisions: Day 2 (Tolerance/Dependence, Good Samaritan laws). Alcohol: Day 1 (Ethanol depressant), Day 2 (BAC limits, Minor in Possession/Treatment access), Day 3 (AUD chronic nature, Criminal records), Day 4 (Family addiction roles). Drugs: Day 1 (Dopamine interference), Day 2 (Industry marketing impact), Day 3 (Possession/Misuse consequences), Day 4 (Systemic inequities/Stigma). Tobacco: Day 1 (Prefrontal cortex effects). End a Term: Day 1 (MC 1-3, Legal consequences MC 7).</p>
	<p>10.1.12.E: Identify and analyze factors that influence the prevention and control of health problems. • research • medical advances • technology • government policies/regulations</p>	<p>Nutrition: Day 9-10 (School food rules/Federal law analysis). Body Systems: Day 2 (Immune/Vaccine stats). Diseases: Day 5 (Research domains). Drugs: Day 4 (Medication-Assisted Treatment). Community Health: Day 4 (Public Health Systems).</p>

10.2 Healthful Living

Grade 9	<p>10.2.9.A: Identify and describe health care products and services that impact adolescent health practices.</p>	<p>Mental Health: Day 1-2 (Counselors/Support groups), Day 5-6 (Crisis Text Line), Day 9-10 (Therapists/Peer support). Nutrition: Day 5-6 (Registered Dietitians vs Influencers). First Aid: Day 3 (Kit research). Sex Education: Day 1-2 (Counselors), Day 7-8 (Testing bookmarks), Day 9-10 (Planned Parenthood).</p>
	<p>10.2.9.B: Analyze the relationship between health-related information and adolescent consumer choices. • tobacco products • weight control products</p>	<p>Nutrition: Day 3-4 (Evaluating resources, Thinness narrative harm), Day 5-6 (Influencer claims). Tobacco: Day 1 (Vape ad decoding).</p>

	10.2.9.C: Analyze media health and safety messages and describe their impact on personal health and safety.	Self-Esteem: Day 1 (Media/Family), Day 4 (Instagram/TikTok). Mental Health: Day 1-2 (Social Media Trap), Day 7-8 (Digital influence). Stress: Day 1-2 (Mindfulness through Media). Violence: Day 4 (Toxic masculinity/Media Literacy). Nutrition: Day 5-6 (Healthwashing). Diseases: Day 4 (Media Literacy). Tobacco: Day 1 (Vape ad decoding).
	10.2.9.D: Analyze and apply a decision-making process to adolescent health and safety issues.	Mental Health: Day 1-2 (Care choices). Dangerous Decisions: Day 1 (STOP-THINK-CHOOSE), Day 3 (Pre-decision challenge). Nutrition: Day 3-4 (Intentional choice). First Aid: Day 4 (Crisis decisions). Sex Education: Day 7-8 (Decision Scenario). End a Term: Day 1 (Scenario 9/26).
	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	Diversity: Day 2 (Social Determinants/Barriers). Diseases: Day 5 (ZIP code). Environmental Health: Day 1-3 (Air pollution/Ozone risks).
Grade 12	10.2.12.A: Evaluate health care products and services that impact adult health practices.	Mental Health: Day 9-10 (Therapists/Peer support). Nutrition: Day 3-4 (NEDA/Professional medical care). Alcohol: Day 3 (Treatment points). Drugs: Day 4 (Medication-Assisted Treatment).
	10.2.12.B: Assess factors that impact adult health consumer choices. • access to health information • access to health care • cost • safety	Begin a Term: Day 2 (Social Determinants). Diversity: Day 2 (Social Determinants/Barriers). Nutrition: Day 3-4 (Food Deserts), Day 9-10 (Economic access). Diseases: Day 5 (ZIP code).

	10.2.12.C: Compare and contrast the positive and negative effects of the media on adult personal health and safety.	Empathy: Day 1 (Technology desensitization). Mental Health: Day 7-8 (Digital Personas, Digital validation). Violence: Day 4 (Toxic masculinity/Media Literacy, Technology influences). Nutrition: Day 5-6 (Influencer claims). Diseases: Day 4 (Media Literacy).
	10.2.12.D: Examine and apply a decision-making process to the development of short and long-term health goals.	Begin a Term: Day 1 (Health Mission Statement, Future letter 1/5/10yr, Healthy year vision). Mental Health: Day 9-10 (Personal Mental Health Plan). Stress: Day 9-10 (Habit building). Nutrition: Day 9-10 (SMART goal plan). Alcohol: Day 4 (Future you letter). End a Term: Day 1 (Long-term goal mapping).
	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	Nutrition: Day 9-10 (School food rules/Federal law analysis). Environmental Health: Day 1-3 (Environment/Community well-being). Community Health: Day 4 (Public Health Systems), Day 5 (Health Literacy).

10.3 Safety and Injury Prevention

Grade 9	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	Dangerous Decisions: Day 1 (Risky driving), Day 3 (Distracted driving CDC data, Digital safety). Violence: Day 4 (Doxxing prevention), Day 5 (Protective Factors, Bystander/Confidential reporting). End a Term: Day 1 (Scene Safety Scenario).
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	10.3.9.B: Describe and apply strategies for emergency and long-term management of injuries. • rescue breathing • water rescue • self-care • sport injuries	Dangerous Decisions: Day 2 (Water safety/blackouts). First Aid: Day 1 (3 Ps, Immediate measures), Day 2 (Hands-only CPR/AED sequence, ABCDE), Day 3 (R.I.C.E./FAST, Degree of burns), Day 5 (Bleeding/Simulations).
	10.3.9.C: Analyze and apply strategies to avoid or manage conflict and violence during adolescence. • effective negotiation • assertive behavior	Mental Health: Day 5-6 (Assertiveness). Conflict: Day 1 (Negotiation, Assertiveness/I-statements), Day 2 (Accountability/Repair). Dangerous Decisions: Day 3 (Refusal/Negotiation skills). Violence: Day 5 (NVC - Nonviolent Communication).
	10.3.9.D: Analyze the role of individual responsibility for safety during organized group activities.	Dangerous Decisions: Day 3 (Groupthink, Refusal/Negotiation skills). First Aid: Day 2 (Bystander delegation), Day 5 (Emergency leadership).
Grade 12	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	Dangerous Decisions: Day 1 (Legal outcomes, Risky driving), Day 2 (Good Samaritan laws), Day 3 (Sexting laws). Alcohol: Day 2 (BAC limits, Minor in Possession/Treatment access), Day 3 (Criminal records). Drugs: Day 3 (Possession/Misuse consequences). End a Term: Day 1 (Legal consequences MC 7, Digital content legalities).
	10.3.12.B: Analyze and apply strategies for the management of injuries. • CPR • advanced first aid	First Aid: Day 2 (Hands-only CPR/AED sequence, AED Locator), Day 4 (Seizures/Asthma, Heat stroke), Day 5 (Bleeding/Simulations, Red Cross supplies). Alcohol: Day 1-4 (Overdose/Poisoning response). Drugs: Day 3 (Narcan administration).

	10.3.12.C: Analyze the impact of violence on the victim and surrounding community.	Empathy: Day 3 (Cyberbullying). Violence: Day 4 (Ripple effects, Breaking Silence), Day 5 (Challenging victim-blaming, Bystander culture/Gender roles).
	10.3.12.D: Evaluate the benefits, risks and safety factors associated with self-selected life-long physical activities.	Review Required

10.4 Physical Activity		
Grade 9	10.4.9.A: Analyze and engage in physical activities that are developmentally/individually appropriate and support achievement of personal fitness and activity goals.	Review Required
	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	Nutrition: Day 10 (Food log/MyFitnessPal expenditure tracking). Diseases: Day 5 (Lifestyle/Chronic prevention).
	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	Review Required
	10.4.9.D: Analyze factors that affect physical activity preferences of adolescents. • skill competence • social benefits • previous experience • activity confidence	Review Required

	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	Review Required
	10.4.9.F: Analyze the effects of positive and negative interactions of adolescent group members in physical activities. • group dynamics • social pressure	Review Required
Grade 12	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.	Review Required
	10.4.12.B: Analyze the effects of regular participation in a self-selected program of moderate to vigorous physical activities. • social • physiological • psychological	Review Required
	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	Review Required
	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	Review Required
	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.	Review Required

	10.4.12.F: Assess and use strategies for enhancing adult group interaction in physical activities. • shared responsibility • open communication • goal setting	Review Required
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10.5 Concepts, Principles and Strategies of Movement		
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Grade 9	10.5.9.A: Describe and apply the components of skill-related fitness to movement performance. • agility • balance • coordination • power • reaction time • speed	Review Required
	10.5.9.B: Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement. • response selection • stages of learning a motor skill (i.e. verbal cognitive, motor, automatic) • types of skill (i.e. discrete, serial, continuous)	Review Required
	10.5.9.C: Identify and apply practice strategies for skill improvement.	Review Required
	10.5.9.D: Identify and describe the principles of training using appropriate vocabulary. • specificity • overload • progression • aerobic/anaerobic • circuit/interval • repetition/set	Review Required
	10.5.9.E: Analyze and apply scientific and biomechanical principles to complex movements. • centripetal/centrifugal force • linear motion • rotary motion • friction/resistance • equilibrium • number of moving segments	Review Required
	10.5.9.F: Describe and apply game strategies to complex games and physical activities. • offensive strategies • defensive strategies • time management	Review Required

Grade 12	10.5.12.A: Apply knowledge of movement skills, skill-related fitness and movement concepts to identify and evaluate physical activities that promote personal lifelong participation.	Review Required
	10.5.12.B: Incorporate and synthesize knowledge of motor skill development concepts to improve the quality of motor skills. • open and closed skills • short-term and long-term memory • aspects of good performance	Review Required
	10.5.12.C: Evaluate the impact of practice strategies on skill development and improvement.	Review Required
	10.5.12.D: Incorporate and synthesize knowledge of exercise principles, training principles and health and skill-related fitness components to create a fitness program for personal use.	Review Required
	10.5.12.E: Evaluate movement forms for appropriate application of scientific and biomechanical principles. • efficiency of movement • mechanical advantage • kinetic energy • potential energy • inertia • safety	Review Required
	10.5.12.F: Analyze the application of game strategies for different categories of physical activities. • individual • team • lifetime • outdoor	Review Required