



# **Pennsylvania Health Education Content Standards**

## **(9<sup>th</sup> Grade Performance Indicators)**

**Correlations Submitted by InnerLink, Inc.**

### **Abbreviation Key**

**PB = Project Breathe**

**PF = Project Fitness**

**PN = Project Nutrition**

**PR = Project Recover**

**PS = Project Safe**

**MWP = My Wellness Planner**, InnerLink's "Personal Health Program" tool (1 per Project)

<b>10.1 Concepts of Health</b>	
<b>Benchmark/Performance Indicator Description</b>	<b>Location(s) Where Taught in Major Tools</b>
<p><i>A. Stages of Growth and Development</i> Analyze factors that impact growth and development between adolescence and adulthood.</p>	<p><b>Take Action! MWP</b>—PB, PF, PN, PR, PS</p> <p><b>All content of Skills</b>—provides application opportunities and/or additional info to practice evaluating lifestyle choices:  <b>Lab Activities</b>, e.g.—  <b>PB:</b> Shortness of Breath, Peak Flow Meter  <b>PF:</b> all 4 exercise videos  <b>PN:</b> BMI Lab, BMR Lab, Food Label Lab  <b>PR:</b> all 5, e.g., Self-Talk  <b>PS:</b> McKay Video  <b>Life Skills</b>, e.g.—  <b>PB:</b> Reflections Tutorial, Reflections Activity  <b>PF:</b> all 6, e.g., Exercise Challenge  <b>PN:</b> all 5, e.g., Energy Balance  <b>PR:</b> all 4, e.g., Trauma or Drama?  <b>PS:</b> the 5 labeled as challenges, e.g., Fire Challenge &amp; It Takes Time  <b>PS—Skills</b>, Chain of Survival  <b>All content of Knowledge</b>—provides basic info upon which to analyze, supported by <i>Instructor Lesson Plans</i>:  <b>Tutorials</b>—PB, PF, PN, PR, PS  <b>Activities, consequences of lifestyle choices &amp; life events</b>, e.g.’s—  <b>PB:</b> Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through  <b>PF:</b> Fitness BMI Calculator  <b>PN:</b> Energy Balance, Measurement  <b>PR:</b> Signs of Stress  <b>PS:</b> Disaster Puzzle, Quiz Show</p>
<p><i>B. Interaction of Body Systems</i> Analyze the interdependence existing among the body systems.</p>	<p><b>Take Action! MWP</b>—PB, PF, PN, PR, PS  <b>PB:</b> <b>Lab Activities</b>, e.g., Shortness of Breath, Peak Flow Meter;  <b>Life Skills</b>, e.g., Reflections Tutorial, Reflections Activity  <b>PF:</b> <b>Lab Activities</b>, e.g., all 4 exercise videos; <b>Life Skills</b>, e.g., all 6 challenges, e.g., Exercise Challenge  <b>PN:</b> <b>Lab Activities</b>, e.g., BMI Lab, BMR Lab, Food Label Lab;  <b>Life Skills</b>, e.g., all 5 challenges, e.g., Energy Balance  <b>Knowledge, Tutorials &amp; Knowledge, Activities</b> provide basic info to aid understanding impact—PB, PF, PN, PR, PS</p>
<p><i>C. Nutrition</i> Analyze factors that impact nutritional choices of adolescents.</p>	<p><b>Focus of PN, see especially: Lab Activities</b>, e.g.—BMI Lab, BMR Lab, Food Label Lab; <b>Life Skills</b>, e.g.—all 5, e.g., Energy Balance, Eat Your Veggies!; <b>Knowledge, Tutorials</b>—Measurement; <b>Knowledge, Activities</b>—Energy Balance, Measurement  <b>PF: Knowledge, Activities</b>—Fitness BMI Calculator</p>

<b>10.1, Cont'd. Concepts of Health</b>	
<b>Benchmark/Performance Indicator Description</b>	<b>Benchmark/Performance Indicator Description</b>
<p><i>D. Alcohol, Tobacco and Chemical Substances</i> Analyze prevention and intervention strategies in relation to adolescent and adult drug use.</p>	<p><b>Focus of PB, see especially—</b> <b>Skills, Life Activities</b>—e.g., Shortness of Breath; <b>Skills, Life Skills</b>—e.g., Reflections Tutorial, Reflections Activity; <b>Knowledge, Tutorials</b>—<i>all</i>, e.g., Refusal Skills, Gateway Drug – Alcohol, Lung Cancer, Protecting the Lungs; <b>Knowledge, Activities</b>—e.g., Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through; <b>Take Action! MWP</b>—p. 13 (applying refusal skills)</p> <p><b>See Also</b> <b>PS:</b> e.g., <b>Skills, Life Skills</b>—Conflict Challenge; <b>Knowledge, Tutorials</b>—It Takes Time (counseling), Bullying, Avoiding Conflict; <b>Take Action! MWP</b>—pp. 5, 11, 13 <b>PR:</b> <b>Skills, Lab Activities</b>—Managing Stress, Self-Talk</p>
<p><i>E. Health Problems and Disease Prevention</i> Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.</p>	<p><b>Take Action! MWP</b>—PB, PF, PN, PR, PS</p> <p><b>All content of Skills</b>—provides application opportunities and/or additional info to practice evaluating lifestyle choices: <b>Lab Activities</b>, e.g.— <b>PB:</b> Shortness of Breath, Peak Flow Meter <b>PF:</b> all 4 exercise videos <b>PN:</b> BMI Lab, BMR Lab, Food Label Lab <b>PR:</b> all 5, e.g., Self-Talk <b>PS:</b> McKay Video <b>Life Skills</b>, e.g.— <b>PB:</b> Reflections Tutorial, Reflections Activity <b>PF:</b> all 6, e.g., Exercise Challenge <b>PN:</b> all 5, e.g., Energy Balance <b>PR:</b> all 4, e.g., Trauma or Drama? <b>PS:</b> the 5 labeled as challenges, e.g., Fire Challenge &amp; It Takes Time <b>PS—Skills</b>, Chain of Survival <b>All content of Knowledge</b>—provides basic info upon which to analyze, supported by <i>Instructor Lesson Plans</i>: <b>Tutorials</b>—PB, PF, PN, PR, PS <b>Activities, consequences of lifestyle choices &amp; life events</b>, e.g.'s— <b>PB:</b> Life Expectancy Calculator, Addiction Prediction, Virtual Lung Fly-Through <b>PF:</b> Fitness BMI Calculator <b>PN:</b> Energy Balance, Measurement <b>PR:</b> Signs of Stress</p>

<b>10.2 Healthful Living</b>	
<b>Benchmark/Performance Indicator Description</b>	<b>Location(s) Where Taught in Major Tools</b>
<p><i>A. Health Practices, Products and Services</i> Identify and describe health care products and services that impact adolescent health practices.</p>	<p><b>PN: Skills, Lab Activities</b>—Water Taste Test (blind testing); <b>Take Action! Advanced Study</b>—influence of soft drink vending; <b>Knowledge, Activities</b>—Water Math Challenge &amp; Nutrition Math Quiz</p>
<p><i>B. Health Information and Consumer Choices</i> Analyze the relationship between health-related information and adolescent consumer choices.</p>	<p><b>General Info</b>— <b>PB: Knowledge, Tutorials</b>—Tobacco Advertising, Assessing Health Information Accessed from the Internet; <b>Knowledge, Activities</b>—Counter-Smoking Ads <b>PN: Skills, Lab Activities</b>—Water Taste Test (blind testing); <b>Take Action! Advanced Study</b>—influence of soft drink vending; <b>Knowledge, Activities</b>—Water Math Challenge &amp; Nutrition Math Quiz</p>
<p><i>C. Health Information and the Media</i> Analyze media health and safety messages and describe their impact on personal health and safety.</p>	<p><b>Becoming Health Media-Savvy</b> <b>PB: Knowledge, Tutorials</b>—Tobacco Advertising, Assessing Health Information Accessed from the Internet; <b>Knowledge, Activities</b>—Counter-Smoking Ads <b>PN: Skills, Lab Activities</b>—Water Taste Test (blind testing); <b>Take Action! Advanced Study</b>—influence of soft drink vending; <b>Knowledge, Activities</b>—Water Math Challenge &amp; Nutrition Math Quiz</p>
<p><i>D. Decision-Making Skills</i> Analyze and apply a decision-making process to adolescent health and safety issues.</p>	<p><b>Process Outlined in Each MWP</b>—PB, PF, PN, PR, PS</p> <p><b>Real-World Practice Making Decisions</b>— <b>PF: Skills, Life Skills</b>—all 6 challenges, e.g., Workout Challenge. <b>PN: Skills, Life Skills</b>—all 5 challenges, e.g., Make the Right Choice Challenge; <b>Take Action! Activities</b>—all 4 activities, e.g., Eating Right Take Action. <b>PS: Take Action! Activities</b>—Assessment, ICE, Online, Train Me; <b>Skills, Lab Activities</b>—Save-a-Life, McKay Video; <b>Skills, Life Skills</b>—Fire Challenge, Fire Drill Challenge, It Takes Time, Abduction Challenge, Conflict Challenge, Evacuate Challenge <b>PR: Skills, Lab Activities</b> with <i>Student Worksheets</i>—all 5, e.g., Grief &amp; Loss; <b>Skills, Life Skills</b>—all 4, e.g., Invite &amp; Include</p> <p><b>PB: All Knowledge, Tutorials &amp; Activities</b> with <i>Student Worksheets</i> and <b>Skills, Lab Activities &amp; Life Skills</b> provide basic information upon which students are encouraged to base personal health decisions, e.g., <b>Knowledge, Activities</b>—Compound Investment Calculator, Life Expectancy Calculator, &amp; Addiction Prediction; <b>Skills, Life Skills</b>—Reflections Tutorial &amp; Reflections Activity</p>
<p><i>E. Health and the Environment</i> Explain the interrelationship between the environment and personal health.</p>	<p><b>Take Action! -Activities</b>—</p> <ul style="list-style-type: none"> <li>• <b>PB:</b> Tobacco-Free Car &amp; Home; Awareness; Health Fair with form; Memory Quilt; Live Smoke Free</li> <li>• <b>PN:</b> Food Safety Take Action</li> <li>• <b>PS:</b> Leadership, Mentor, &amp; Kindness</li> </ul>

	<p><b>-Take Action! MWP</b>—PB, p. 17, Take Action; PF, p. 7; PN, p. 6; PR, p. 7; PS, pp. 7, 14-20</p> <p><b>-Communications Advocate</b> (all activities, except Advocate for Myself)—PB, PF, PN, PR, PS</p> <p><b>-Helping</b>—PB, PF, PN, PR, PS</p>
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<b>10.3 Safety and Injury Prevention</b>	
<b>Benchmark/Performance Indicator Description</b>	<b>Location(s) Where Taught in Major Tools</b>
<p><i>A. Safe, Unsafe Practices</i> Analyze the role of individual responsibility for safe practices and injury prevention in the home, school and community.</p>	<p><b>Take Action! MWP</b>—PF, pp. 23-25, 4-5, 7; PS, pp. 7-8, 12-20; PR, pp. 24-28, 4-5, 12, 14  <b>PS: Skills</b>—Chain of Survival</p> <p><b>Skills, Life Skills</b>  <b>PR:</b> all 4, e.g., Trauma or Drama?  <b>PS:</b> all 8 challenges, e.g., Evacuate Challenge</p> <p><b>Knowledge, Tutorials</b>  <b>PF:</b> all emphasize individual responsibility, e.g., Buckle Up for Safety  <b>PR:</b> How to Spot Signs of Emotional Trauma sub-group, e.g., Cognitive (talk to adult)  <b>PS:</b> all emphasize individual responsibility, except Careers</p> <p><b>PS: Take Action! Activities</b>—all 7, e.g., On-Line Take Action</p>
<p><i>B. Emergency Responses, Injury Management</i> Describe and apply strategies for emergency and long-term management of injuries.</p>	<p><b>Take Action! MWP</b>—PS, pp. 4-5, 8, 10-11, 12-20  <b>PF:</b> e.g., <b>Knowledge, Tutorials</b>—Buckle Up for Safety, Test Drive; <b>Skills, Lab Activities</b>—all 4 videos (re: correct techniques); <b>Skills, Life Skills</b>—Save-a-Life Challenge  <b>PS: Knowledge, Tutorials</b>—Getting Prepared, ICE, Stay Safe, Hurricanes, Gun Safety, Bullying, Avoiding Conflict, Internet Safety, Evacuate, Shelter in Place, Preventive Lockdown, Family Reunification; <b>Skills, Lab Activities</b>—Save-a-Life, McKay Video; <b>Skills, Life Skills</b>—all 8, e.g., Fire Drill Challenge, Conflict Challenge; <b>Skills</b>—Chain of Survival; <b>Take Action! Activities</b>—all 7, e.g., ICE Take Action, Train Me Take Action</p>
<p><i>C. Strategies to Avoid, Manage Conflict</i> Analyze and apply strategies to avoid or manage conflict and violence during adolescence.</p>	<p><b>PB: Refusal Skills Tutorial with worksheet; Take Action! MWP—p. 13 (applying refusal skills)</b>  <b>PS: Skills, Life Skills</b>—<b>Abduction Challenge, Conflict Challenge</b>; <b>Skills, Lab Activities</b>—<b>McKay Video</b>; <b>Take Action!, Activities</b>—<b>Assessment, Online</b>; <b>Knowledge, Tutorials</b>—<b>Bullying, Avoiding Conflict, Stay Safe, Gun Safety, Preventive Lockdown, Internet Safety</b>; <b>Take Action! MWP, e.g., pp. 5, 11, 13</b>  <b>PR: Skills, Lab Activities</b>—<b>Managing Stress, Self-Talk</b>; <b>Skills, Life Skills</b>—<b>Inventory &amp; Plan</b></p>
<p><i>D. Safe Practices in Physical Activity</i> Analyze the role of individual responsibility for safety during organized group activities.</p>	<p><b>PF:</b> e.g., <b>Knowledge, Tutorials</b>—Buckle Up for Safety, Test Drive; <b>Skills, Lab Activities</b>—all 4 videos (re: correct techniques); <b>Skills, Life Skills</b>—Getting Fit &amp; Healthy Challenge</p>

<b>10.4 Physical Activity</b>	
<b>Benchmark/Performance Indicator Description</b>	<b>Location(s) Where Taught in Major Tools</b>
<p><i>A. Physical Activities That Promote Health and Fitness</i> Analyze and engage in physical activities that are developmentally, individually appropriate and support achievement of personal fitness and activity goals.</p>	<p><b>Focus of PF, see especially: <i>Take Action! MWP; Knowledge, Tutorials</i></b>—Keeping the Body Running</p>
<p><i>B. Effects of Regular Participation</i> Analyze the effects of regular participation in moderate to vigorous physical activities in relation to adolescent health improvement.</p>	<p><b>Focus of PF, see especially: <i>Take Action! MWP; Knowledge, Tutorials</i></b>—Check Engine, Keeping the Body Running, Lifting the Hood</p> <p><b>PN: <i>Skills, Lab Activities</i></b>—BMI Lab, BMR Lab; <b><i>Knowledge, Tutorials</i></b>—BMI &amp; BMR, Energy Balance, Calories</p>
<p><i>C. Responses of the Body Systems to Physical Activity</i> Analyze factors that affect the responses of body systems during moderate to vigorous physical activities.</p>	<p><b><i>Knowledge, Tutorials</i></b>—</p> <ul style="list-style-type: none"> <li>• <b>PF:</b> e.g., Check Engine, Keeping the Body Running, Lifting the Hood</li> <li>• <b>PB:</b> Understanding Asthma [See especially, <i>Student Worksheets</i>—The Lungs (Resp. System), The Heart (Circ. System), Protecting the Lungs.]</li> <li>• <b>PN:</b> Calories, Energy Balance, BMI &amp; BMR</li> </ul> <p><b><i>Knowledge, Activities</i></b>—</p> <ul style="list-style-type: none"> <li>• <b>PB:</b> Heart Puzzle, Lung Puzzle, Virtual Lung Fly-Through</li> </ul> <p><b><i>Skills, Lab Activities</i></b>—</p> <ul style="list-style-type: none"> <li>• <b>PB:</b> Lung Volume</li> <li>• <b>PN:</b> BMI Lab, BMR Lab</li> <li>• <b>PS:</b> Save-a-Life</li> </ul> <p><b><i>Skills, Life Skills</i></b>—</p> <ul style="list-style-type: none"> <li>• <b>PN:</b> Energy Balance</li> </ul>

<b>10.4 Physical Activity, Cont'd.</b>	
<p><i>D. Physical Activity Preferences</i> Analyze factors that affect physical activity preferences of adolescents.</p>	<p><b>Focus of PF, see especially: <i>Take Action! MWP; Knowledge, Tutorials</i></b>—Keeping the Body Running, Test Drive</p> <p><b>PN: <i>Take Action! MWP</i></b></p>
<p><i>E. Physical Activity and Motor Skill Development</i> Analyze factors that impact the relationship between regular participation in physical activity and motor skill improvement.</p>	<p><b>PF: <i>Knowledge, Tutorials</i></b>—Keeping the Body Running</p> <p><b><i>Take Action! MWP</i></b>—PF, PN</p>
<p><i>F. Physical Activity and Group Interaction</i> Analyze the effects of positive and negative interactions of adolescent group members in physical activities.</p>	<p><b><i>Take Action! MWP</i></b>—PF, PN</p> <p><b>General Inter- &amp; Intrapersonal Skills Development—</b> <b>PS: <i>Skills, Life Skills</i></b>—Conflict Challenge; <b><i>Skills, Lab Activities</i></b>—McKay Video; <b><i>Take Action! Activities</i></b>—Assessment, Online; <b><i>Knowledge, Tutorials</i></b>—Avoiding Conflict, Stay Safe, Gun Safety, Internet Safety; <i>Take Action! MWP</i>, e.g., pp. 5, 11, 13 <b>PR: <i>Skills, Lab Activities</i></b>—<i>Managing Stress, Self-Talk</i>; <b><i>Skills, Life Skills</i></b>—<i>Inventory &amp; Plan</i> <b>PB: <i>Knowledge, Tutorials</i></b>—<i>Refusal Skills; Take Action! MWP</i>—p. 13 (applying refusal skills)</p>

<b>10.5 Concepts, Principles and Strategies of Movement</b>	
<b>Benchmark/Performance Indicator Description</b>	<b>Location(s) Where Taught in Major Tools</b>
<p><i>A. Movement Skills and Concepts</i> Describe and apply the components of skill-related fitness to movement performance.</p>	<p><b>PF: Knowledge, Tutorials</b>—Keeping the Body Running</p>
<p><i>B. Motor Skill Development</i> Describe and apply concepts of motor skill development that impact the quality of increasingly complex movement.</p>	<p><b>PF: Knowledge, Tutorials</b>—Keeping the Body Running</p>
<p><i>C. Practice Strategies</i> Identify and apply practice strategies for skill improvement.</p>	<p><b>PF: Take Action! MWP; Knowledge, Tutorials</b>—Keeping the Body Running</p>
<p><i>D. Principles of Exercise, Training</i> Identify and describe the principles of training using appropriate vocabulary.</p>	<p><b>Focus of PF, see especially: Knowledge, Tutorials</b>—e.g., Starting the Engine, Test Drive; <b>Skills, Life Skills</b>—Exercise Challenge; Workout Challenge, Getting Fit &amp; Health Challenge</p>
<p><i>E. Scientific Principles That Affect Movement</i> Analyze and apply scientific and biomechanical principles to complex movements.</p>	<p><b>Focus of PF, see especially: Knowledge, Tutorials</b>—e.g., Lifting the Hood, Keeping the Body Running</p>
<p><i>F. Game Strategies</i> Describe and apply game strategies to complex games and physical activities.</p>	