**PA 8th Grade Health State Standards:**

**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

**10.1.9.B:** Analyze the interdependence existing among the body systems.

**10.1.9.C:** Analyze factors that impact nutritional choices of adolescents.

* body image
* advertising
* dietary guidelines
* eating disorders
* peer influence
* athletic goals

**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

**10.1.9.E:** Analyze how personal choice, disease and genetics can impact health maintenance and disease prevention.

**10.2.9.A:** Identify and describe health care products and services that impact adolescent health practices.

**10.2.9.B:** Analyze the relationship between health-related information and adolescent consumer choices.

* tobacco products
* weight control products

**10.2.9.C:** Analyze media health and safety messages and describe their impact on personal health and safety.

**10.2.9.D:** Analyze and apply a decision-making process to adolescent health and safety issues.

**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

**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

**10.3.9.B:** Describe and apply strategies for emergency and long-term management of injuries.

* rescue breathing
* water rescue
* self-care
* sport injuries

**10.3.9.C:** Analyze and apply strategies to avoid or manage conflict and violence during adolescence.

* effective negotiation
* assertive behavior

**10.3.9.D:** Analyze the role of individual responsibility for safety during organized group activities

**Physical Education Standards for Grades 6, 7, and 8:**

**10.4.9.A:** Analyze and engage in physical activities that are developmentally/ individually appropriate and support achievement of personal fitness and activity goals.

**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

**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

**10.4.9.D:** Analyze factors that affect physical activity preferences of adolescents.

* skill competence
* social benefits
* previous experience
* activity confidence

**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

**10.4.9.F:** Analyze the effects of positive and negative interactions of adolescent group members in physical activities.

* group dynamics
* social pressure

**10.5.9.A:** Describe and apply the components of skill-related fitness to movement performance.

* agility
* balance
* coordination
* power
* reaction time
* speed

**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)

**10.5.9.C:** Identify and apply practice strategies for skill improvement.

**10.5.9.D:** Identify and describe the principles of training using appropriate vocabulary.

* specificity
* overload
* progression
* aerobic/anaerobic
* circuit/interval
* repetition/set

**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

**10.5.9.F:** Describe and apply game strategies to complex games and physical activities.

* offensive strategies
* defensive strategies
* time management