

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