

<p>PL-M-1.1.1 Individuals have personal rights and responsibilities (e.g., cooperation, communication, patience) when dealing with others (e.g., families, classmates, teams)</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.1.2 Conflict-resolution strategies (e.g., problem identification, effective communication, mediation, walking away) provide effective means for dealing with conflict.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.1.3 Communication, cooperation, rules, and respect are important to the effective functioning of groups.</p> <p><i>8th Grade Assessment</i></p>
<p>PL-M-1.2.1 Knowledge of the basic structures and function of the reproductive system is important to understanding the human life cycle.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.2.2 Physical, social, and emotional changes occur during adolescence.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.2.3 Abstinence is the only sure means of preventing pregnancy.</p> <p><i>8th Grade Assessment</i></p>
<p>PL-M-1.3.1 Diet, exercise, rest, and other choices (e.g., tobacco, alcohol, and other drug use) affect body systems (e.g., circulatory, respiratory, digestive).</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.3.2 Knowledge of the transmission and prevention of communicable diseases and personal illnesses (e.g., hepatitis, colds, influenza, mononucleosis, TB, AIDS/HIV/STDs) contributes to the health of the community.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.3.3 Identification, prevention, and treatment of noncommunicable diseases (e.g., cancer, asthma) among adolescents contribute to community health.</p> <p><i>8th Grade Assessment</i></p>
<p>PL-M-1.3.4 There are risks associated with unhealthy habits and behaviors (e.g., substance use/abuse, dietary habits, irregular exercise habits, sexual activity) that affect the physical health of adolescents.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.4.1 Six basic nutrients (minerals, vitamins, fat, carbohydrates, water, protein) are needed for proper growth and development.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.4.2 Using dietary guidelines, food guide pyramid, and other nutritional resources (e.g., food tables) helps make daily food choices.</p> <p><i>8th Grade Assessment</i></p>

<p>PL-M-1.4.3 Exercise and dietary habits (e.g., cultural food choices, vegetarian diets, overindulgence in fatty foods, excessive salt consumption) can affect the way adolescents look, feel, and perform.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.5.1 Body changes (e.g., body composition, decreased heart rate, reduced cholesterol level) occur following a regular exercise program.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.5.2 Exercise benefits physical development (e.g., body shape, posture, coordination, muscle development).</p> <p><i>8th Grade Assessment</i></p>
<p>PL-M-1.5.3 Applying the principles of fitness training and conditioning (frequency, intensity, time/duration) are necessary to get the most from exercise.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.5.4 Self-assessment of health status (e.g., strength, flexibility, cardiovascular endurance, body composition) contributes to health maintenance.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.6.1 Health and safety hazards (e.g., firearms, traffic, transportation, horseplay) encountered by adolescents can be life threatening.</p> <p><i>8th Grade Assessment</i></p>
<p>PL-M-1.6.2 Traffic and transportation related safety practices (e.g. wear seat belts, use life vests) on the ground and in the water contribute to reduction in injuries and death.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.6.3 Using safety strategies (e.g., walking in opposite direction of violence, staying calm in dangerous situations) and wearing protective gear (e.g., helmets, knee pads, elbow pads) reduce the incidence of injury or death.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.6.4 Following basic first-aid procedures when responding to a variety of life-threatening emergencies (e.g., choking, shock, poisons, burns, temperature-related emergencies, animal and insect bites) helps reduce the severity of injuries.</p> <p><i>8th Grade Assessment</i></p>
<p>PL-M-1.7.1 Symptoms and causes of mental illnesses (e.g., depression, anxiety) vary with the individual.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.7.2 There are consequences and risks of behavioral choices (e.g., tobacco, alcohol, and other drug use; sexual involvement; violent behaviors) and alternatives to situations faced by adolescents.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.7.3 Resources (e.g., guidance counselors, drug counselors, parents, teachers) are helpful for an individual seeking treatment of drug addiction.</p> <p><i>8th Grade Assessment</i></p>

<p>PL-M-1.7.4 Effects of eating disorders (e.g., heart failure, weight changes, kidney failure, hair loss, nervousness) indicate a need for counseling.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.8.1 The use of appropriate strategies (e.g., assertiveness, refusal skills, decision-making techniques) are positive ways to cope with peer pressure.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.8.2 Strategies (e.g., studying in advance; talking with counselors, parents, and/or friends; planning; getting ample rest; eating properly) for managing stressful situations (e.g., test taking, deadlines, change, grief, rejection) reduce anxiety.</p> <p><i>8th Grade Assessment</i></p>
<p>PL-M-1.8.3 Strategies (e.g., walking away, communication skills, conflict resolution) for preventing violence vary with the situation.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-1.8.4 Using appropriate coping strategies (e.g., realistic goal-setting, effective time management, decision-making processes) promotes mental and emotional health.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-2.1.1 Principles of motor skills refinement (e.g., accuracy, technique, movement) require a logical and sequential approach.</p> <p><i>8th Grade Assessment</i></p>
<p>PL-M-2.1.2 Knowledge of the combinations of locomotor (moving from one place to another) (e.g., running, skipping, hopping) and nonlocomotor (stationary) (e.g., bending, stretching, twisting) movements is necessary for the improvement of transitional motor skills (e.g., punting, serving, vaulting).</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-2.2.1 Physical, emotional/mental, and social benefits can be gained from regular participation in leisure/recreational and/or competitive physical activities.. <i>Physical benefits:</i> * increased energy * fitness * improved strength * improved control of body movements <i>Social benefits:</i> * self-esteem * friendship * self-expression <i>Emotional/mental benefits:</i> * improved confidence * stress reduction * increased self-esteem * self-expression <i>8th Grade Assessment</i></p>	<p>PL-M-2.2.2 Techniques (e.g., practice, self-evaluation) used to develop skills are related to performance in games and/or sports.</p> <p><i>8th Grade Assessment</i></p>
<p>PL-M-2.2.3 Frequency, intensity, and time/duration are the principles of fitness training and conditioning.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-2.3.1 Knowledge of offensive and defensive strategies in games and/or sports makes them interesting and enjoyable.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-2.3.2 Rules of behavior and fair play (e.g., accepting authoritative decisions, assessing one's own performance level, accepting skills and abilities of others through verbal and nonverbal actions for spectators and/or participants) during games are necessary.</p> <p><i>8th Grade Assessment</i></p>

<p>PL-M-3.1.1 A comparison of needs vs. wants will influence consumer decisions.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-3.1.2 Products and services are compared and evaluated based on a range of considerations (e.g., price vs. quality, generic vs. name-brand, comparison shopping vs. impulse shopping, immediate availability vs. advance ordering).</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-3.1.4</p> <p>There are positive and negative aspects of advertising strategies (e.g., providing accurate or misleading information, gimmicks).</p> <p><i>8th Grade Assessment</i></p>
<p>PL-M-3.1.5 Environmental issues (e.g., pollution) should be considered when making consumer decisions (e.g., recycling, reducing, reusing).</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-3.2.1 There are financial management practices (e.g., budgeting, saving) for achieving short- and long-term goals.</p> <p><i>8th Grade Assessment</i></p>	<p>PL-M-3.3.1 A range of resources and services are provided by community agencies:</p> <ul style="list-style-type: none">• public health department• fire department• police department• family resource centers• hospitals• nonprofit organizations (e.g., American Heart Association, American Red Cross, American Cancer Society) <p><i>8th Grade Assessment</i></p>
<p>PL-M-3.3.2 Improving environmental conditions (e.g., air and water quality) and preserving natural resources impact personal and community health.</p> <p><i>8th Grade Assessment</i></p>		