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Goodheart-Willcox Publisher Correlation of <i>Comprehensive Health 2018</i> to the Illinois State Standards for Early/Late High School		
COMPETENCY		CORRELATING PAGES
STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.		
A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.		
22.A.4a	Early High School: Compare and contrast communicable, chronic, and degenerative illnesses (e.g., influenza, cancer, arthritis).	Instruction: 353-359, 411-413, 415-421, 423-429, 431-435 Assessment: 359 (#1-4), 421 (#1-7), 429 (#1-8), 435 (#1-7)
22.A.5a	Late High School: Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems).	Instruction: 365-370, 420-421, 428-429 Assessment: 370 (#4-6), 421 (#4-5), 429 (#5)
22.A.4b	Early High School: Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).	Instruction: 17-20, 161-165, 494 (Case Study) Assessment: 168 (#2-4), 495 (#5)
22.A.5b	Late High School: Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).	Instruction: 17 Assessment: 20 (Real World Health)
22.A.4c	Early High School: Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).	Instruction: 785-803 Assessment: 805 (#47)
22.A.5c	Late High School: Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes, and heart disease; worksite safety management).	Instruction: 367, 421, 428-429 Assessment: 429 (#5)
22.A.4d	Early High School: Research and report about a career in health promotion, health care and injury prevention.	Instruction: 98 (Health and Wellness Careers), 230 (Health and Wellness Careers), 402 (Health and Wellness Careers), 520 (Health and Wellness Careers), 582 (Health and Wellness Careers), 582



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		(Health and Wellness Careers), 654 (Health and Wellness Careers), 692 (Health and Wellness Careers) Assessment: 59 (#5), 774 (#49)
B. Describe and explain the factors that influence health among individuals, groups, and communities.		
22.B.4a	Early High School: Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).	Instruction: 30-31, 702 Assessment: 31 (Real World Health), 706 (#2)
22.B.5a	Late High School: Analyze how public health policies, laws, and the media function to prevent and control illness (e.g., product and food labeling, food safety and handling, school immunizations).	Instruction: 93-97, 367 Assessment: 99 (#1-7)
C. Explain how the environment can affect health.		
22.C.4a	Early High School: Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).	Instruction: 57-58 Assessment: 59 (#2), 62 (Hands-On)
22.C.5a	Late High School: Compare and contrast how individuals, communities, and states prevent and correct health-threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA standards in the workplace).	Instruction: 57 (Personal Profile) Assessment: 59 (Real World Health)
D. Describe how to advocate for the health of individuals, families and communities.		
22.D.4a	Early High School: Identify health resources to help influence others in making healthy choices.	Instruction: 14-17 Assessment: 194 (#36)
22.D.5a	Late High School: Explain how individuals can improve or help sustain school or community health initiatives and/or services.	Instruction: 167-168 Assessment: 99 (Real World Health), 102 (#27)
STATE GOAL 23: Understand human body systems and factors that influence growth and development.		
A. Describe and explain the structure and functions of the human body systems and how they interrelate.		
23.A.4a	Early High School: Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).	Instruction: 70-79, 161-165, 775-784, Assessment: 79 (#3, 8), 168 (#2-5), 805 (#46)
23.A.5a	Late High School: Explain how the systems of the body are affected by exercise and the impact that exercise has on learning.	Instruction: 161-164, 170-180 Assessment: 168 (#1-4), 183 (#8, 10)



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B. Explain the effects of health-related actions on the body systems.		
23.B.4a	Early High School: Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).	Instruction: 161-164, 491-493 Assessment: 168 (#2-4), 495 (#4)
23.B.5a	Late High School: Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).	Instruction: 87, 88, 264, 297-298 Assessment: 89 (#4), 265 (#8), 299 (#5)
C. Describe factors that affect growth and development.		
23.C.4a	Early High School: Describe changes in physical health and body functions at various stages of the life cycle.	Instruction: 668-672, 674-679, 681-683 Assessment: 672 (#1-9), 679 (#1-7), 686 (#1, 2)
23.C.5a	Late High School: Explain how the aging process affects body systems (e.g., vision, hearing, immune system).	Instruction: 683-686 Assessment: 686 (#3, 4)
D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.		
23. D.4a	Early High School: Explain how brain functions can be maintained and improved through activity.	Instruction: 164 Assessment: 168 (Real World Health)
23. D.5a	Late High School: Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.	Instruction: 164 Assessment: 194 (#33)
STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.		
A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.		
24.A.4a	Early High School: Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families, and communities.	Instruction: 476-477, 559, 573-574 Assessment: 574 (#4), 586 (Hands-On)
24.A.5a	Late High School: Compare and contrast strategies to prevent conflict and resolve differences.	Instruction: 559-561 Assessment: 561 (#2, 5)
24.A.4b	Early High School: Formulate strategies to prevent conflict and resolve differences.	Instruction: 559-561 Assessment: 561 (#2, 5)
B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.		



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24.B.4a	Early High School: Explain how decision making affects the achievement of individual health goals.	Instruction: 22 Assessment: 24 (#1, Real World Health)
24.B.5a	Late High School: Explain immediate and long-term impacts of health decisions to the individual, family and community.	Instruction: 293 (Warm-Up), 296-299 Assessment: 12 (Real World Health), 346 (Hands-On)
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.		
24.C.4a	Early High School: Formulate a plan to achieve individual health goals.	Instruction: 22, 23 (Skills for Health and Wellness) Assessment: 24 (#2), 34 (#9)
24.C.5a	Late High School: Evaluate progress toward the attainment of a health goal.	Instruction: 22, 23 (Skills for Health and Wellness) Assessment: 24 (#2), 34 (#29)