


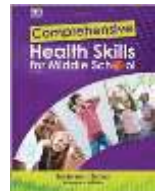
Goodheart-Willcox Publisher
Correlation of
***Comprehensive Health Skills* © (2021)**
to Illinois Department of Education
Course: Physical Development and Health Performance



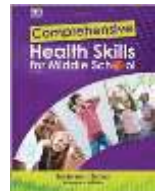
Standards		Correlating Text Pages
STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity		
A. Demonstrate physical competency in a variety of motor skills and movement patterns.		
19.A.3a	Demonstrate control when performing combinations and sequences of locomotor, non-locomotor, and manipulative motor patterns in selected activities, games, and sports.	246-254, 246 (Figure 8.2 Types of Fitness Apps), 254 (Hands-On Activity)
19.A.3b	Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional combination movement patterns.	246-254, 246 (Figure 8.2 Types of Fitness Apps), 254 (Hands-On Activity)
B. Analyze various movement concepts and applications.		
19.B.3a	Compare and contrast efficient and inefficient movement patterns.	246-254, 246 (Figure 8.2 Types of Fitness Apps), 254 (Hands-On Activity)
19.B.3b	Understand multiple movement patterns and their effects on the brain.	249-254
C. Demonstrate knowledge of rules, safety and strategies during physical activity.		
19.C.3a	Apply rules and safety procedures in physical activities.	255-260
19.C.3b	Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports.	249-254
STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.		
A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.		
20.A.3a	Identify the principles of training: frequency, intensity, time and type (FITT).	246-254, 246 (Figure 8.2 Types of Fitness Apps), 254 (Hands-On Activity)
20.A.3b	Identify and participate in activities associated with the components of health-related and skill-related fitness.	243, 246-247, 246-254, 246 (Figure 8.2 Types of Fitness Apps)
B. Assess individual fitness levels.		
20.B.3a	Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse, heart rate monitors), with and without the use of technology.	243, 246-247, 246-254, 246 (Figure 8.2 Types of Fitness Apps)
20.B.3b	Evaluate the strengths and weaknesses contained in a personal fitness profile.	246-254, 246 (Figure 8.2 Types of Fitness Apps), 254 (Hands-On Activity)
20.B.3c	Discuss and understand the importance of fitness as it relates to academic performance.	246-254, 246 (Figure 8.2 Types of Fitness Apps), 254 (Hands-On Activity)
C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.		
20.C.3a	Set realistic short-term and long-term goals for a health-related fitness component.	246-254, 246 (Figure 8.2 Types of Fitness Apps), 254 (Hands-On Activity)



Standards		Correlating Text Pages
20.C.3b	Identify opportunities within the community for regular participation in physical activities.	246-254, 246-254, 246 (Figure 8.2 Types of Fitness Apps), 254 (Hands-On Activity), 271 (#18)
20.C.3c	Apply the principles of training to the health-related fitness goal.	246-254, 246 (Figure 8.2 Types of Fitness Apps), 254 (Hands-On Activity)
STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.		
A. Demonstrate personal responsibility during group physical activities		
21.A.3a	Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).	256 (Figure 8.9) How to be a Good Sport.
21.A.3b	Participate in establishing procedures for group physical activities.	246-247, 246-254, 246 (Figure 8.2 Types of Fitness Apps)
21.A.3c	Remain on task independent of distraction (e.g., peer pressure, environmental stressors).	156-158, Figure 5.22 (Distraction Strategies)
B. Demonstrate cooperative skills during structured group physical activity		
21.B.3a	Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).	246-247, 246-254, 246 (Figure 8.2 Types of Fitness Apps)
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.3a	Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).	10, 10–11, 11 (Case Study)
22.A.3b	Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).	10-13, 11 (Case Study), 19-21
22.A.3c	Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).	423-424, 423–426, 424 (Figure 13.17 Pedestrian Walking/Safety), 425 (Figure 13.18 Seatbelt Safety), 425 (Figure 13.19 Water-Related Activities)
22.A.3d	Identify various careers in health promotion, health care and injury prevention.	29-32, 30 (Building Your Skills), 32 (Figure 1.18 Examples of Community Resources)
B. Describe and explain the factors that influence health among individuals, groups, and communities.		
22.B.3a	Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).	478-483 478–483, 478 (Figure 15.4 The Communication Process), 479 (Figure 15.5 Nonverbal Communication Cues Are Used in Person and Digitally), 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Aggressive, or Assertive), 483 (Figure 15.8 Turning You-Statements into I-Statements)
C. Explain how the environment can affect health.		
22.C.3a	Identify potential environmental conditions that may affect the health of the local	445–454, 445 (Figure 14.1 Humans and the Environment Affect Each Other), 447 (Figure 14.4 Sources of Indoor



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	community (e.g., pollution, land fill, lead-based paint).	Air Pollution), 448 (Figure 14.6 Climate Change and Flooding), 450 (Figure 14.8 Dangers of Unsafe Drinking Water), 456-458
22.C.3b	Develop potential solutions to address environmental problems that affect the local community's health.	445-454, 445 (Figure 14.1 Humans and the Environment Affect Each Other), 447 (Figure 14.4 Sources of Indoor Air Pollution), 448 (Figure 14.6 Climate Change and Flooding), 450 (Figure 14.8 Dangers of Unsafe Drinking Water), 456-458
D. Describe how to advocate for the health of individuals, families and communities		
22.D.3a	Identify and communicate with others within your school, family, and community regarding health issues.	478-483 478-483, 478 (Figure 15.4 The Communication Process), 479 (Figure 15.5 Nonverbal Communication Cues Are Used in Person and Digitally), 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills, 482 (Figure 15.7 Passive, Aggressive, or Assertive), 483 (Figure 15.8 Turning You-Statements into I-Statements)
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.		
23A.3a	Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).	38, 40,44-45, 51-52, 55-58 , 280-281, 384,576
B. Explain the effects of health-related actions on the body systems.		
23.B.3a	Explain the effects of health- related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).	87, 90, 217, 223, 225
C. Describe factors that affect growth and development.		
23.C 3a	Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	6, 8-10, 140-147, 558-562, 567-568
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 3a	Explain how the brain is affected by movement.	63-66, 561, 568
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.		
24A.3a	Describe possible causes and consequences of conflict and violence among youth in schools and communities.	537-539, 542



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24A.3b	Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).	19-20, 230-232, 497-498, 525, 533, 540, 613-617
24A.3.c	Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.	478-483, 478 (Figure 15.4 The Communication Process), 479 (Figure 15.5 Nonverbal Communication Cues Are Used in Person and Digitally), 480 (Figure 15.6 Key Steps to Active Listening), 481 (Building Your Skills), 482 (Figure 15.7 Passive, Aggressive, or Assertive), 483 (Figure 15.8 Turning You-Statements into I-Statements)
B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.		
24.B.3a	Apply a decision-making process to an individual health concern.	23-24, 171 (Case Study), 189 (#17 and 22), 222-226, 296-302, 324 (Building Your Skills), 331 (#19-20 and 24), 365 (#19), 570, 581 (#21)
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations		
24.C 3a	Apply refusal and negotiation skills to potentially harmful situations.	25, 299-300, 325, 358-360, 423, 484-487, 589-591, 625-626