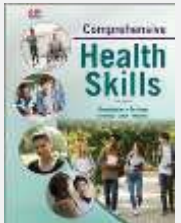
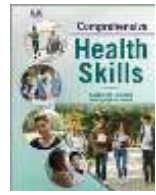


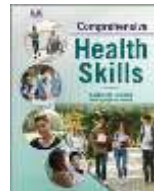
Goodheart-Willcox Publisher
Correlation of
***Comprehensive Health Skills* © (2021)**
to Illinois Department of Education
Course: Physical Development and Health Performance
Early High School



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.4a	Perform skills efficiently in a variety of leisure activities, sports, creative movement, and work-related activities.	332-347, 333 (Health Across Life Spain), 335 (Real World Health Skills), 338 (Local and Global Health), 342 (Case Study), 346 Skills for Health and Wellness)
19.A.4b	Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.	332-347, 333 (Health Across Life Spain), 335 (Real World Health Skills), 338 (Local and Global Health), 342 (Case Study), 346 Skills for Health and Wellness)
B. Analyze various movement concepts and applications.		
19.B.4a	Analyze various movement patterns for efficiency and effectiveness.	332-335, 333 (Health Across Life Spain), 335 (Real World Health Skills)
19.B.4b	Analyze multiple movement patterns with additional combination movement patterns and their effects on the brain.	328-335, 331 (Research In Action), 333 (Health Across the Life Span), 335 (Real World Health Skills)
C. Demonstrate knowledge of rules, safety and strategies during physical activity.		
19.C.4a	Develop rules and safety procedures for physical activities.	348-355, 352 (Health in the Media)
19.C.4b	Select and apply offensive, defensive, and cooperative strategies in selected activities, games, and sports.	332-347
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.4a	Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.	332-335,333 (Health Across Life Spain), 335 (Real World Health Skills)
20.A.4b	Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.	332-347, 333 (Health Across Life Spain), 335 (Real World Health Skills), 338 (Local and Global Health), 342 (Case Study), 346 Skills for Health and Wellness)
B. Assess individual fitness levels.		
20.B.4a	Record and interpret health-related physiological data (e.g., blood pressure, body mass index, oxygen exchange), with and without the use of technology.	332-347, 346 (Skills for Health and Wellness)
20.B.4b	Prepare an individual health-related fitness profile and evaluate fitness level on each component.	332-347, 346 (Skills for Health and Wellness)
20.B.4c	Understand and explain the importance of	330-331, 331 (Research In Action)



	fitness as it relates to academic performance.	
C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.		
20.C.4a	Set realistic, short-term, health- related fitness goals based on individual profiles.	337-347, 346 (Skills for Health and Wellness)
20.C.4b	Analyze personal fitness data and academic performance and describe the correlation between the two.	330-335, 346 (Skills for Health and Wellness)
20.C.4c	Evaluate physical fitness services, products, and advertising.	44-45, 47, 47 (Health in the Media), 316-317, 317 (Health in the Media), 352 (Health in the Media)
20.C.4d	Design and implement a personal fitness program.	332-347
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.4a	Demonstrate decision-making skills both independently and with others during physical activities.	35-38
21.A.4b	Apply identified procedures and safe practices to all group physical activity settings.	337-355, 338 (Local and Global Health), 346(Skills for Health and Wellness), 352 (Health in the Media)
21.A.4c	Complete a given task on time.	332-347 , 346 (Skills for Health and Wellness)
B. Demonstrate cooperative skills during structured group physical activity.		
21.B.4a	Work cooperatively with others to achieve group goals in competitive and non- competitive situations (e.g., challenge course, orienteering).	38, 332-347, 346 (Skills for Health and Wellness)
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.		
22A.4a	Compare and contrast communicable, chronic, and degenerative illnesses (e.g., influenza, cancer, arthritis).	15, 277-279, 443, 646-667, 652 (Local and Global Health), 660 (Research In Action), 663 (Case Study), 665 (Skills for Health and Wellness), 666 (Research In Action), 674-695, 715-719, 722-727, 791
22.A.4b	4b Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened likelihood of injury and illness).	54, 55 (Local and Global Health), 740 (Real World Health Skills) , 749
22.A.4c	Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).	354-355, 594-603 (Real World Health Skills)
22.A.4d	Research and report about a career in health promotion, health care and injury prevention.	225 (Health and Wellness Careers), 344 (Health and Wellness Careers), 460 (Health and Wellness Careers), 482 (Health and Wellness Careers), 603 (Health and Wellness Careers)
B. Describe and explain the factors that influence health among individuals, groups, and communities.		
22.B.4a	Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).	13-27, 22 (Local and Global Health), 26 (Skills for Health and Wellness),105-109, 105 (Research In Action)
C. Explain how the environment can affect health.		



22.C.4a	Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).	59, 610-628, 612 (Local and Global Health), 623 (Research In Action), 626 (Case Study)
D. Describe how to advocate for the health of individuals, families and communities		
22.D.4a	Identify health resources to help influence others in making healthy choices.	42, 44, 43 (Research In Action)
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.4a	Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).	16-18, 856-867
B. Explain the effects of health-related actions on the body systems.		
23.B.4a	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).	16-18
C. Describe factors that affect growth and development.		
23.C.4a	Describe changes in physical health and body functions at various stages of the life cycle.	772-787, 776 (Real World Health Skills), 785 (Research In Action), 786 (Case Study)
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	Explain how brain functions can be maintained and improved through activity.	16 – 18, 330-331, 331 (Research In Action), 367, 400-403, 402 (Local and Global Health), 431-432, 441-442, 442 (Research In Action)
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.4a	Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families, and communities.	517-555, 519 (Research In Action), 520 (Case Study), 523 (Skills for Health and Wellness), 535 (Health in the Media), 551 (Local and Global Health)
24A.4b	Formulate strategies to prevent conflict and resolve differences.	80-86, 83 (Research In Action), 85 (Skills for Health and Wellness)
B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.		
24.B.4a	Explain how decision making affects the achievement of individual health goals.	35-38
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations		
24.C.4a	Formulate a plan to achieve individual health goals.	39-40