

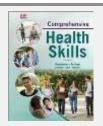
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Correlation of

Comprehensive Health Skills © (2021)
to Illinois Department of Education
Course: Physical Development and Health Performance
Early High School



	Early Figil 30	.11001				
	Standards	Correlating Text Pages				
STATE GO	STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage					
	in moderate to vigorous physical activity					
A. Demo	nstrate physical competency in a variety of motor sk	ills and movement patterns.				
	Perform skills efficiently in a variety of leisure	332-347, 333 (Health Across Life Spain), 335 (Real				
19.A.4a	activities, sports, creative movement, and work-	World Health Skills), 338 (Local and Global Health),				
	related activities.	342 (Case Study), 346 Skills for Health and Wellness)				
	Participate daily in moderate to vigorous physical	332-347, 333 (Health Across Life Spain), 335 (Real				
19.A.4b	activity while performing movement patterns in a	World Health Skill)s, 338 (Local and Global Health),				
	variety of activities.	342 (Case Study), 346 Skills for Health and Wellness)				
B. Analyz	e various movement concepts and applications.					
19.B.4a	Analyze various movement patterns for	332-335, 333 (Health Across Life Spain), 335 (Real				
15.0.4a	efficiency and effectiveness.	World Health Skills)				
	Analyze multiple movement patterns with	328-335, 331 (Research In Action), 333 (Health				
19.B.4b	additional combination movement patterns and	Across the Life Span), 335 (Real World Health Skills)				
	their effects on the brain.	Across the Life Spanj, 555 (Near World Health Skills)				
C. Demonstrate knowledge of rules, safety and strategies during physical activity.						
10 C 40	Develop rules and safety procedures for	348-355, 352 (Health in the Media)				
19.C.4a	physical activities.	348-355, 352 (Health III the Media)				
	Select and apply offensive, defensive, and					
19.C.4b	cooperative strategies in selected activities,	332-347				
	games, and sports.					
	AL 20: Achieve and maintain a health-enhancing level of					
	A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.					
3.11.0. p. 5	Interpret the effects of exercise/physical activity					
20.A.4a	on the level of health-related and skill-related	332-335,333 (Health Across Life Spain), 335 (Real				
2000 11 14	fitness.	World Health Skills)				
	Participate in various types of fitness training					
	programs (e.g., circuit, cross and interval training)	332-347, 333 (Health Across Life Spain), 335 (Real				
20.A.4b	and know the implications of and the benefits	World Health Skills), 338 (Local and Global Health),				
	from participation in those programs.	342 (Case Study), 346 Skills for Health and Wellness)				
B. Assess i	ndividual fitness levels.					
	Record and interpret health-related					
	physiological data (e.g., blood pressure, body	332-347, 346 (Skills for Health and Wellness)				
20.B.4a	mass index, oxygen exchange), with and without					
	the use of technology.					
	Prepare an individual health- related fitness					
20.B.4b	profile and evaluate fitness level on each	332-347, 346 (Skills for Health and Wellness)				
	component.					
20.B.4c	Understand and explain the importance of	330-331, 331 (Research In Action)				
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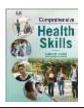
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fitness as it relates to academic performance.  C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.				
C. Set goal		nd monitor an individual fitness improvement plan.		
20.C.4a	Set realistic, 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 GO	AL 21: Develop skills necessary to become a successful m activity.	nember of a team by working with others during physical		
A. Demor	nstrate personal responsibility during group physic	al activities		
	Demonstrate decision-making skills both			
21.A.4a	independently and with others during physical	35-38		
	activities.			
21.A.4b	Apply identified procedures and safe practices to	337-355, 338 (Local and Global Health), 346(Skills for		
21.A.40	all group physical activity settings.	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.				
	Work cooperatively with others to achieve group			
21.B.4a	goals in competitive and non- competitive	38, 332-347, 346 (Skills for Health and Wellness)		
	situations (e.g., challenge course, orienteering).			
STATE GO	AL 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. Explair	how the environment can affect health.			



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Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).  D. Describe how to advocate for the health of individuals, families and communities  Identify health resources to help influence others in making healthy choices.  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.  Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).  B. Explain the effects of health-related actions on the body systems.  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).  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.  Research in Action)  16-18, 856-867  16-18					
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