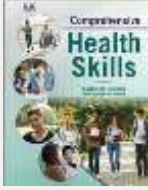
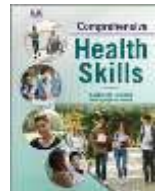


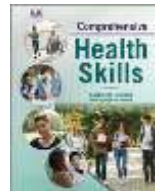
Goodheart-Willcox Publisher
Correlation of
***Comprehensive Health Skills* © (2021)**
to Illinois Department of Education
Course: Physical Development and Health Performance
Late High School



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.5a	Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement, and work-related activities. 332-347, 333 (Health Across Life Span), 335 (Real World Health Skills), 338 (Local and Global Health), 342 (Case Study), 346 Skills for Health and Wellness)
19.A.5b	Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities. 332-347, 333 (Health Across Life Span), 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.5a	Apply the principles of efficient movement to evaluate personal performance. 332-335, 333 (Health Across Life Span), 335 (Real World Health Skills)
19.B.5b	Develop and implement a variety of movement concepts to enhance brain function 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.5a	Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities. 337-355, 352 (Health in the Media)
19.C.5b	Analyze and apply complex offensive, defensive, and cooperative strategies for selected 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.5a	Implement an individualized health-related fitness plan which includes the principles of training. 332-347, 346 (Skills for Health and Wellness)
20.A.5b	Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications and benefits of each. 332-347, 346 (Skills for Health and Wellness)
B. Assess individual fitness levels.	
20.B.5a	Collect and interpret health-related fitness data over a period of time, with and without the use of technology. 328-347, 346 (Skills for Health and Wellness)



20.B.5b	Evaluate the effects of fitness choices and heredity on wellness.	328-347, 331 (Research In Action), 333 (Health Across Life Spain), 338 (Local and Global Health), 342 (Case Study), 346 Skills for Health and Wellness)
20.B.5c	Analyze and explain the correlation between level of fitness and academic achievement.	330-331, 331 (Research In Action)
C. Set goals based on fitness data and develop, implement, and monitor an individual fitness improvement plan.		
20.C.5a	Set realistic, long-term, health-related fitness goals based on individual profiles.	337-347, 346 Skills for Health and Wellness)
20.C.5b	Understand how aging, illness, and injury affect physical activity.	336-347, 342 (Case Study)
20.C.5c	Use profile data to monitor an individual wellness/fitness plan.	332-347, 346 Skills for Health and Wellness)
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.5a	Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).	337-355, 338 (Local and Global Health), 346 Skills for Health and Wellness), 352 (Health in the Media)
B. Demonstrate cooperative skills during structured group physical activity..		
21.B.5a	Demonstrate when to lead and when to be supportive to accomplish group goals.	35-40, 337-355, 338 (Local and Global Health), 346 Skills for Health and Wellness), 352 (Health in the Media)
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.5a	Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems).	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.5b	Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).	54,740, 749
22.A.5c	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).	23-25, 42, 44-49, 47 (Health in the Media), 48 (Case Study), 107, 352 (Health in the Media), 384, 664 (Health in the Media), 719 (Health in the Media), 829 (Case Study), 831 (Skills for Health and Wellness)
B. Describe and explain the factors that influence health among individuals, groups, and communities.		
22.B.5a	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).	23-25, 58-63, 63 (Real World Health Skills), 107, 274-279, 630-631



C. Explain how the environment can affect health.		
22.C.5a	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).	63, 274-279, 569, 610-637, 612 (Local and Global Health), 623 (Research In Action), 626 (Case Study), 632 (Health in the Media), 635 (Skills for Health and Wellness)
D. Describe how to advocate for the health of individuals, families and communities		
22.D.5a	Explain how individuals can improve or help sustain school or community health initiatives and/or services.	48-49, 48 (Case Study), 57-63, 63 (Real World Health Skills), 264, 636 -637
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.5a	Explain how the systems of the body are affected by exercise and the impact that exercise has on learning.	16-18, 330-331, 331 (Research In Action), 856-867
B. Explain the effects of health-related actions on the body systems.		
23.B.5a	Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).	368, 375, 382-385, 388 (Skills for Health and Wellness), 404, 413-415, 456-459, 755-756
C. Describe factors that affect growth and development.		
23.C.5a	Explain how the aging process affects body systems (e.g., vision, hearing, immune system).	152 (Health Across the Life Span), 791-793
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.5a	Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.	16-18, 330-331, 331 (Research In Action), 367, 400-403, 402 (Local and Global Health), 431-432, 441-442 (Real World Health Skills)
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.5a	Compare and contrast strategies to prevent conflict and resolve differences.	80-86, 83 (Research In Action), 85 (Skills for Health and Wellness), 86 (Real World Health Skills)
B. Apply decision-making skills related to the protection and promotion of individual, family, and community health.		
24.B.5a	Explain immediate and long-term impacts of health decisions to the individual, family and community.	16-17, 35-38, 48-49, 48 (Case Study), 60-63, 63 (Real World Health Skills), 703-704, 704 (Local and Global Health), 716-717
C. Demonstrate skills essential to enhancing health and avoiding dangerous situations		
24.C.5a	Evaluate progress toward the attainment of a health goal.	39-40