

PHYSICAL DEVELOPMENT AND HEALTH

## STATE GOAL 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

*Why This Goal Is Important:* Physical performance involves competency in a wide range of motor, non-motor and manipulative skills. Learning in this area is developmental, building simple movements into more complex patterns. Learning to follow directions and rules enhances enjoyment and success in both recreational and competitive sports. Working toward higher levels of competence, students learn how to maintain health and fitness as individuals and as members of teams.

A. Demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>19.A.1</b> Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.	<b>19.A.2</b> Demonstrate control when performing combinations and sequences in locomotor, non-locomotor and manipulative motor patterns.	<b>19.A.3</b> Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.

B. Analyze various movement concepts and applications.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>19.B.1</b> Understand spatial awareness and relationships to objects and people.	<b>19.B.2</b> Identify the principles of movement (e.g., absorption and application of force, equilibrium).	<b>19.B.3</b> Compare and contrast efficient and inefficient movement patterns.

C. Demonstrate knowledge of rules, safety and strategies during physical activity.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>19.C.1</b> Demonstrate safe movement in physical activities.	<b>19.C.2a</b> Identify and apply rules and safety procedures in physical activities.	<b>19.C.3a</b> Apply rules and safety procedures in physical activities.
	<b>19.C.2b</b> Identify offensive, defensive and cooperative strategies in selected activities and games.	<b>19.C.3b</b> Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.

# ILLINOIS LEARNING STANDARDS 1-30 (cont.)

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### STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

*Why This Goal Is Important:* Regular physical activity is necessary to sustain fitness and health. Students need to apply training principles—frequency, intensity, time and type (FITT)—to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

A. Know and apply the principles and components of health-related fitness.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>20.A.1a</b> Identify characteristics of health-related fitness (e.g., flexibility, muscular strength).	<b>20.A.2a</b> Describe the benefits of maintaining a health-enhancing level of fitness.	<b>20.A.3a</b> Identify the principles of training: frequency, intensity, time and type (FITT).
<b>20.A.1b</b> Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.	<b>20.A.2b</b> Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.	<b>20.A.3b</b> Identify and participate in activities associated with the components of health-related fitness.

B. Assess individual fitness levels.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>20.B.1</b> Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).	<b>20.B.2a</b> Monitor individual heart rate before, during and after physical activity, with and without the use of technology.	<b>20.B.3a</b> Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.
	<b>20.B.2b</b> Match recognized assessments of health-related fitness (e.g., AAHPERED, AAU) to corresponding components of fitness.	<b>20.B.3b</b> Evaluate the strengths and weaknesses of a personal fitness profile.

C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>20.C.1</b> Identify a realistic health-related goal.	<b>20.C.2a</b> Set a personal health-related fitness goal.	<b>20.C.3a</b> Set realistic short-term and long-term goals for a health-related fitness component.
	<b>20.C.2b</b> Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardiorespiratory, tug-of-war/strength).	<b>20.C.3b</b> Identify opportunities within the community for regular participation in physical activities.
		<b>20.C.3c</b> Apply the principles of training to the health-related fitness goals.

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**STATE GOAL 21: Develop team-building skills by working with others through physical activity.**

*Why This Goal Is Important:* As members of teams, students need to fill the role of leader at times and participant at other times. Knowing how to follow procedures, accept leadership from others, participate actively and lead when appropriate will serve the student on and off the playing field. Students need to know the elements of teamwork (communication, decision making, cooperation, leadership) and how to adjust individual needs to team needs. Students also need to be able to recognize each member’s contributions, including their own.

A. Demonstrate individual responsibility during group physical activities.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>21.A.1a</b> Follow directions and class procedures while participating in physical activities.	<b>21.A.2a</b> Accept responsibility for their own actions in group physical activities.	<b>21.A.3a</b> Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
<b>21.A.1b</b> Use identified procedures and safe practices with little or no reinforcement during group physical activities.	<b>21.A.2b</b> Use identified procedures and safe practices without reminders during group physical activities.	<b>21.A.3b</b> Participate in establishing procedures for group physical activities.
<b>21.A.1c</b> Work independently on tasks for short periods of time.	<b>21.A.2c</b> Work independently on task until completed.	<b>21.A.3c</b> Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

B. Demonstrate cooperative skills during structured group physical activity.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>21.B.1</b> Work cooperatively with another to accomplish an assigned task.	<b>21.B.2</b> Work cooperatively with a partner or small group to reach a shared goal during physical activity.	<b>21.B.3</b> Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).

# ILLINOIS LEARNING STANDARDS 1-30 (cont.)

## PHYSICAL DEVELOPMENT AND HEALTH

### STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.

*Why This Goal Is Important:* Nutrition, exercise, rest, hygiene and safety are the bases for personal, family and occupational health. From an early age, students can recognize healthy habits and understand why they are important. As students become more sophisticated in their understanding, they learn and can adopt a variety of ways to minimize illness and enhance health. Learners will be able to apply the effects of health-related actions to success in the workplace. Students who develop an effective understanding of basic health promotion can establish the foundation for achieving and maintaining personal health and well-being by making informed wellness decisions now and throughout their lives.

A. Explain the basic principles of health promotion, illness prevention and safety.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>22.A.1a</b> Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).	<b>22.A.2a</b> Describe benefits of early detection and treatment of illness.	<b>22.A.3a</b> Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).
<b>22.A.1b</b> Identify methods of health promotion and illness prevention (e.g., obtaining immunizations, hand washing, brushing and flossing teeth, eating practices, sleep, cleanliness).	<b>22.A.2b</b> Demonstrate strategies for the prevention and reduction of communicable and non-communicable disease (e.g., practicing cleanliness, making healthy food choices, understanding the importance of immunizations and regular health screenings).	<b>22.A.3b</b> 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).
<b>22.A.1c</b> Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	<b>22.A.2c</b> Describe and compare health and safety methods that reduce the risks associated with dangerous situations (e.g., wearing seat belts and helmets, using sunscreen).	<b>22.A.3c</b> Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).
		<b>22.A.3d</b> Identify various careers involved in health promotion, health care and injury prevention.

B. Describe and explain the factors that influence health among individuals, groups and communities.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>22.B.1</b> Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, safety practices).	<b>22.B.2</b> Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).	<b>22.B.3</b> 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).

C. Explain how the environment can affect health.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>22.C.1</b> Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).	<b>22.C.2</b> Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).	<b>22.C.3a</b> Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).
		<b>22.C.3b</b> Develop potential solutions to address environmental problems that affect the local community's health.

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**STATE GOAL 23: Understand human body systems and factors that influence growth and development.**

*Why This Goal Is Important:* To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>23.A.1</b> Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).	<b>23.A.2</b> Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).	<b>23.A.3</b> Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system).

B. Explain the effects of health-related actions on the body systems.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>23.B.1</b> Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).	<b>23.B.2</b> Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	<b>23.B.3</b> Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use).

C. Describe factors that affect growth and development.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>23.C.1</b> Identify individual differences in growth and development among people.	<b>23.C.2a</b> Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family and illness).	<b>23.C.3</b> 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).
	<b>23.C.2b</b> Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).	

# ILLINOIS LEARNING STANDARDS 1-30 (cont.)

## PHYSICAL DEVELOPMENT AND HEALTH

### STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

*Why This Goal Is Important:* From an early age, students need to know how to communicate their health needs and learn to take responsibility for their own health. They also need to know how and why personal decisions can affect their own health and well-being. Consideration for the needs of others becomes part of health promotion as well. Students who can clearly identify and communicate about health-related issues—and can make healthful personal decisions—will benefit as they grow and mature in school and into responsible workers and citizens.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>24.A.1a</b> Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).	<b>24.A.2a</b> Identify causes and consequences of conflict among youth.	<b>24.A.3a</b> Describe possible causes and consequences of conflict and violence among youth in schools and communities.
<b>24.A.1b</b> Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).	<b>24.A.2b</b> Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).	<b>24.A.3b</b> Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).
		<b>24.A.3c</b> Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.

B. Apply decision-making skills related to the protection and promotion of individual health.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>24.B.1</b> Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).	<b>24.B.2</b> Describe key elements of a decision-making process.	<b>24.B.3</b> Apply a decision-making process to an individual health concern.

C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<b>24.C.1</b> Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”).	<b>24.C.2</b> Describe situations where refusal skills are necessary (e.g., pressure to smoke, use alcohol and other drugs, join gangs; physical abuse and exploitation).	<b>24.C.3</b> Apply refusal and negotiation skills to potentially harmful situations.