

ISBE State Goals for Physical Education/Health

STATEGOAL19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.

Why This Goal Is Important: Performance of physical activities 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 a variety of motor skills and movement patterns

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|---|
| <p>19.A.4a Perform skills efficiently in a variety of leisure activities, sports, creative movement, and work- related activities.</p> | <p>19.A.5a Demonstrate knowledge and skills in a self-selected individual sport, a team sport, creative movement, and work- related activities.</p> |
| <p>19.A.4b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.</p> | <p>19.A.5b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.</p> |

B. Analyze various movement concepts and applications.

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|--|
| <p>19.B.4a Analyze various movement patterns for efficiency and effectiveness.</p> | <p>19.B.5a Apply the principles of efficient movement to evaluate personal performance.</p> |
| <p>19.B.4b Analyze multiple movement patterns with additional combination movement patterns and their effects on the brain.</p> | <p>19.B.5b Develop and implement a variety of movement concepts to enhance brain function.</p> |

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

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|--|---|
| <p style="text-align: center;">19.C.4a</p> <p>Develop rules and safety procedures for physical activities.</p> | <p style="text-align: center;">19.C.5a</p> <p>Select components (e.g., equipment, boundaries, number of players, rules) which promote participation in novel or original physical activities.</p> |
| <p style="text-align: center;">19.C.4b</p> <p>Select and apply offensive, defensive, and cooperative strategies in selected activities, games, and sports.</p> | <p style="text-align: center;">19.C.5b</p> <p>Analyze and apply complex offensive, defensive, and cooperative strategies for selected games and sports.</p> |

STATEGOAL20: 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 physical 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 and skill-related components of fitness, including endurance, strength, flexibility, cardiorespiratory fitness, body composition, balance, agility, spatial awareness, power, reaction time, coordination and speed. 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 and skill-related fitnesses applied to learning and performance of physical activities.

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|--|
| <p style="text-align: center;">20.A.4a</p> <p>Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.</p> | <p style="text-align: center;">20.A.5a</p> <p>Implement an individualized health-related fitness plan which includes the principles of training.</p> |

| | |
|--|--|
| 20.A.4b | 20.A.5b |
| 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. | 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. |

B. Assess individual fitness levels.

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|---|
| 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. | 20.B.5a Collect and interpret health-related fitness data over a period of time, with and without the use of technology. |
| 20.B.4b Prepare an individual health-related fitness profile and evaluate fitness level on each component. | 20.B.5b Evaluate the effects of fitness choices and heredity on wellness. |
| 20.B.4c Understand and explain the importance of fitness as it relates to academic performance. | 20.B.5c Analyze and explain the correlation between level of fitness and academic achievement. |

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

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|--|---|
| 20.C.4a Set realistic, short-term, health-related fitness goals based on individual profiles. | 20.C.5a Set realistic, long-term, health-related fitness goals based on individual profiles. |

| | |
|--|---|
| <p>20.C.4b</p> <p>Analyze personal fitness data and academic performance and describe the correlation between the two.</p> | <p>20.C.5b</p> <p>Understand how aging, illness, and injury affect physical activity.</p> |
| <p>20.C.4c</p> <p>Evaluate physical fitness services, products, and advertising.</p> | <p>20.C.5c</p> <p>Use profile data to monitor an individual wellness/fitness plan.</p> |
| <p>20.C.4d</p> <p>Design and implement a personal fitness program.</p> | |

STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during 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 personal responsibility during group physical activities.

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|--|
| <p>21.A.4a</p> <p>Demonstrate decision-making skills both independently and with others during physical activities.</p> | <p>21.A.5a</p> <p>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).</p> |
| <p>21.A.4b</p> <p>Apply identified procedures and safe practices to all group physical activity settings.</p> | |
| <p>21.A.4c</p> <p>Complete a given task on time.</p> | |

B. Demonstrate cooperatives skills during structured group physical activity.

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|--|---|
| <p style="text-align: center;">21.B.4a</p> <p style="text-align: center;">Work cooperatively with others to achieve group goals in competitive and non- competitive situations (e.g., challenge course, orienteering).</p> | <p style="text-align: center;">21.B.5a</p> <p style="text-align: center;">Demonstrate when to lead and when to be supportive to accomplish group goals.</p> |

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 including how to access valid information, products, and services.

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|---|
| <p style="text-align: center;">22.A.4a</p> <p style="text-align: center;">Compare and contrast communicable, chronic, and degenerative illnesses (e.g., influenza, cancer, arthritis).</p> | <p style="text-align: center;">22.A.5a</p> <p style="text-align: center;">Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems).</p> |
| <p style="text-align: center;">22.A.4b</p> <p style="text-align: center;">Analyze possible outcomes of effective health promotion and illness prevention (e.g., reduction in stress, improved fitness, lessened</p> | <p style="text-align: center;">22.A.5b</p> <p style="text-align: center;">Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite</p> |

| | |
|---|--|
| likelihood of injury and illness). | health promotion programs). |
| <p>22.A.4c</p> <p>Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community (e.g., first aid, CPR).</p> | <p>22.A.5c</p> <p>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).</p> |
| <p>22.A.4d</p> <p>Research and report about a career in health promotion, health care and injury prevention.</p> | |

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

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|--|
| <p>22.B.4a</p> <p>Explain social and economic effects of health problems on individuals and society (e.g., cost of health care, reduction in productivity).</p> | <p>22.B.5a</p> <p>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).</p> |

C. Explain how the environment can affect health.

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|---|
| <p>22.C.4a</p> <p>Analyze how environmental conditions can affect health on a large scale (e.g., acid rain, oil spills, solid waste contamination, nuclear leaks, ozone depletion).</p> | <p>22.C.5a</p> <p>Compare and contrast how individuals, communities, and states prevent and correct health- threatening environmental problems (e.g., recycling, banning leaf burning, restaurant inspections, OSHA</p> |

| | |
|--|------------------------------|
| | standards in the workplace). |
|--|------------------------------|

D. Describe how to advocate for the health of individuals, families and communities.

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|---|
| <p>22.D.4a</p> <p>Identify health resources to help influence others in making healthy choices.</p> | <p>22.D.5a</p> <p>Explain how individuals can improve or help sustain school or community health initiatives and/or services.</p> |

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 HIGH SCHOOL | LATE HIGH SCHOOL |
|---|--|
| <p>23.A.4a</p> <p>Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).</p> | <p>23.A.5a</p> <p>Explain how the systems of the body are affected by exercise and the impact that exercise has on learning.</p> |

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

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|-------------------|------------------|
|-------------------|------------------|

| | |
|--|--|
| 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). | 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). |
|--|--|

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 HIGH SCHOOL | LATE HIGH SCHOOL |
|---|---|
| 24.A.4a Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families, and communities. | 24.A.5a Compare and contrast strategies to prevent conflict and resolve differences. |
| 24.A.4b Formulate strategies to prevent conflict and resolve differences. | |

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

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|--|--|
| 24.B.4a Explain how decision making affects the achievement of individual health goals. | 24.B.5a Explain immediate and long- term impacts of health decisions to the individual, family and community. |

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

| EARLY HIGH SCHOOL | LATE HIGH SCHOOL |
|---|--|
| 24.C.4a Formulate a plan to achieve individual health goals. | 24.C.5a Evaluate progress toward the attainment of a health goal. |