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## Illinois Learning Standards for Physical Development and Health

The Illinois Learning Standards for Physical Development and Health were developed using National Standards for Physical Education, National Health Education Standards, the 1985 State Goals for Physical Development and Health, and other states' standards and local outcomes from Illinois school districts.

As the nation moves forward into the twenty-first century, a tremendous opportunity exists to enhance our health and well-being. Much of that opportunity lies in our ability to address the growing health challenges that are facing children and youth. Although progress is being made, poor physical fitness; violence; lack of proper nutrition; communicable diseases; and alcohol, tobacco and other drug use continue to plague our society and most notably our youth.

Comprehensive physical development and health programs offer great potential for enhancing the capacity of students' minds and bodies. Extensive research connects the ability to learn to good health. Healthy minds and bodies are basic to academic success and, in later life, enhance the ability to contribute to a productive work environment.

The benefits of comprehensive health and physical education include promoting a healthy generation of students who are able to achieve their highest potential, reversing the trend of deteriorating health and physical fitness among youth, and helping to lower the cost of health care in the United States.

The goals and standards for physical development and health foster workplace skills, including identifying short- and long-term goals, utilizing technology, following directions, and working cooperatively with others. Problem solving, communication, responsible decision making, and team-building skills are major emphases as well.

Through comprehensive K-12 physical development and health programs, students will achieve active and healthy lives that will enable them to achieve personal goals and contribute to society.

### State Goals:

- GOAL 19 - Movement Skills
- GOAL 20 - Physical Fitness
- GOAL 21 - Team Building
- GOAL 22 - Health Promotion, Prevention and Treatment
- GOAL 23 - Human Body Systems
- GOAL 24 - Communications and Decision Making

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### Willowbrook Physical Education Courses (Grades 5-8)

| STATE GOAL 19: Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity                              |                                                                                                                                                                               |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 5th grade                                                                                                                                                           | 6th-8th grade                                                                                                                                                                 |
| <b>19A. Demonstrate physical competency in a variety of motor skills and movement patterns.</b>                                                                     |                                                                                                                                                                               |
| 19.A.2a Demonstrate control when performing combinations and sequences in locomotor, nonlocomotor, and manipulative motor patterns.                                 | 19.A.3a Demonstrate control when performing combinations and sequences of locomotor, nonlocomotor, and manipulative motor patterns in selected activities, games, and sports. |
| 19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns | 19.A.3b Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional combination movement patterns.   |
| <b>19C. Demonstrate knowledge of rules, safety and strategies during physical activity.</b>                                                                         |                                                                                                                                                                               |
| 19.C.2a Identify and apply rules and safety procedures in physical activities.                                                                                      | 19.C.3a Apply rules and safety procedures in physical activities.                                                                                                             |
| 19.C.2b Identify offensive, defensive and cooperative strategies in selected activities and games.                                                                  | 19.C.3b Apply basic offensive, defensive and cooperative strategies in selected activities, games, and sports.                                                                |
| STATE GOAL 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.                                              |                                                                                                                                                                               |
| 5th grade                                                                                                                                                           | 6th-8th grade                                                                                                                                                                 |
| <b>20A. Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</b> | <b>20B. Assess individual fitness levels</b>                                                                                                                                  |

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| 20.A.1a Identify characteristics of health-related and skill-related fitness (e.g. flexibility, muscular strength, balance)                                         | 20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology                                          |
| 20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.                                                                                   |                                                                                                                                                                    |
| 20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).                                                                            | 20.B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse, heart rate monitors), with and without the use of technology. |
| 20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology                                           |                                                                                                                                                                    |
| 20.C.2b Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g. running/cardiorespiratory, tug-of-war/strength) | 20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.                                                                       |

**STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.**

| 5th grade                                                                                                 | 6th-7th grade                                                                                                                                               | 8th grade                                                                                                                                                   |
|-----------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>21A. Demonstrate personal responsibility during group physical activities.</b>                         | <b>21A. Demonstrate personal responsibility during group physical activities.</b>                                                                           | <b>21: Develop skills necessary to become a successful member of a team by working with others during physical activity</b>                                 |
| 21.A.2a Accept responsibility for one's own actions in group physical activities.                         | 21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).                                           |                                                                                                                                                             |
| 21.A.2b Use identified procedures and safe practices without reminders during group physical activities.  | 21.A.3b Participate in establishing procedures for group physical activities                                                                                |                                                                                                                                                             |
|                                                                                                           | 21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).                                                           |                                                                                                                                                             |
| <b>21B. Demonstrate cooperative skills during structured group physical activity</b>                      | <b>21B. Demonstrate cooperative skills during structured group physical activity</b>                                                                        |                                                                                                                                                             |
| 21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity. | 21.B.3a Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). | 21.B.3a Work cooperatively with others to accomplish a set goal in both competitive and noncompetitive situations (e.g., baseball, choreographing a dance). |

**Health Course (Grades 8)**

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

22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g. proper diet and exercise reduces risks of cancer and heart disease).

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

23.A.3a Explain how body systems interact with each other (e.g. blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).

**23B. Explain the effects of health-related actions on the body systems**

23.B.3a Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).

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### 23C. Describe factors that affect growth and development.

23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g. nutrition, self-esteem, family, and illness).

23.C.3a 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).

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

24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation)

24.B.3a Apply a decision-making process to an individual health concern.

### 24C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3a Apply refusal and negotiation skills plan to potentially harmful individual health goals.