

# IL State Standards for P.E. & Health

## Movement Skills Goal 19: Acquire movement skills and understand concepts needed to engage in health-enhancing physical activity.

### 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.

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

<b>19.C.1</b> Demonstrate safe movement in physical activities.	<p><b>19.C.2a</b> Identify and apply rules and safety procedures in physical activities.</p> <p><b>19.C.2b</b> Identify offensive, defensive and cooperative strategies in selected activities and games.</p>	<p><b>19.C.3a</b> Apply rules and safety procedures in physical activities.</p> <p><b>19.C.3b</b> Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.</p>
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**Physical Fitness 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 fitness.**

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

**B. Assess individual fitness levels.**

<p><b>20.B.1</b> Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased pulse rate, increased breathing rate).</p>	<p><b>20.B.2a</b> Monitor individual heart rate before, during and after physical activity, with and without the use of technology.</p> <p><b>20.B.2b</b> Match recognized assessments of health-related fitness (e.g., AAHPERED, AAU) to corresponding components of fitness.</p>	<p><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.</p> <p><b>20.B.3b</b> Evaluate the strengths and weaknesses of a personal fitness profile.</p>
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**C. Set goals based on fitness data and develop, implement and monitor an individual fitness improvement plan.**

<p><b>20.C.1</b> Identify a realistic health-related goal.</p>	<p><b>20.C.2a</b> Set a personal health-related fitness goal.</p> <p><b>20.C.2b</b> Demonstrate the relationship between movement and health-related fitness components (e.g., running/cardio-respiratory, tug-of-war/strength).</p>	<p><b>20.C.3a</b> Set realistic short-term and long-term goals for a health-related fitness component.</p> <p><b>20.C.3b</b> Identify opportunities within the community for regular participation in physical activities.</p> <p><b>20.C.3c</b> Apply the principles of training to the health-related fitness goals.</p>
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**Team Building Goal 21: Develop team-building skills by working with others through physical activity.**

**A. Demonstrate individual responsibility during group physical activities.**

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

**B. Demonstrate cooperative skills during structured group physical activity.**

<p><b>21.B.1</b> Work cooperatively with another to accomplish an assigned task.</p>	<p><b>21.B.2</b> Work cooperatively with a partner or small group to reach a shared goal during physical activity.</p>	<p><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).</p>
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**Health Promotion, Prevention & Treatment 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.**

EARLY ELEMENTARY	LATE ELEMENTARY	MIDDLE/JUNIOR HIGH SCHOOL
<p><b>22.A.1a</b> Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).</p> <p><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).</p> <p><b>22.A.1c</b> Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).</p>	<p><b>22.A.2a</b> Describe benefits of early detection and treatment of illness.</p> <p><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</p> <p><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).</p>	<p><b>22.A.3a</b> Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).</p> <p><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).</p> <p><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).</p> <p><b>22.A.3d</b> Identify various careers involved in health promotion, health care and injury prevention.</p>

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

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

**C. Explain how the environment can affect health.**

<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).	<p><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).</p> <p><b>22.C.3b</b> Develop potential solutions to address environmental problems that affect the local community's health.</p>
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**Human Body Systems 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.**

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.**

<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).
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**C. Describe factors that affect growth and development.**

<b>23.C.1</b> Identify individual differences in growth and development among people.	<p><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).</p> <p><b>23.C.2b</b> Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).</p>	<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).
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**Communications and Decision-Making 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.**

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

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

<p><b>24.B.1</b> Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).</p>	<p><b>24.B.2</b> Describe key elements of a decision-making process.</p>	<p><b>24.B.3</b> Apply a decision-making process to an individual health concern.</p>
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**C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.**

<p><b>24.C.1</b> Demonstrate basic refusal skills (e.g., “Just Say No”, “Stranger Danger”).</p>	<p><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).</p>	<p><b>24.C.3</b> Apply refusal and negotiation skills to potentially harmful situations.</p>
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## IL State Standards Based Report Cards for P.E.

### Kindergarten

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

**Demonstrate control when performing fundamental  
locomotor, non-locomotor and manipulative skills.**

1 2 3 4

**Understand spatial awareness and relationships to objects and people.**

1 2 3 4

**Demonstrate safe movement in physical activities.**

1 2 3 4

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

**Engage in sustained physical activity that causes increased heart rate,  
muscle strength and range of movement.**

1 2 3 4

**Demonstrate individual responsibility during group physical activities.**

**Follow directions and class procedures while participating in physical activities.**

1 2 3 4

**Use identified procedures and safe practices with little or no reinforcement  
during group physical activities.**

1 2 3 4

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# IL State Standards Based Report Cards for P.E.

## First Grade

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

**Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.**

1 2 3 4

**Understand spatial awareness and relationships to objects and people.**

1 2 3 4

**Demonstrate safe movement in physical activities.**

1 2 3 4

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

**Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.**

1 2 3 4

**Demonstrate individual responsibility during group physical activities.**

**Follow directions and class procedures while participating in physical activities.**

1 2 3 4

**Use identified procedures and safe practices with little or no reinforcement during group physical activities.**

1 2 3 4

**Demonstrate cooperative skills during structured group physical activity.**

**Work cooperatively with another to accomplish an assigned task.**

1 2 3 4

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**IL State Standards Based Report Cards for P.E.**

**Second Grade**

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

**Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.**

**1 2 3 4**

**Understand spatial awareness and relationships to objects and people.**

**1 2 3 4**

**Demonstrate safe movement in physical activities.**

**1 2 3 4**

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

**Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.**

**1 2 3 4**

**Demonstrate individual responsibility during group physical activities.**

**Follow directions and class procedures while participating in physical activities.**

**1 2 3 4**

**Use identified procedures and safe practices with little or no reinforcement during group physical activities.**

**1 2 3 4**

**Work independently on tasks for short periods of time.**

**1 2 3 4**

**Demonstrate cooperative skills during structured group physical activity.**

**Work cooperatively with another to accomplish an assigned task.**

**1 2 3 4**

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**IL State Standards Based Report Cards for P.E.**

**Third Grade**

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

**Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.**

**1 2 3 4**

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

**Identify and apply rules and safety procedures in physical activities.**

**1 2 3 4**

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

**Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.**

**1 2 3 4**

**Demonstrate individual responsibility during group physical activities.**

**Accept responsibility for their own actions in group physical activities.**

**1 2 3 4**

**Demonstrate cooperative skills during structured group physical activity.**

**Work cooperatively with a partner or small group to reach a shared goal during physical activity.**

**1 2 3 4**

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

**Demonstrate positive verbal and nonverbal communication skills.**

**1 2 3 4**

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## IL State Standards Based Report Cards for P.E.

### Fourth Grade

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

**Demonstrate control when performing fundamental locomotor, non-locomotor and manipulative skills.**

1 2 3 4

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

**Identify and apply rules and safety procedures in physical activities.**

1 2 3 4

**Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.**

1 2 3 4

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

**Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.**

1 2 3 4

**Demonstrate individual responsibility during group physical activities.**

**Accept responsibility for their own actions in group physical activities.**

1 2 3 4

**Demonstrate cooperative skills during structured group physical activity.**

**Work cooperatively with a partner or small group to reach a shared goal during physical activity.**

1 2 3 4

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

**Demonstrate positive verbal and nonverbal communication skills.**

1 2 3 4

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**IL State Standards Based Report Cards for P.E.**

**Fifth Grade**

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

**Demonstrate control when performing combinations and sequences in locomotor, non-locomotor  
and manipulative motor patterns.**

**1 2 3 4**

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

**Identify and apply rules and safety procedures in physical activities.**

**1 2 3 4**

**Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.**

**1 2 3 4**

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

**Regularly participate in physical activity for the purpose of sustaining or improving  
individual levels of health-related fitness.**

**1 2 3 4**

**Demonstrate individual responsibility during group physical activities.**

**Accept responsibility for their own actions in group physical activities.**

**1 2 3 4**

**Demonstrate cooperative skills during structured group physical activity.**

**Work cooperatively with a partner or small group to reach a shared goal during physical activity.**

**1 2 3 4**

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

**Demonstrate positive verbal and nonverbal communication skills.**

**1 2 3 4**

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**IL State Standards Based Report Cards for P.E.**

**Sixth, Seventh & Eighth Grade**

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

**Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and  
manipulative motor patterns in selected activities, games and sports.**

**1 2 3 4**

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

**Apply rules and safety procedures in physical activities.**

**1 2 3 4**

**Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.**

**1 2 3 4**

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

**Identify the principles of training: frequency, intensity, time and type (FITT).**

**1 2 3 4**

**Identify and participate in activities associated with the components of health-related fitness.**

**1 2 3 4**

**Demonstrate individual responsibility during group physical activities.**

**Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).**

**1 2 3 4**

**Participate in establishing procedures for group physical activities.**

**1 2 3 4**

**Remain on task independent of distraction (e.g., peer pressure, environmental stressors).**

**1 2 3 4**

**Demonstrate cooperative skills during structured group physical activity.**

**Work cooperatively with a partner or small group to reach a shared goal during physical activity.**

**1 2 3 4**

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## **IL State Standards Based Report Cards for Health: Fourth Grade**

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

**Set a personal health-related fitness goal.**

**1 2 3 4**

**Students will comprehend concepts related to health promotion and disease prevention to enhance health.**

**Describe the relationship between healthy behaviors and personal health**

**1 2 3 4**

**Identify examples of emotional, intellectual, physical, and social health.**

**1 2 3 4**

**1.5.5: Describe when it is important to seek health care.**

**1 2 3 4**

**Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.**

**Identify how peers can influence healthy and unhealthy behaviors.**

**1 2 3 4**

**Describe how the school and community can support personal health practices and behaviors.**

**1 2 3 4**

**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.**

**Demonstrate refusal skills that avoid or reduce health risks.**

**1 2 3 4**

**Demonstrate nonviolent strategies to manage or resolve conflict.**

**1 2 3 4**

**Demonstrate how to ask for assistance to enhance personal health.**

**1 2 3 4**

**Students will demonstrate the ability to use decision-making skills to enhance health.**

**Identify health-related situations that might require a thoughtful decision.**

**1 2 3 4**

**Students will demonstrate the ability to use goal-setting skills to enhance health.**

**Identify resources to assist in achieving a personal health goal.**

**1 2 3 4**

**Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.**

**Identify responsible personal health behaviors.**

**1 2 3 4**

**Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.**

**1 2 3 4**

**Demonstrate a variety of behaviors that avoid or reduce health risks.**

**1 2 3 4**

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# IL State Standards Based Report Cards for Health

## Fifth Grade

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

Describe the benefits of maintaining a health-enhancing level of fitness

1 2 3 4

Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness

1 2 3 4

### Assess individual fitness levels.

Monitor individual heart rate before, during and after physical activity, with and without the use of technology.

1 2 3 4

Match recognized assessments of health-related fitness to corresponding components of fitness.

1 2 3 4

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

Set a personal health-related fitness goal.

1 2 3 4

Demonstrate the relationship between movement and health-related fitness components.

1 2 3 4

### 2.0: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors

Identify how peers can influence healthy and unhealthy behaviors.

1 2 3 4

### Students demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.

Identify responsible personal health behaviors.

1 2 3 4

Demonstrate a variety of behaviors that avoid or reduce health risks.

1 2 3 4

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# IL State Standards Based Report Cards for Health

## Sixth Grade

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

**Identify and describe ways to reduce health risks common to adolescents.**

1 2 3 4

**Identify how positive health practices and relevant health care can help reduce health risks.**

1 2 3 4

**Demonstrate basic procedures in injury prevention and emergency care that can be used in the home, workplace, and community.**

1 2 3 4

**Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks**

**Apply effective verbal and nonverbal communication skills to enhance health.**

1 2 3 4

**Demonstrate refusal and negotiation skills that avoid or reduce health risks.**

1 2 3 4

**Demonstrate effective conflict management or resolution strategies.**

1 2 3 4

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# IL State Standards Based Report Cards for Health

## Seventh Grade

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

**Identify and describe ways to reduce health risks common to adolescents.**

**1 2 3 4**

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

**Describe how the individual influences the health and well-being of the workplace and the community.**

**1 2 3 4**

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

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

**1 2 3 4**

**Describe factors that affect growth and development.**

**Describe the relationships among physical, mental, and social health factors during adolescence.**

**1 2 3 4**

**Demonstrate skills essential to enhancing health and avoiding dangerous situations**

**Apply refusal and negotiation skills to potentially harmful situations.**

**1 2 3 4**

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# **IL State Standards Based Report Cards for Health**

## **Eighth Grade**

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

**Identify and describe ways to reduce health risks common to adolescents.**

**1 2 3 4**

**Compare and contrast communicable, chronic, and degenerative illnesses.**

**1 2 3 4**

**Analyze possible outcomes of effective health promotion and illness prevention.**

**1 2 3 4**

**Identify various careers involved in health promotion, health care and injury prevention.**

**1 2 3 4**

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

**Describe how the individual influences the health and well-being  
of the workplace and the community.**

**1 2 3 4**

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