

PHYSICAL DEVELOPMENT AND HEALTH PERFORMANCE DESCRIPTORS

GRADES 6-12

RESPONDING TO THIS DOCUMENT

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INTRODUCTION

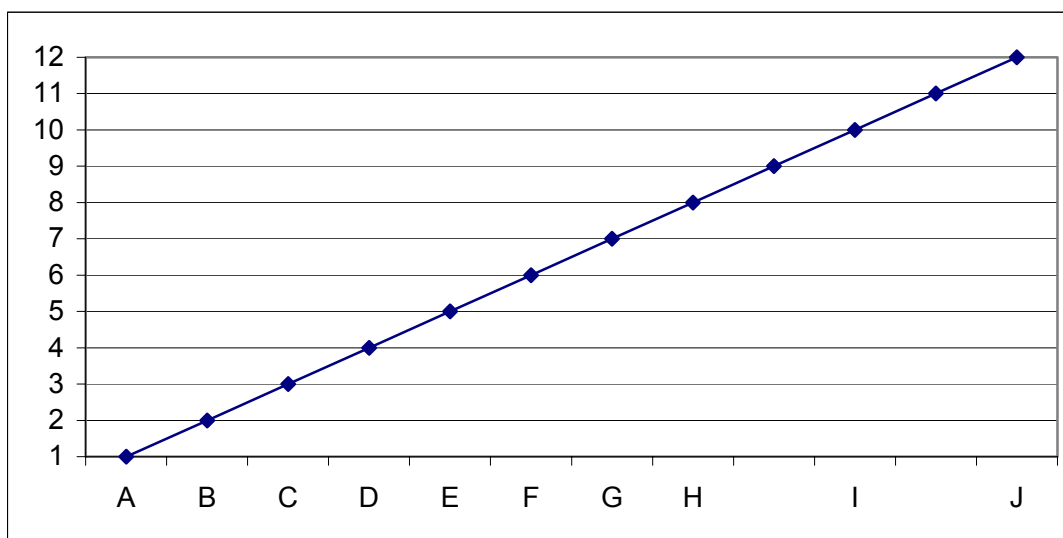
Design for Performance Standards

The Illinois Learning Standards are content standards that describe “*what*” students should know and be able to do in grades K – 12. Each content standard includes five benchmarks that describe what students should know and be able to do at early elementary, late elementary, middle/junior high, early high school, and late high school.

The challenge for the 2000-2001 school year was to produce performance standards that would indicate “*how well*” students should perform to meet the standards. To address this challenge, a number of perspectives needed to be considered. For example, the National Governors Association¹ raised two pertinent questions policymakers should consider for the design of performance standards:

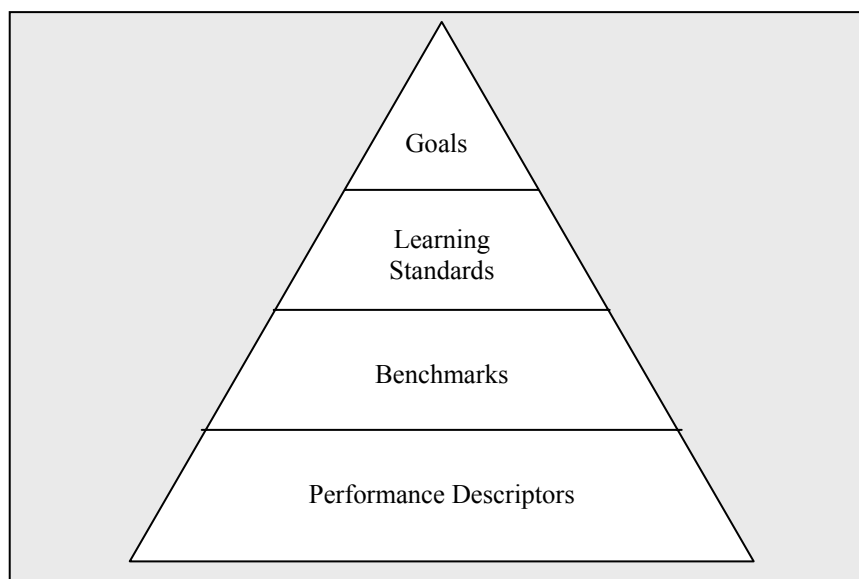
- Do the performance standards indicate the levels of performance students should attain, descriptions of performance at each level, and rules that enable educators to determine whether students have reached a given level?
- Do the performance standards include a range of work . . . to show that students can meet the standards in a variety of ways?

The performance standards describe how well students perform at various points on an educational development continuum. This continuum shows how students can demonstrate mastery of progressively more difficult content and cognitive skills over ten incremental stages of development. Performance within each stage can be assessed by the extent to which students are meeting the standards (i.e., starting, approaching, meeting, exceeding). Performance standards include four essential elements: performance descriptors, performance levels, assessment tasks and performance examples.



¹ Ouellette, M. (2000). “Maintaining progress through systemic education reform: Performance standards,” Washington, DC: National Governors Association.

The performance standards are classroom resources for voluntary use at the local level. They are not intended to replace the Illinois Learning Standards. Instead, they supplement them by providing sufficient detail and examples to enable teachers to establish appropriate grade-level performance expectations for students. The performance descriptors are a direct outgrowth of the state goals for learning. Whereas the benchmarks filled in detail on each of the standards at five grade-level clusters, the performance descriptors provide additional detail at each grade level.



Definitions

performance standards: the knowledge and skills that students are to perform at various stages of educational development (*performance descriptors*) and the performance expectations (*performance levels and assessment tasks*) for student work (*performance exemplars*) at each of the stages.

performance descriptors: statements of how students can demonstrate the knowledge and skills they acquired.²

performance levels: descriptions of how well students have achieved the standards; that is, the range, frequency, facility, depth, creativity, and/or quality of the knowledge and skills they acquired. Students can demonstrate levels of achieving performance standards along six dimensions:

| PERFORMANCE LEVEL = | RANGE + | FREQUENCY + | FACILITY + | DEPTH + | CREATIVITY + | QUALITY |
|---------------------|-------------|--------------|---------------|---------------|---------------|-------------|
| Exceeding | extensively | consistently | automatically | profoundly | inventively | excellently |
| Meeting | fully | usually | quickly | deeply | imaginatively | well |
| Approaching | partially | occasionally | haltingly | cursorily | commonly | marginally |
| Starting | narrowly | rarely | slowly | superficially | imitatively | poorly |

² New Standards. Performance Standards. (1997) Washington, DC: The National Center on Education and the Economy.

assessment tasks: descriptions of what students can do to demonstrate they have met the standards and a means for evaluating the levels of their performance.

performance examples: student work samples resulting from the classroom-based assessment tasks that illustrate performance levels.

Template For Expanded Performance Descriptors

| BENCHMARKS ⇒ | early elementary | | | late elementary | | middle/ junior high | | | early high | late high |
|-------------------------------------|------------------|---|---|-----------------|---|---------------------|---|---|------------|-----------|
| STAGES ⇒ PERFORMANCE LEVELS ↓ | A | B | C | D | E | F | G | H | I | J |
| Exceeding | | | | | | | | | | |
| Meeting | | | | | | | | | | |
| Approaching | | | | | | | | | | |
| Starting | | | | | | | | | | |

Vision for Physical Development and Health Performance

The ultimate goal of comprehensive health and physical education programs is to aid students in achieving their fullest potential through the acquisition of knowledge and skills necessary to attain healthy levels of well-being and to maintain active lifestyles throughout the lifespan. The foundation of all health and physical education programs is the interrelationship of physical, mental, emotional, and social health and well-being. Learners will establish a solid foundation for maintaining healthy, active, and productive lives. Learners must develop movement skills leading toward competency in self-selected activity, healthy levels of fitness, and cooperative interaction skills needed for successful participation in an active lifestyle. Teamwork and cooperative skills are used to work effectively with others, set individual and group goals, solve problems, and enhance the quality of interpersonal relationships. Learners will communicate and work in ways that promote and maintain dignity and respect for themselves and others. Through mastery of knowledge, skills, and behaviors essential to healthy living, learners will accept responsibility and consequences for personal decisions and behaviors. The result of persons leading healthy and physically active lifestyles is seen in an increased capacity for effective work, positive behavioral choices, and increased academic success.

Physical Development and Health: Goal Statements

Goal 19 – Acquire movement skills and understand concepts needed to engage in health enhancing physical activity. A physically educated person demonstrates sufficient skill in movement, uses effective game and performance strategies, follows rules for activities, and is able to develop a means for enhancing personal movement efficiency, culminating in the ability to perform proficiently in at least one selected activity. Students must learn basic skills, rules, and strategies for a variety of team sports, individual sports, lifetime activities, and creative movements in order to select personally fulfilling activities for a lifetime. Students must also understand mechanical analysis of skill execution to understand how skills are developed so they can learn new skills later in life or can modify skills to meet changes resulting from aging or injury.

Goal 20 – Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment. A physically educated person develops and maintains a healthy zone of fitness. The fitness level is periodically assessed and is maintained at sufficient levels to allow the learner to participate completely in chosen activities and reflects a low risk for diseases associated with unhealthy and inactive lifestyle choices. Students must understand how to assess fitness in each health-related component, must be able to select activities that contribute to improvement or maintenance in each fitness component, and must have the ability to plan a fit and healthy lifestyle across the age span.

Goal 21 – Develop team-building skills by working with others through physical activity. A physically educated person can apply principles of teamwork within physical activity to group activities within the family, community, or workplace. Students must display acceptable levels of individual responsibility, cooperation, and respect for self and others in everyday life experiences. Students must learn to problem solve, make decisions, accept responsibilities for consequences, work with decisions made by others, develop and follow procedures, and determine when to compete or cooperate.

Goal 22 – Understand principles of health promotion and the prevention and treatment of illness and injury. A health-literate person understands interrelationships among physical, mental, emotional, and social well-being and the prevention of illness and disease. From an early age, a health-literate person recognizes that achieving and maintaining personal health is dependent on their ability to positively impact their physical, mental, emotional, and social well-being. By adopting behaviors and making choices that minimize illness and promote health, a health-literate person will increase the chances of not only living a long life, but also, a productive life.

Goal 23 – Understand human body systems and factors that influence growth and development. A health-literate person will understand human anatomy, physiology, and the stages of growth and development throughout the life cycle. They will understand how growth and development are impacted by factors such as: age, heredity, nutrition, physical activity, illness, stress, substances, and the environment. A health-literate person will understand how systems of the human body work together and impact each other. They will know how behaviors and/or choices affect the functioning of the systems.

Goal 24 – Promote and enhance health and well-being through the use of effective communication and decision-making skills. A health-literate person makes knowledgeable and informed decisions as well as accepts responsibility for the consequences of these decisions. A health-literate person is an effective communicator who is able to communicate beliefs, information, opinions, and emotions necessary to strengthen relationships as well as avoid conflict. When communicating, a health-literate person will show respect, sensitivity and tolerance for the beliefs, opinions, and feelings of others. These communication skills will allow students to grow and mature into responsible, reasonable, and caring adults.

The ISBE Physical Development and Health Expanded Performance Descriptors

Intended Use and Interpretation

When the writing team charged with developing the performance descriptors for Physical Development and Health met and discussed the task, we became excited about the concept of creating a document that would both enhance and expand the classroom experience for educators and students alike. To utilize the performance descriptors to their full potential, several key points must be addressed prior to the implementation of the changes reflected within the stages.

Different goals receive different amounts of emphasis each year.

It is not expected that every concept within the content area will be addressed each year. For instance, students will reach a certain depth of understanding of concepts and demonstrate certain levels of proficiency within certain stages. Thereafter, instruction should be designed to extend what students can do. This approach supports a fundamental principle of best practices: Effective teachers determine where their students are and extend their learning from that point. Even though each of the seventeen Physical Development and Health standards applies to all grades, emphases will vary both within and between the grade bands.

The document is intended to be a developmental guide.

The stages are not intended to define grade levels. It can be assumed, however, that certain stages do correspond roughly to certain grade levels (i.e., stage C to the 3rd grade, stage E to 5th grade, stage H to 8th grade, stage I to early high school, and Stage J to late high school) and the performance descriptors match the “meets” standards at those levels. The other stages **are not** meant to explicitly correspond to the missing grades between. One stage below or above may not represent one grade level below or above. Instead, they represent the developmental stages of student learning and show a progression through which students acquire both an understanding of Physical Development and Health and more mature movement patterns. Consequently, it is not enough for a teacher to look at a single stage and decide what content he or she will teach at that grade level. Rather, a series of at least three stages (the prior stage, the stage at which students are functioning, and the following stage) must be considered to define the progression of understanding students should experience in order to move from one stage to the next.

The document is a curriculum development tool.

The stages of development presented in this document may be used by a school district to establish a curriculum that will help students meet state standards. By using the stages, curricula can move students through the stages of development without teaching every concept every year. Taken together, the K-12 performance descriptor stages suggest a general progression of learning and movement patterns in the area described by the goal and standard to which they pertain. In this manner the performance descriptors are used to help *develop* a curriculum, rather than to *prescribe* a state-mandated curriculum of what should be taught at each grade. In fact, while writing the descriptors, the team worked to avoid statements that advocated certain pedagogy. Instead, statements focus on measurable student performances.

Each stage represents growth from the previous stage.

It should be noted that the repetition of some performance descriptors at successive levels of learning is meant to acknowledge that effective instruction in Physical Development and Health is not simply a matter of introducing new concepts at each educational level. Effective instruction is also, crucially, a matter of helping students learn to apply and extend familiar concepts, techniques, movement patterns and strategies in new and increasingly challenging contexts. By the same token, as some descriptor concepts, techniques, movement patterns and strategies progress through the stages, many of them are either absorbed into other bullets or dropped altogether as the student approaches/attains final mastery. Educators working with students in the higher stages should be aware of those concepts and abilities which have been mastered in the earlier stages and plan their instruction accordingly.

The document uses appropriate Physical Development and Health terminology.

Occasionally, a reader may encounter an unfamiliar term. As a student progresses through the stages of development, it is assumed that a vocabulary shift will occur and the correct terms will be applied. In order to assist the reader with terminology used in this document, a glossary has been written with specific definitions to clarify intended meanings.

The document is based on the current form of the state learning goals and their benchmarks.

It is assumed that the state goals and benchmarks will undergo continual refinement, and this document will need to be revised as that happens. As such, this document should always be considered a work in progress. During their development, the performance descriptors were carefully aligned with the ***Illinois State Learning Standards***, the ***National Standards for Physical Education*** and the ***National Health Education Standards***. Primarily guided by these three documents, all of the bullet points are written to indicate the "meets" level of performance for each stage and are not intended to limit instruction. Curriculum should be fluid and change as needed at local levels.

Physical Development Performance Descriptors

19A Students who meet the standard can demonstrate physical competency in individual and team sports, creative movement, and leisure and work-related activities.

| Stage E | Stage F | Stage G |
|---|--|--|
| <ul style="list-style-type: none"> Utilize locomotor and/or non-locomotor movements in physical activity. Refine control while performing a manipulative skill. Refine control while performing a locomotor and/or a non-locomotor sequence. Perform two or more locomotor and/or non-locomotor skills in combination/sequence with control. Combine basic locomotor and non-locomotor patterns with smooth transitions. | <ul style="list-style-type: none"> Create combinations of locomotor/non-locomotor movement and manipulative skills in selected activities. Demonstrate locomotor/non-locomotor skills while manipulating objects. Practice combinations of sport related skills using correct form. List specific elements of proper form for various sport skills. Use vocabulary specific to activities, games, or sport. | <ul style="list-style-type: none"> Demonstrate effective movement patterns in a variety of movement forms. Perform selected sport skills using correct form. Apply sport skills in game like situations using correct form. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Physical Development Performance Descriptors

19A Students who meet the standard can demonstrate physical competency in individual and team sports, creative movement and leisure and work-related activities.

| Stage H | Stage I | Stage J |
|--|--|--|
| <ul style="list-style-type: none"> Utilize a variety of motor patterns while manipulating objects (changing pathway, direction). Use correct form while performing skills during activities, games, or sport. Demonstrate effective skill performance in selected activities, games, or sport. Identify personal performance factors that impact the outcome of activities, games, or sport. | <ul style="list-style-type: none"> Demonstrate skill competencies in a variety of leisure activities, individual/dual sports, team sports, creative movement patterns, and work-related activities. Demonstrate mechanically correct movement during activities, games, or sports. Demonstrate physiologically efficient movement during activities, games, or sports. Choose proper application of skill during game play. Combine knowledge of basic skills and strategies to participate successfully in each of the following categories: work related activities, leisure activities, creative movement activities, team sports, and individual/dual sports. | <ul style="list-style-type: none"> Analyze personal performance for effective movement. Apply results of self-analysis for personal improvement. Critique self-selected activity for his/her own ability to adjust to the changing environment. Apply basic skills inherent to any activity with consistent positive results. Compare skill development changes that occur from childhood to adulthood in a self-selected individual/dual/team sport, creative movement activities, or work related activities. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Physical Development Performance Descriptors

19B Students who meet the standard can analyze various movement concepts and applications.

| Stage E | Stage F | Stage G |
|--|--|--|
| <ul style="list-style-type: none"> • Demonstrate locomotor movements using a variety of changes in effort, flow, space, and time. • Demonstrate manipulative skills using a variety of changes in effort, flow, space, time, weight transfer, balance, absorption, and application of force. • Participates in a wide variety of physical activities without interfering with others or with objects. • Identify biomechanical principles of movement related to weight transfer, balance, absorption, and application of force. • Demonstrate movement where balance is established, lost, and gained. • Perform a sequence that combines weight transfer and balance movements. • Identify the components of a variety of locomotor, non-locomotor, and manipulative skills. • Manipulate object(s) with accuracy to change its direction and/or distance. | <ul style="list-style-type: none"> • Develop movement skills that demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base). • Define additional biomechanical principles (e.g., spin, rebound). • Apply concepts of effort, flow, space, and time into establishment of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base). | <ul style="list-style-type: none"> • Explain manipulative and locomotor movement combinations in terms of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base). • Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) in a variety of manipulative skills. • Explain how to alter the outcome of a skill by application of a biomechanical principle. • Identify additional biomechanical principles. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) |

Physical Development Performance Descriptors

19B Students who meet the standard can analyze various movement concepts and applications.

| Stage H | Stage I | Stage J |
|--|---|--|
| <ul style="list-style-type: none"> Identify mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) in a variety of locomotor, non-locomotor, and manipulative skills. Relate biomechanical principles to mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base). Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) in a variety of manipulative skills. Predict the result of a change in movement by manipulating a biomechanical principle (i.e., the harder you hit an object, the farther it will go). Observe and critique performance of a manipulative skill of a classmate and identify the effective use of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base). | <ul style="list-style-type: none"> Analyze the effectiveness of a variety of skills based on the application of biomechanical principles and mechanically correct form (typically, moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base). Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) of a variety of manipulative skills within a game or performance setting. Observe classmates or a self-video and evaluate a variety of skills based on the application of biomechanical principles (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base). Identify effective use of selected biomechanical principles involved in the performance of skills, games, and/or rhythmic movements. | <ul style="list-style-type: none"> Observe and critique a performance of a manipulative skill of a classmate and identify a variety of biomechanical principles that contribute to the effectiveness of the performance. Observe and critique a performance of a classmate and identify the level of efficiency of the performance. Select a skill and analyze the skill for maximum effectiveness and efficiency. Design a plan for improvement of the skill to increase effectiveness and efficiency. Design a plan for improvement of a game or dance performance to increase effectiveness and efficiency. Design a plan for learning a new skill based on requirements of effectiveness and efficiency. Design a plan for modifying a new skill based on requirements of effectiveness and efficiency in performing the skill. Identify the effect of fitness levels on the performance of a variety of skills (movement efficiency). Identify the effect of fitness levels on the performance of games and dance (movement efficiency). |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Physical Development Performance Descriptors

19C Students who meet the standard can demonstrate knowledge of rules, safety and strategies during physical activity.

| Stage E | Stage F | Stage G |
|---|--|--|
| <ul style="list-style-type: none"> • Demonstrate safety procedures/rules when participating in group physical activity. • Apply rules for activity necessary to maintain a safe environment. • Explain offensive, defensive, and cooperative strategies. | <ul style="list-style-type: none"> • Adhere to safety procedures during activity. • Create safety rules for specific activities, games, or sports. • Discuss the potential consequences of participating in a safe and unsafe environment during activity. • Demonstrate cooperative strategies during activity. • Apply offensive, defensive, and cooperative strategies in selected activities, games, or sports. • Follow rules when participating in a wide variety of activities, games, or sports. • Define the components of good sportsmanship. | <ul style="list-style-type: none"> • Recognize potentially unsafe situations, facilities, and/or equipment. • Discuss how cooperative strategies might be employed during activity. • Practice offensive, defensive, and cooperative strategies used during games, activities, or sports. • Apply appropriate game rules. • Demonstrate good sportsmanship. • Discuss ways to resolve conflict during physical activity. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Physical Development Performance Descriptors

19C Students who meet the standard can demonstrate knowledge of rules, safety and strategies during physical activity.

| Stage H | Stage I | Stage J |
|--|--|---|
| <ul style="list-style-type: none"> Engage in safe practices before, during, and after activities, games, or sports. Demonstrate cooperative strategies during physical activity. Apply offensive, defensive, and cooperative strategies used during activities, games, or sports. Apply rules during physical activity. Demonstrate good sportsmanship. | <ul style="list-style-type: none"> Apply safe practices, rules, and procedures in all physical activity settings. List rules and procedures to enhance safety. Apply offensive, defensive, and cooperative strategies during activities, games, or sports. Apply rules during activities, games, or sports. Demonstrate good sportsmanship. | <ul style="list-style-type: none"> Take part in activities in a safe and appropriate manner. Apply cooperative strategies during activities, games, or sports. Select appropriate strategies to offset the opponent's strategies. Apply rules during self-officiated activities, games, or sports. Modify existing components of a specific activity to improve that activity (increase the participation). Create an activity using rules, strategies, and safe methods in which classmates can participate. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Physical Development Performance Descriptors

20A Students who meet the standard know and can apply the principles and components of health-related fitness.

| Stage E | Stage F | Stage G |
|---|---|---|
| <ul style="list-style-type: none"> • Participate in health-enhancing levels of physical activity on a daily basis. • Participate in a progression of activities that will maintain or improve personal fitness levels. • Identify activities appropriate for warm-up and cool down. • Identify the benefits of health-related fitness. • Identify diseases/disorders associated with poor levels of fitness. • Define the effects of selected components of health-related fitness on current and future health. • Use and understand age-appropriate vocabulary related to fitness. | <ul style="list-style-type: none"> • Discuss the effects of physical activity on current and future health. • Perform physical activity that will benefit cardiovascular fitness, flexibility, muscular strength, and muscular endurance. • Participate in health-enhancing levels of physical activity on a daily basis. • Participate in a progression of activities that will maintain or improve personal fitness levels. | <ul style="list-style-type: none"> • Identify and describe the benefits and elements of health-related fitness. • Identify the reasons for change in your Fitnessgram scores. • Participate in health-enhancing levels of physical activity on a daily basis. • Participate in a progression of activities that will maintain or improve personal fitness levels. • Define principles of training (FITT: frequency, intensity, time, and type) in a physical activity. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) |

Physical Development Performance Descriptors

20A Students who meet the standard know and can apply the principles and components of health-related fitness.

| Stage H | Stage I | Stage J |
|---|---|--|
| <ul style="list-style-type: none"> Describe the benefits of various activities on the fitness components. Identify potential risks to health based on components of a fitness profile that are below the healthy level. Understand how exercise effects body composition. Participate in health-enhancing levels of physical activity on a daily basis. Participate in a progression of activities that will maintain or improve personal fitness levels. Demonstrate muscular strength while engaged in physical activity. Demonstrate muscular endurance while engaged in physical activity. Demonstrate flexibility while engaged in physical activity. Demonstrate cardiovascular fitness while engaged in physical activity. Define principles of training (FITT: frequency, intensity, time, and type) in a physical activity. Use appropriate vocabulary to identify the principles of health-related fitness. Apply principles of FITT to establish a progression for improving fitness components. Apply principles of FITT to establish a warm-up, workout, and cool down as elements of a workout plan. | <ul style="list-style-type: none"> Explain the effects of various exercises and physical activities on the components of health-related fitness. Describe the limitations and benefits of various fitness-training programs. Participate in health-enhancing levels of physical activity on a daily basis. Participate in a progression of activities that will maintain or improve personal fitness levels. Participate in various fitness training programs. Identify the relationship between fitness and performance. | <ul style="list-style-type: none"> Participate regularly in health-enhancing fitness in and out of school. Participate in health-enhancing levels of physical activity on a daily basis. Participate in a progression of activities that will maintain or improve personal fitness levels. Demonstrate the knowledge, skill, and ability to monitor and adjust physical activity levels to meet personal fitness needs. Interpret your own personal data and evaluate your data to influence change in your program. Formulate a fitness plan that can be implemented and tested by collecting data. Include principles of exercise frequency, intensity, time, type, specificity, progression, and overload into a regular exercise program, including warm up and cool down. Explain data recorded throughout an exercise program. Demonstrate correct adjustment and use of fitness equipment. Display proper exercise technique. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Physical Development Performance Descriptors

20B Students who meet the standard can assess individual fitness levels.

| Stage E | Stage F | Stage G |
|---|---|--|
| <ul style="list-style-type: none"> Record heart rate after engaging in physical activity. Identify target heart rate, maximum heart rate, resting heart rate. Recognize the immediate effects of exercise on heart rate. Monitor heart rate before, during, and after physical activity. Match health-related fitness components to a valid assessment of each component. Identify the health-related fitness components in various activities. Perform at the intensity level needed to improve cardiovascular fitness while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor). | <ul style="list-style-type: none"> Compare one's rate of perceived exertion to one's heart rate after activity. Participate in a variety of assessments in addition to Fitnessgram. Match health-related fitness components to a valid assessment of each component. Define and evaluate: target heart rate zone, maximum heart rate, resting heart rate, recovering heart rate, and rate of perceived exertion. Explain how to figure out target heart rate zone. | <ul style="list-style-type: none"> Identify and monitor heart rate during activity (recommended use of a heart rate monitor). Describe what happens to heart rate as intensity levels increase. Interpret fitness test data. Record heart rate before, during, and after exercise. Match health-related fitness components to a valid assessment of each component. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | | Grade 11-12 (I-J) |

Physical Development Performance Descriptors

20B Students who meet the standard can assess individual fitness levels.

| Stage H | Stage I | Stage J | | |
|---|---|---|--------------------|-------------------|
| <ul style="list-style-type: none">• Demonstrate effective use of heart rate monitor during physical activity.• Calculate resting, target, and recovery heart rates.• Record individual resting, target, and recovery heart rates during selected fitness activities.• Compare resting heart rate to recovery heart rate.• Report the perceived level of exertion during an activity.• Evaluate fitness scores using health-related test norms.• Select activities to improve physical fitness level.• Match health-related fitness components to a valid assessment of each component. | <ul style="list-style-type: none">• Create a profile to track heart rate and fitness levels over an extended period of time.• Assess personal fitness levels using Fitnessgram.• Match health-related fitness components to a valid assessment of each component.• Use technology to understand physiological data.• Analyze physiological data.• Prepare an individual health-related fitness profile and evaluate fitness level on each component. | <ul style="list-style-type: none">• Create a profile to track heart rate and fitness levels over an extended period of time.• Measure health/fitness levels in body composition, muscular strength, muscular endurance, flexibility, and cardiovascular endurance.• Use multiple assessments to determine current levels of fitness within each component.• Match health-related fitness components to a valid assessment of each component.• Interpret health-related fitness data collected over a period of time, with and without the use of technology, to assess all components of health-related fitness: body composition, muscular strength, muscular endurance, flexibility, and cardiovascular fitness before, during, and after engaging in an exercise program.• Assess improvements in a fitness profile and set new goals.• Evaluate behavioral choices and their impact on fitness level.• Evaluate the possible effects of heredity on physical wellness.• Evaluate the effects of fitness choices on physical wellness. | | |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) | Grade 9-10 (H-I-J) | Grade 11-12 (I-J) |

Physical Development Performance Descriptors

20C Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan.

| Stage E | Stage F | Stage G |
|---|---|--|
| <ul style="list-style-type: none"> • Set a personal goal specific to a component of health-related fitness. • Monitor progress in reaching the goal. • Write a planned list of activities used to accomplish the personal goal. • Explain how movement can improve health-related fitness components. • Explain the relationship between various movements and health-related fitness components (e.g., running/ cardiovascular). • Interpret personal fitness results. • Explain the relationship between behavioral choices and wellness levels. | <ul style="list-style-type: none"> • Select an additional health-related fitness goal and based on Fitnessgram results, write a list of activities to accomplish the goal. • Monitor progress in reaching the goal. | <ul style="list-style-type: none"> • Set personal goals from health-related fitness scores. • Identify a health-related fitness goal based on fitness levels, and select activities to meet that goal. • Identify fitness levels with use of Fitnessgram data. • Construct a personal plan to improve health-related fitness scores for one component. • Record scores and monitor progress. • Choose from a list of activities that can improve one's health/fitness plan. • Explain what activities can be used to improve health-related fitness scores. • Identify the FITT principles to create a plan for achieving a goal. • Develop a list of healthy behavioral choices to improve fitness levels. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) |

Physical Development Performance Descriptors

20C Students who meet the standard can set goals based upon fitness data and develop, implement, and monitor an individual fitness improvement plan.

| Stage H | Stage I | Stage J |
|--|---|--|
| <ul style="list-style-type: none"> • Understand how to set a realistic fitness goal. • Develop short-term and long-term goals as related to fitness. • Select a health-related fitness component, set a short-term goal, and write a plan. • Select a health-related fitness component, set a long-term goal, and write a plan. • Identify opportunities within the community for regular participation in physical activities (e.g., swimming, community walks and runs, park district programs). • Identify facilities within the community to use for regular participation in physical activities (e.g., parks, ice rinks, tennis courts). • Use frequency, intensity, time, and type (FITT) when writing a plan to meet your fitness goal. • Implement healthy behavioral choices as part of a fitness program. | <ul style="list-style-type: none"> • Set short-term fitness goals specific for each component of health-related fitness based on individual needs assessment. • Design a personal fitness program that incorporates all health-related fitness components and principles. • Analyze personal fitness profile. • Evaluate opportunities within the community for regular participation in physical activities (e.g., swimming, community walks and runs, park district programs). • Evaluate facilities with the community to use for regular participation in physical activities (e.g., parks, ice rinks, tennis courts). • Evaluate a fitness product or advertisement • Compare and contrast behavioral choices to personal fitness levels. | <ul style="list-style-type: none"> • Write health-related fitness goals that reflect current fitness level, length of available time, equipment and facilities, and realistic goals. • Incorporate the specific health and exercise behaviors necessary to attain the short-term and long-term goals. • Recognize possible difficulties in achieving both short and long-term goals and identify strategies to overcome these difficulties. • Determine the level of success in meeting these goals. • Analyze results of health-related goals for each specific health-related fitness component. • Evaluate short-term goals. • Perform periodic assessments of each component of health-related fitness. • Revise a fitness program to reflect changes in age and/or possible changes in health status (e.g., illness or injury). • Adjust or modify personal fitness plan as warranted. • Keep a personal fitness log that includes warm-up activities, complete descriptions of conditioning exercises and activities, workout hours and minutes, intensity, repetitions, sets, frequency, and cool down activities. • Evaluate the contents of a personal exercise log. • Evaluate behavioral choices and their impact on personal fitness levels. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Physical Development Performance Descriptors

21A Students who meet the standard can demonstrate individual responsibility during group physical activities.

| Stage E | Stage F | Stage G |
|--|--|--|
| <ul style="list-style-type: none"> • Discuss the class procedures to be followed during participation in a group physical activity. • Explain the safety procedures and rules to be followed during participation in a group physical activity. • Respect the personal space of others as well as the relationship to objects when moving safely within individual self-space. • List the consequences for not following the class procedures/rules. • Follow rules when participating in a group activity. • Follow specific instructions when participating in a physical activity. • Perform physical activity when following specific instructions. • Examine how to settle disagreements concerning rule discrepancies without teacher intervention during physical activity. • Analyze the impact of individual behaviors on group physical activity. • Discuss the need for officiating during physical activity. • Demonstrate the ability to remain on task when participating in physical activity. | <ul style="list-style-type: none"> • List what the different roles are that students have in group physical activity. • Identify components of the decision-making process (i.e., D.E.C.I.D.E model). • Demonstrate the ability to remain on task when participating in physical activity. • Explain all the rules of safety and why each rule is important in group physical activity. • Engage in safe physical activity when a leader is officiating (e.g., apply safety procedures and rules). • Create rules for physical activities. • List individual behaviors that can positively and/or negatively affect the success of a group. | <ul style="list-style-type: none"> • Recognize situations where the decision-making process is needed when participating in physical activity. • Demonstrate the ability to remain on task when participating in physical activity for a designated period of time. • Demonstrate individual responsibility during group physical activity. • Demonstrate safety rules in effect during group physical activity. • Engage in safe physical activity when a teacher or peer is officiating. • Create rules for small groups engaged in physical activity. • Demonstrate positive behaviors that contribute to the success of a group. • Recognize the role an individual plays in group physical activity. • Examine how to change the rules of an activity or game in order to include every participant. |
| Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) | | |

Physical Development Performance Descriptors

21A Students who meet the standard can demonstrate individual responsibility during group physical activities.

| Stage H | Stage I | Stage J |
|---|--|--|
| <ul style="list-style-type: none"> Establish various roles within groups that are engaged in physical activity. Demonstrate individual responsibility during group physical activity. List the leadership skills used when participating in physical activity. Demonstrate the decision-making model. Remain on task when participating in group physical activity until a task is completed. Demonstrate safety rules in effect during group physical activity. Engage in physical activity when under the direction of a leader. Create rules for large groups engaged in physical activity. Examine the roles individuals play in group physical activity. Examine how to change the rules of an activity or game in order to include every participant. | <ul style="list-style-type: none"> Apply decision-making process when participating in physical activity. Practice decision-making skills both independently and with others when participating in physical activity. Select and determine the appropriate decision-making strategy to use in selected situations when participating in physical activity. Formulate a plan within a group to complete a problem-solving initiative when participating in physical activity. Apply all safety rules and procedures when participating in physical activity. Establish safety limitations for a group physical activity. Apply leadership skills as a group leader when participating in physical activity. Examine how to change the rules of an activity or game in order to include every participant. | <ul style="list-style-type: none"> Demonstrate problem-solving skills and strategies when participating in physical activity. Coach/facilitate a group of peers when participating in a physical activity. Compare safety procedures used in a variety of physical activities and explain why they are important. Self-officiate games and/or activities when participating in a physical activity. Design a group activity including rules and safety procedures. Examine how to change the rules of an activity or game in order to include every participant. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Physical Development Performance Descriptors

21B Students who meet the standard can demonstrate cooperative skills during structured group physical activity.

| Stage E | Stage F | Stage G |
|--|--|---|
| <ul style="list-style-type: none"> • Explain safety procedures that should be followed when working with a partner during structured group physical activity. • Perform cooperatively in a small group when participating in structured group physical activity. • Complete a task with a partner or small group in a given amount of time with no teacher intervention. • Give examples of ways to achieve individual and/or shared goals during group physical activity. | <ul style="list-style-type: none"> • Identify and define characteristics of an effective leader. • Identify a variety of supportive roles within a cooperative group setting. • Identify responsible decision-making skills regarding use of time and rules application. • Identify the steps in a decision-making model. • Respect decisions made by others in activity concerning rules, procedures, and process. • Work cooperatively with others. • Recognize individual differences in performance within a group. | <ul style="list-style-type: none"> • Demonstrate effective leadership skills while interacting with others during structured group physical activity. • Practice making decisions when participating in structured group physical activity. • Apply decision-making model strategies during a variety of structured group physical activities. • Identify consequences of a variety of behavioral choices used when participating in structured group physical activity. • Identify strengths and weaknesses of roles played during a cooperative group physical activity. • Resolve conflicts that arise during structured group physical activity. • Respect and accept individual differences within a group participating in structured physical activity. • Make choices based on providing safety to self and others during structured group physical activity. • Find positive ways to assert independence during structured group physical activity. |
| Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) | | |

Physical Development Performance Descriptors

21B Students who meet the standard can demonstrate cooperative skills during structured group physical activity.

| Stage H | Stage I | Stage J |
|---|--|---|
| <ul style="list-style-type: none"> • Apply leadership skills in various settings during structured group physical activity. • Develop a strategy to maximize the contribution of all members of a group during structured group physical activity. • Apply decision-making model strategies during a variety of structured group physical activities. • Identify positive and negative peer influences when participating in structured group physical activity. • Create a plan for improvement of roles played in a cooperative group physical activity. • Resolve interpersonal conflict during structured group physical activity. • Respect the contribution of others when participating in structured group physical activity. • Make choices based on providing safety to self and others during structured group physical activity. • Find positive ways to assert independence during structured group physical activity. • Consider consequences when confronted with behavior choices when participating in structured group physical activity. | <ul style="list-style-type: none"> • Evaluate the quality of decisions made during structured group physical activity. • Support others, both physically and emotionally, during structured group physical activity. • Resolve interpersonal conflicts with others during structured group physical activity. • Demonstrate appropriate techniques for resolving conflicts during structured group physical activity. • Plan a strategy to reach an agreed upon goal during structured group physical activity. > • Explain boundaries, directions, and rules of a given task or game prior to the group physical activity. • Recognize effective and ineffective strategies used during a group physical activity. • Respect the contribution of others during structured group physical activity. • Respect the performance of others during structured group physical activity. | <ul style="list-style-type: none"> • Share leadership and supportive roles during structured group physical activity. • Support group decisions when participating in structured group physical activities. • Compromise/Adapt to group needs during physical activity. • Resolve interpersonal conflicts with others during structured group physical activity. • Encourage others to respond positively to challenges, successes, and failures in structured group physical activities. • Assess the group's ability to perform at higher levels of team-building in competitive and non-competitive settings during structured group physical activity. • Plan a strategy to reach an agreed upon goal during structured group physical activity. • Assess the contribution of group members toward goal achievement during structured group physical activity. • Respect and acknowledge the different physical performance levels of others when participating in structured group physical activities. • Follow through with plans and strategies established to achieve group goals (including team building strategies) when participating in physical activity. • Evaluate strengths and weaknesses of the plan or process used to complete a task during structured group physical activity. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Health Performance Descriptors

22A Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety.

| Stage E | Stage F | Stage G |
|--|--|--|
| <ul style="list-style-type: none"> • Discuss procedures to be followed if fire is suspected. • Apply safety precautions and basic first aid to injuries (cuts, scrapes, poisons). • Explain the importance of regular health screenings (eye, dental, physical). • Name items checked by physicians during regular health screenings. • State signs and symptoms of illnesses (e.g., measles, mumps, chicken pox). • Discuss the benefits of early detection and treatment of illness. • Recognize that some diseases can be controlled more easily than others. • Discuss behaviors that may be considered to be abusive. • Know what to do if abusive behavior is suspected or discovered. • Explain the importance of vaccinations. | <ul style="list-style-type: none"> • Discuss the differences between bacteria and viruses. • Apply basic first aid to injuries (burns). • Describe common emergency procedures (e.g. fire, weather). • List stressors. • Describe different types of stress. • Describe the signs and symptoms of illness that indicate a person should seek medical treatment (e.g., conscious and unconscious). • Describe signs and symptoms of common childhood illnesses. • List early detection methods of diagnosing illnesses. • Distinguish the difference between communicable and non-communicable diseases. • Recognize abusive behaviors. • Practice methods to be followed when abusive behavior is suspected or discovered. • Identify the types of vaccinations used to maintain health. | <ul style="list-style-type: none"> • Compare and contrast bacteria and viruses. • Show awareness of rules, regulations, and safety procedures to be followed while engaged in physical activity. • Describe safety rules to be followed when engaged in physical activity. • Talk about various careers that promote health and safety or prevent illness. • Apply basic first aid procedures (e.g., bleeding). • Describe behaviors/choices that reduce health risks (sleep, nutrition, activity, stress management, hygiene). • Recognize that prolonged exposure to stress can be detrimental to health. • Predict the consequences of not being immunized. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Health Performance Descriptors

22A Students who meet the standard can explain the basic principles of health promotion, illness prevention, and safety.

| Stage H | Stage I | Stage J |
|--|--|--|
| <ul style="list-style-type: none"> • Apply basic first aid procedures (e.g., weather-related injuries). • Follow rules, regulations, and safety procedures while engaged in physical activity and encourage others to do so. • Explain routine safety precautions (e.g., in motor vehicles, on a bicycle, in and near water, as a pedestrian). • Indicate behaviors/choices that may increase risks to one's health. • Compare and contrast personal health-related behaviors/choices made now and in the past. • Demonstrate behaviors/choices that reduce health risks. • Explain the possible consequences that prolonged exposure to stress may have on the body. • Describe and name STDs. • Identify the signs and symptoms of common STDs. • Demonstrate basic knowledge of H.I.V. and A.I.D.S. | <ul style="list-style-type: none"> • Explore ways that technology can be used to impact health and safety. • Discuss ways that the media has influenced health and safety issues. • Apply basic first aid procedures (e.g., CPR, Heimlich maneuver). • Recognize the differences between communicable and non-communicable diseases. • Define the terms 'chronic' and 'acute'. • Describe the differences among chronic and acute diseases. • Know the differences among diseases that are communicable, non-communicable, acute, chronic, and degenerative. • Determine the signs and symptoms of the top three chronic diseases (cancer, heart disease, and diabetes). • Identify organisms that cause STDs. • Investigate ways that effective health promotion and illness prevention can maintain and/or improve health. | <ul style="list-style-type: none"> • Chronicle past, present and future technologies that impact health and safety. • Cite specific examples of how the media has impacted views and/or responses to health or safety issues. • Apply basic first aid procedures (all presented to date). • Describe strategies used to manage communicable diseases. • Identify strategies that can be used to manage chronic and degenerative diseases. • Analyze personal health strategies that can be followed to maintain and/or improve health. • Compare and contrast chronic and communicable diseases. • Evaluate the effectiveness of health prevention and illness prevention methods and/or programs. • Discover long-term consequences of STDs. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Health Performance Descriptors

22B Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.

| Stage E | Stage F | Stage G |
|--|--|--|
| <ul style="list-style-type: none"> • Discuss the components of a decision-making process. • Cite examples of how the media portrays situations showing self-diagnosis and self-medication. • Tell others how they influence other people's health choices/behaviors. • Recall positive health behaviors, choices, and skills. • Give examples of health-related advertisements. • Describe how the media influence health-related behaviors, choices, and skills. • Discuss ways to make the school and community safer places. | <ul style="list-style-type: none"> • Compare and contrast safety and hygiene of other people and/or cultures. • Formulate a plan for making the school a safer place. • Use a decision-making process to make a healthy choice in a peer pressure situation. • Know where to go for health care and medicines. • Discuss how peers influence health-related choices/behaviors. • Discuss how to evaluate health-related information. | <ul style="list-style-type: none"> • Recognize emergency situations that can impact health and well-being (e.g., tornado, flood, fire). • Recall actions and procedures that need to be taken in order to lessen the impact of emergencies on a person's health. • Evaluate the reliability of health-related information. • Discuss how peers affect health-related choices. • Recognize the seriousness of signs and symptoms of illnesses. |
| Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) | | |

Health Performance Descriptors

22B Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.

| Stage H | Stage I | Stage J |
|---|--|--|
| <ul style="list-style-type: none"> • Demonstrate actions to be taken during emergency situations (tornadoes, fire, lightning). • Distinguish between reliable and unreliable health information and advertising. • Analyze teen trends and their relationship to health (diet, skin products, body piercing, tattoos). • Explain when it is appropriate to stay at home because of an illness. • Investigate the history and treatment of disease and its influences on the way we deal with diseases today. | <ul style="list-style-type: none"> • Discuss laws that have been written to govern the production and dissemination of health information and products (e.g., food labels). • Identify the steps to follow to become an informed and intelligent health consumer. • Explain what it means to be health literate. • Discuss how peoples' productivity (at school, at work, at home) is affected by health. • Know the differences between personnel and agencies whose job it is to prevent, control, and maintain health. • Discuss the role that the media has had and should have in the dissemination of health information and in the promotion of health-related products. • Investigate the socio-economic effects of health-related issues (prevention, productivity, insurance, health care). • Explain the need for appropriate health care throughout life for the prevention and maintenance of health. | <ul style="list-style-type: none"> • Analyze laws that govern the production and dissemination of health information and products. • Demonstrate the ability to find reliable health information. • Recommend ways that individuals, families, and communities can help improve and/or maintain health. • Summarize ways that the media have influenced the perception of health issues or health choices. • Plan ways to improve and/or maintain health throughout the life cycle. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Health Performance Descriptors

22C Students who meet the standard can explain how the environment can affect health.

| Stage E | Stage F | Stage G |
|---|---|--|
| <ul style="list-style-type: none">• Discuss methods used by schools, communities, and individuals to dispose of waste.• Explain how depletion of the ozone layer can affect health.• Explain the possible effects of noise pollution on health.• Compare healthy environments and healthy people to unhealthy environments and unhealthy people.• Discuss how temperatures affect health.• Analyze hazards associated with the prolonged exposure to the sun (ultra-violet rays).• Analyze the cleanliness of the water in one’s environment.• Discover water purification systems used in communities, at home, and at school.• Recognize possible sources of pollution in specific environments (your home, your school, your community). | <ul style="list-style-type: none">• Name community and national groups responsible for regulating pollution.• Research laws and/or community ordinances that pertain to pollution.• Analyze the amount of noise produced by common products and sources and list possible health effects of noise.• Research ways to reduce noise pollution in one’s environment.• Analyze tanning products and their effectiveness in preventing health-related problems.• Collect and analyze water from a variety of sources (tap, rain, river).• Describe the effects of cigarette smoking on the environment.• Investigate the possible health problems caused by inappropriate waste disposal. | <ul style="list-style-type: none">• Research waste disposal and how it may affect future generations and the environment.• Identify specific agencies within the community that are responsible for specific environmental concerns/problems.• Name organisms that cause food borne illnesses.• Recognize food borne illnesses and diseases caused by environmental factors.• List chemicals found in cigarette smoke that pollute the body and the environment. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| | | Grade 9-10 (H-I-J) |
| | | Grade 11-12 (I-J) |

Health Performance Descriptors

22C Students who meet the standard can explain how the environment can affect health.

| Stage H | Stage I | Stage J |
|--|--|--|
| <ul style="list-style-type: none"> • Debate ways that communities can get rid of waste more efficiently and effectively. • Research and report on possible solutions to local community and school environmental problems. • Explain the difference between e-coli, salmonella, and botulism. • Research the effects on the body and the environment of substances found in cigarette smoke. | <ul style="list-style-type: none"> • Discuss global environmental problems and how they affect people. • Analyze the history and progress of environmental problems. • Investigate food preparation and its effect on food borne illnesses. • Discover ways that an individual can reduce the risks of being afflicted with a food borne illness. • Recognize the relationship between the environment, disease, and health (e.g., genetic altering of food supply, use of pesticides). | <ul style="list-style-type: none"> • Describe specific steps one can take to minimize environmental problems. • Research ways the global community is addressing environmental issues. • Summarize ways that individuals can impact environmental issues at home, at school, in their community, and in the global community. • Compare and contrast how individuals, communities, states, and countries prevent and correct environmental problems. |
| Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) | | |

Health Performance Descriptors

23A Students who meet the standard can describe and explain the structure and functions of the human body systems and how they interrelate.

| Stage E | Stage F | Stage G |
|---|--|--|
| <ul style="list-style-type: none"> • Explain what muscles do for the body. • Identify what gives the body its size and shape. • Recognize the parts of the digestive system. • Label the parts of the respiratory system. • Identify the parts of the circulatory system. • Know the parts of the nervous system. • Explain the basic functions of the nervous system. • Describe the basic functions of the digestive system. • Describe the basic functions of the circulatory system. • Explain the basic functions of the respiratory system. | <ul style="list-style-type: none"> • Explain how nerves and the brain work together. • Discover how blood travels throughout the body. • Analyze how oxygen gets to the lungs. • Illustrate how food is processed and moves through the digestive system. • Explain the basic functions of the reproductive system. | <ul style="list-style-type: none"> • Discover how oxygen travels throughout the body. • Analyze what happens to food once it has been digested. • Describe how blood circulates throughout the body. • List ways that the body's systems work together. • Explain the basic functions of the reproductive system. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Health Performance Descriptors

23A Students who meet the standard can describe and explain the structure and functions of the human body systems and how they interrelate.

| Stage H | Stage I | Stage J |
|--|---|--|
| <ul style="list-style-type: none"> Describe how the circulatory and respiratory systems work together. List substances from other systems that are carried by blood. Explain what happens to the brain when it does not get oxygen. Discuss ways that systems impact one another either in a positive or negative way. | <ul style="list-style-type: none"> Recognize that all of the body's systems interrelate and impact each other. Describe the effects of nutrition, stress, substances, and disease on the body's systems. Analyze the effects of different forms of exercise on the body's systems. Investigate ways and behaviors that can improve or maintain the functioning of the body's systems. Recognize personal health behaviors and choices that help or hinder the functioning of the body's systems. | <ul style="list-style-type: none"> Analyze the interrelationships that the systems have on one another. Predict the impact that a person's health behaviors and/or choices may have on the body's systems. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Health Performance Descriptors

23B Students who meet the standard can explain the effects of health related actions on the body systems.

| Stage E | Stage F | Stage G |
|---|--|--|
| <ul style="list-style-type: none"> List the effects of alcohol, drugs, and tobacco on the body's systems. Explain the relationship between diet and exercise to the body. Recognize the positive effects of physical activity on the body's systems. Recognize the negative effects of physical activity on the body's systems. Define the word 'calorie'. List foods that have high caloric content. Classify foods into groups based on their major nutrient contribution. List choices that have a positive influence on health. List choices that have a negative influence on health. | <ul style="list-style-type: none"> Identify the benefits of both aerobic and anaerobic activities on the body's systems. Predict what will happen if someone eats too many high calorie foods. List choices that have a positive influence on health. List choices that have a negative influence on health. | <ul style="list-style-type: none"> Recognize the importance of establishing an ongoing exercise plan in order to sustain the health of the body's systems. Identify the components of a healthy lifestyle. Evaluate a personal daily diet. List choices that have a positive influence on health. List choices that have a negative influence on health. Describe the short-term effects of tobacco use on the body's systems. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Health Performance Descriptors

23B Students who meet the standard can explain the effects of health related actions on the body systems.

| Stage H | Stage I | Stage J |
|--|--|---|
| <ul style="list-style-type: none"> Analyze the effects of drug use, misuse, and abuse on health status. Identify factors affecting basic nutrient and energy requirements. Recognize the impact of diets on health. Discuss the health risks of fad diets and eating disorders (anorexia, bulimia, overeating). Explain the possible dangers of tattooing and body piercing. List choices that have a positive influence on health. List choices that have a negative influence on health. Describe the long-term effects of tobacco, alcohol, and drug abuse on the body's systems. | <ul style="list-style-type: none"> Analyze the effects of drug use on vehicle operation. Analyze how behaviors can impact the maintenance of health and/or the prevention of disease. Discuss the effects of sleep deprivation on the body. Describe the short-term and long-term effects of stress on the body. Know the effects that disease can have on the body's systems (e.g., diabetes, cancer). Compare nutritional value of supplements and additives. Evaluate a diet in terms of sugar, sodium, fats, and fiber. List choices that have a positive influence on health. List choices that have a negative influence on health. | <ul style="list-style-type: none"> Explain how the use of drugs, alcohol, and tobacco can affect a fetus/infant. Design and construct a diet based on the Dietary Guidelines for Americans and the USDA Food Pyramid. Analyze how health-related choices made today can affect a person's health in the future. Explain how choices made by a pregnant woman can affect the health status and development of a fetus. List choices that have a positive influence on health. List choices that have a negative influence on health. |
| Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) | | |

Health Performance Descriptors

23C Students who meet the standard can describe factors that affect growth and development.

| Stage E | Stage F | Stage G |
|--|--|--|
| <ul style="list-style-type: none"> Describe the effects of drug use (caffeine, nicotine, alcohol, and other drugs) on growth and development of the body. Recognize personal health behaviors and/or choices that reduce risks of health problems. Demonstrate interpersonal behaviors that can help people feel comfortable with one another. Identify risk-taking behaviors. Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well being. Define the word 'puberty'. Identify changes associated with puberty. Identify characteristics of puberty and the effects of these changes on physical, mental, and social development. List factors that contribute to positive self-esteem. Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes. Recognize reliable sources of food and dietary information. Develop the ability to formulate new friendships. Explain how and which hereditary traits are passed on from parent to child. | <ul style="list-style-type: none"> Explain why each individual is primarily responsible for his or her own decisions regarding the use, misuse, or abuse of substances. Describe the rate of growth change during puberty. Explain the effects of diet and exercise on body weight and composition. Identify portion size and number of servings suggested to fulfill basic nutritional needs. Identify the roles significant people in an individual's life play in providing a mental, emotional, and social support system. Define the phase 'peer pressure'. Describe the process of group decision-making. List ways to counteract negative risk factors (delay factor, refusal skills). Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being. | <ul style="list-style-type: none"> Describe situations and/or choices affecting the use, misuse, or abuse of substances that will affect physical, mental, emotional, and social growth and development. Investigate options for healthy weight loss and gain. Discuss physical, mental, emotional, and social changes that occur during puberty. Recognize the relationships between diet (excesses and deficiencies) and the body's systems. Describe the principles of energy balance (calorie intake and expenditure). Describe how peers influence one's life. Discuss dating as one way of exploring friendships and learning new social skills. Identify criteria for acceptable dating behavior. Identify and develop effective coping skills. Investigate the impact that significant people have on the health choices/lifestyles of others. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Health Performance Descriptors

23C Students who meet the standard can describe factors that affect growth and development.

| Stage H | Stage I | Stage J |
|--|---|--|
| <ul style="list-style-type: none"> • Discuss the influences and behaviors that may lead to eating disorders. • Identify situations that cause stress. • Recognize stress management techniques. • Identify the possible impact of death, loss, and/or divorce on the family and friends. • Investigate the relationships of, and the disparities among, physical, mental, emotional, and social changes occurring during puberty. • Use the principles of energy balance to plan a diet and activity routine that will result in healthy body weight and composition. • Use knowledgeable consumer skills to purchase healthy foods. • Recognize social forces and norms that exert positive or negative influences on health practices, including fitness and diet. • Practice effective methods of communication (written, verbal, non-verbal). • Practice conflict resolution skills. • Identify health-related choices which, if made today, can affect a person's physical, mental, emotional and social growth and development in the future. • Discuss how making healthy choices and knowing family health history can help a person live a more healthy life. | <ul style="list-style-type: none"> • Identify the responsibilities and consequences in relationships. • Demonstrate stress management techniques. • Explain the long-term effects of stress on physical, mental, emotional, and social health. • List interventions and strategies that can be utilized in a variety of health-related situations. • Discuss the characteristics and development needs related to the stages of the life cycle. • Identify the different stages of the life cycle. • Explain the relationship between conception and the fertility cycle. • Apply the principles of energy balance, calorie intake, and expenditure to plan a diet and activity routine that will result in healthy body weight and composition. • Incorporate effective methods of communication (verbal, non-verbal, and written) into daily activities. • Analyze food choices and activity practices used to maintain weight and body composition. • Discuss how health-related choices made today can affect a person's physical, mental, emotional, and social growth and development in the future. | <ul style="list-style-type: none"> • Analyze the interrelationships of working, family roles, school, and peers on a person's physical, mental, emotional, and social health. • Design and implement a personal health plan adaptable to changing lifelong needs. • Explain how choices and behaviors of a pregnant woman can affect fetal health and development. • Analyze diets for variety and balance. • Evaluate dietary options, supplements, and additives as they might affect health. • Analyze marketing/media influences on health choices. • Analyze how health-related choices made today can affect a person's physical, mental, emotional, and social growth and development in the future. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Health Performance Descriptors

24A Students who meet the standard can demonstrate procedures for communicating in positive ways, resolving differences, and preventing conflict.

| Stage E | Stage F | Stage G |
|---|--|---|
| <ul style="list-style-type: none"> • Explain how to build and maintain healthy relationships. • Identify common causes of conflict among peers and parents. • Describe negotiating, mediation, and consensus building skills. • Simulate ways to settle disagreements among peers and parents. • Predict your emotional responses in different situations. • Analyze possible consequences of conflict. • Apply positive communication skills to avoid conflict. • Simulate situations where bullying occurs. • Discuss consequences of bullying. • Relate how positive and negative communication affects others. • Identify acceptable methods of asserting yourself in peer group situations. • Express acceptable methods of asserting yourself in peer group situations. • Describe and give examples of how media influences choices and behavior. | <ul style="list-style-type: none"> • Model good relationship skills. • Determine consequences of conflict among peers and parents. • Use negotiation, mediation, and conflict resolution skills. • Examine how negative/unsafe behavior affects others in the school environment. • Demonstrate ways that emotions are communicated. • Give examples of positive communication. • Role play situations where positive communication skills are used to avoid conflict. • Predict the consequences of bullying. • Appraise communication skills in relation to peer behavior. • Demonstrate how peers can help one another avoid and cope with potentially dangerous situations. • Cite examples of how violence is portrayed by the media. • Define methods for addressing interpersonal differences in a positive manner. | <ul style="list-style-type: none"> • Examine how positive communication skills help to build and maintain relationships. • Handle disagreements by using conflict mediation skills. • Formulate strategies to promote a safe school environment. • Analyze how emotions are communicated. • Evaluate positive and negative communication skills in peer relationships. • Critique different types of communications skills. • Infer consequences of bullying. • List possible causes of violence and consequences. • Discover acceptable methods of asserting yourself in peer group situations. • Analyze the media's influence on specific behaviors. • Interpret the methods for addressing interpersonal differences without harm. |
| Grade 6 (E-F-G) Grade 7 (F-G-H) Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) | | |

Health Performance Descriptors

24A Students who meet the standard can demonstrate procedures for communicating in positive ways resolving differences and preventing conflict.

| Stage H | Stage I | Stage J |
|---|--|--|
| <ul style="list-style-type: none"> • Elaborate on how positive communication can help build and maintain a healthy relationship. • Demonstrate conflict mediation and conflict resolution skills. • Recommend ways to promote a safe school environment. • Hypothesize how emotions could be communicated in different situations (e.g., winning the lottery, death, divorce). • Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace. • Decide what actions to take when bullying occurs. • Identify passive, aggressive, passive-aggressive, and assertive forms of communication. • Examine possible causes of violence. • Apply acceptable methods of asserting yourself in peer group situations. • Compare and contrast methods for addressing interpersonal differences (e.g., avoidance, confrontation, compromise). | <ul style="list-style-type: none"> • Practice negotiation, mediation, and conflict resolution skills. • Describe the effect of conflict and violence upon the health of the individual. • Describe the effect of conflict and violence upon the health of a family. • Describe the effect of conflict and violence upon the health of the community and school. • Discuss strategies for maintaining a safe school environment. • Advocate ways to promote a safe school environment. • Predict how emotions may be communicated in different situations. • Analyze good communication skills in relationships. • Analyze causes and effects of violence. • Critique the media's influence on behavior. • Identify positive methods for addressing interpersonal differences. | <ul style="list-style-type: none"> • Analyze the impact of conflict and violence on your community (e.g., crime rates, economic losses). • Compare the effect of conflict and violence upon the health of an individual, family, and community. • Advocate ways to promote a safe school environment. • Express acceptable methods of asserting yourself in peer group situations. • Discuss how emotions may be communicated in different situations. • Critique communication skills. • Theorize about the possible causes and effects of violence. • Assess the media's influence on behavior. • Simulate positive methods for addressing interpersonal differences. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

Health Performance Descriptors

24B Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.

| Stage E | Stage F | Stage G |
|--|--|--|
| <ul style="list-style-type: none"> List ways cleanliness affects personal hygiene/health. Describe key components of a decision making process. Give examples where and when a decision-making process can be used. Differentiate between rights and responsibilities. Identify options available to solve a problem or make a decision. Analyze consequences for poor health choices. Select a health problem and give examples of choices and consequences. | <ul style="list-style-type: none"> Discover how personal hygiene affects the process of an individual going through puberty. Use the decision-making process to assess and solve an individual health problem. Discuss how individuals can control their responses to other people's choices. Compare and contrast consequences for good and bad health choices. | <ul style="list-style-type: none"> Discuss how emotional and social changes that occur during puberty affect decision-making. Apply the decision-making model to solve a health problem. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) |

Health Performance Descriptors

24B Students who meet the standard can apply decision-making skills related to the promotion and protection of individual health.

| Stage H | Stage I | Stage J |
|--|---|--|
| <ul style="list-style-type: none"> List health-related problems that affect adolescents. Explain how choices one makes now can affect one's health in the future. Formulate a plan to solve a health-related problem. Identify barriers that can affect the decision making process. | <ul style="list-style-type: none"> Explain how adolescent health problems can affect others. Explain the value of identifying options to solve a health-related problem. Analyze the options to solve a health-related problem. Determine which option best solves the health-related problem. Analyze option choices and determine the impact each could have on successfully solving a health-related problem or making a health-related decision. | <ul style="list-style-type: none"> Give examples of how community actions affect health (e.g. laws pertaining to seat belts, helmets, non-smoking areas). Identify community actions that may impact your health. Explain the immediate and long-term impacts of individual decisions concerning health issues. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) |

Health Performance Descriptors

24C Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations.

| Stage E | Stage F | Stage G |
|--|--|--|
| <ul style="list-style-type: none"> Recognize situations that can cause children to feel uncomfortable. Identify places to avoid because of potential danger. Identify safe places and activities. Identify characteristics of peer pressure. Practice using refusal skills. | <ul style="list-style-type: none"> Identify ways to seek assistance when uncomfortable. Establish a plan of action for avoiding dangerous situations. Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches). Discuss peer pressure in terms of needing to use refusal skills. | <ul style="list-style-type: none"> Find school and community health-related resources available for assistance when in need. Analyze the possible outcomes of being in dangerous situations (e.g., riding without a helmet, riding in a car with someone who is intoxicated) and suggest different options that could have been chosen. Apply refusal skills to potentially harmful situations (e.g., substance use, gangs, peer pressure). |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) Grade 9-10 (H-I-J) Grade 11-12 (I-J) |

Health Performance Descriptors

24C Students who meet the standard can demonstrate skills essential to enhancing health and avoiding dangerous situations.

| Stage H | Stage I | Stage J |
|--|---|---|
| <ul style="list-style-type: none"> Discover the services available from school or community health-related resource agencies. Predict the outcomes of being in dangerous situations. Employ refusal skills and negotiating skills to avoid becoming involved in potentially harmful situations. Discuss long- and short-term goal setting and the importance of each. Describe the components of a well-written goal (is specific, is measurable, has an action plan, is realistic, has a timeframe). | <ul style="list-style-type: none"> Identify short-term personal life goals. Identify long-term personal life goals. Monitor achievement and revise short-term personal life goals. Identify personal health goals (i.e., avoiding substances, dating limits, nutrition, and fitness). Use decision-making skills to determine personal health goals (e.g., determining whether or not to smoke). Identify barriers that could limit achievement of personal health goals. | <ul style="list-style-type: none"> Monitor achievement and revise short-term personal goals. Monitor achievement and revise long-term personal goals. Predict barriers to achieving short and long-term personal goals. Design a plan to achieve personal health goals. Formulate a plan to overcome barriers that could limit achievement of personal health goals. |
| Grade 6 (E-F-G) | Grade 7 (F-G-H) | Grade 8 (G-H-I) |
| Grade 9-10 (H-I-J) | Grade 11-12 (I-J) | |

GLOSSARY

Physical Development

BIOMECHANICAL PRINCIPLE – Properties of movement that contribute to movement effectiveness, including, but not limited to: force production, acceleration, velocity, torque, equilibrium, application of force, buoyancy, resistance, spin, etc.

CROSS TRAINING – Training that emphasizes two or more of the components of health-related fitness.

FITNESSGRAM – A fitness test developed by the Cooper Institute for Aerobics Research. It is an effective fitness test because it compares scores to carefully researched and developed health standards, rather than to national averages. By using these Standards the test administrator knows without a doubt whether a child meets or exceeds expectations.

FITNESS TRAINING PROGRAMS – Programs designed to improve fitness levels (e.g., cross-training, circuit training).

FITT FORMULA – Using the combination of frequency, intensity, time and type of exercise relative to training.

HEALTH ENHANCING – Activities that have a positive effect on health.

HEALTH RELATED FITNESS – The five parts of health-related fitness are: Cardiovascular fitness, strength, muscular endurance, flexibility, and body composition. Regular exercise can improve health-related fitness.

HEART MONITOR – A form of technology that monitors a student's heart rate before, during and following exercise.

INITIATIVE TASKS – A series of clearly defined problems with each task designed so that a group must employ cooperation and some physical effort to gain a solution.

LOCOMOTOR – Moving, or capable of moving, from one place to another; not stationary.

MANIPULATIVE SKILLS – Movement utilizing objects (e.g., ball, hoops).

MECHANICALLY CORRECT MOVEMENT – Use qualities to describe correct focal points for each phase of movement: moving into position to execute a skill, establishing a balanced base of support, preparatory phase of skill, movement phase, follow through.

MOVEMENT THEMES – Use the qualities of effort, flow, space and time to define movement.

PROFILE – Data that has been collected on present and past fitness and health assessments on one individual.

RECOVERY HEART RATE – How quickly the heart rate returns to normal after exercise.

SPATIAL AWARENESS – The ability to know where one is in an area; know the relationship to people, equipment, etc., occupying the same space.

WORK-RELATED ACTIVITIES – Physical activity that can be transferred into job related activities (e.g., lifting, pushing, bending).

Health

ACUTE – A sudden onset, sharp rise and short course disease.

AGGRESSIVE – Marked by driving, forceful initiative.

A.I.D.S. – acquired immunodeficiency syndrome.

ANOREXIA – loss of appetite.

ASSERTIVE – Characterized by bold or confident behavior.

BACTERIA – Organism capable of causing disease.

BOTULISM – acute food poisoning caused by botulin in food.

BULIMIA – Eating disorder characterized by bingeing and purging of food.

BULLY – To use browbeating language or behavior.

CALORIE – Heat-producing or energy-producing value in food when oxidized in the body.

CHRONIC – Marked by long duration or frequent recurrence.

COMMUNICABLE – Transmittable.

CPR – Cardiopulmonary resuscitation.

DEGENERATIVE – Progressive deterioration of physical being; physical function is diminished or impaired.

DISCRIMINATION – Prejudiced or prejudicial outlook, action, or treatment.

DIET – Food or drink regularly provided or consumed.

DRUG ABUSE – The deliberate taking of a drug for other than a medical purpose and in a manner that can result in damage to a person's health or ability to function.

DRUG MISUSE – The taking of a drug for its medically intended purpose, but not in the appropriate amount, frequency, strength, or manner.

DRUG USE – The taking of a medical drug for its medically intended purpose, and in the appropriate amount, frequency, and manner.

HEIMLICH MANEUVER – A technique of dislodging a particle that is blocking a person's airway.

H.I.V. – An abbreviation for human immunodeficiency virus; the virus that causes **A.I.D.S.**

OZONE – A part of the earth's outer atmosphere that protects living things on earth from harmful ultraviolet radiation from the sun.

PEER PRESSURE – The intense pressure one feels to behave as a peer group does in order to gain its members' approval.

POLLUTION – Contamination of the environment with anything that impairs its ability to support life.

PUBERTY – A period of life in which a person becomes physically capable of reproduction.

Salmonella – A bacterium that cause digestive systems infections.

S.T.D. – An abbreviation for sexually transmitted diseases; an older name was venereal disease.

RELATIONSHIP OF PERFORMANCE DESCRIPTORS TO NATIONAL AND STATE STANDARDS

Physical Development

Analysis of performance descriptors in terms of the national standards:

- The Illinois Standards were compared to the National Association for Sport and Physical Education (1995) *Moving into the Future: National Standards for Physical Education*.
- The performance descriptors for physical development align to all the national standards except that Standard 7 is not addressed.
- The performance descriptors for physical development are as rigorous or more rigorous than the national goals.
- The performance descriptors for physical development encompass the concepts and skills of the national standards, but show greater emphasis on the cognitive and psychomotor domains in than the national standards, and emphasize the affective domain to a lesser extent than the national standards.
- The performance descriptors for physical development are sequential and require mastery from one level in order to be successful at the next level. However, the national standards are benchmarked for even numbered grades rather than sequential stages.
- The chart below is a simple analysis of Illinois Goals and Standards in comparison to the National Standards.

| <i>Illinois Goals and Standards</i> | <i>National Standards</i> |
|--|---|
| PDH 19 Demonstrate physical competency in individual and team sports, creative movement, and leisure. Demonstrate knowledge of rules, safety, and strategies during physical activity. Analyze various movement concepts and applications. | National Standard 1 – Competency in many and proficiency in a few movement forms. National Standard 2 – Applications of movement concepts and principles for motor skills. |
| PDH 20 Know and apply the principles and components of health-related fitness. Assess individual fitness levels. Set goals based on fitness data, and develop, implement, and monitor an individual fitness improvement plan. | National Standard 2 – Applications of movement concepts and principles for motor skills. National Standard 3 – Display a physically active lifestyle. National Standard 4 – Health-enhancing level of fitness. |
| PDH 21 Demonstrate individual responsibilities during physical activity. Demonstrate cooperative skills during structured group physical activities. | National Standard 5 – Responsible personal and social behavior. National Standard 6 – Respect for differences among people. |
| | National Standard 7 – Understand opportunities for enjoyment challenge, self-expression, and social interaction through physical activity. |

Analysis of Illinois performance descriptors in terms of other states (California, Nevada, and Arizona):

- The Illinois performance descriptors for physical development are similar to California.
- The Illinois performance descriptors for physical development are more descriptive and easier to follow the progression than California.
- The Illinois performance descriptors for physical development more heavily emphasize fitness than the California standards.
- The Illinois performance descriptors for physical development are written as ten stages for each standard, and Nevada simply has five standards.
- The Illinois performance descriptors for physical development do not specify dance or choreography in physical education, but Nevada does.
- The Illinois performance descriptors for physical development match Nevada in terms of content (with the exception of dance).
- The Illinois performance descriptors for physical development cover similar content to Arkansas strands with the exception of the “academic integration” strand.
- The Illinois performance descriptors for physical development integrate safety and personal and social behavior across several standards while Arkansas separates them into specific strands.
- The Illinois performance descriptors for physical development are described across ten levels, where Arkansas progresses across three school levels.

Health

Analysis of performance descriptors in terms of the national standards:

- The performance descriptors for health align with the national standards.
- The performance descriptors for health seem to be more rigorous than the national goals.
- The performance descriptors for health surpass the content, skills, and educational emphases of the national standards.
- The performance descriptors for health in the area of systems of the human body and factors that influence growth and development are not specifically covered by the national standards.
- The performance descriptors for health are sequential and require mastery at one level in order to successfully move on to another level.
- The following chart is a simple analysis of Illinois Goals and Standards in comparison to the National Standards.

| <i>Illinois Goals and Standards</i> | <i>National Standards</i> |
|--|--|
| PDH 22 Understand the principles of health promotion and the prevention and treatment of illness and injury: <ol style="list-style-type: none"> explain the basic principles of health promotion, illness prevention, and safety; describe and explain factors that influence health among individuals, groups, and communities; explain how environment can affect health. | National Standard 1 – Understand concepts related to health promotion and disease prevention. National Standard 4 – Analyze the influence of culture, media, technology, and other factors on health. |

| <i>Illinois Goals and Standards</i> | <i>National Standards</i> |
|--|---|
| PDH 23 Understand human body systems and factors that influence growth and development: <ol style="list-style-type: none"> describe and explain structures and functions of the human body systems and how they interrelate; explain the effects of health-related actions on the body systems; describe factors that affect growth and development. | |
| PDH 24 Promote and enhance health and well-being through the use of effective communication and decision-making skills: <ol style="list-style-type: none"> demonstrate procedures for communicating in positive ways, resolving difference, and preventing conflict; apply decision-making skills related to the protection and promotion of individual health; demonstrate skills essential to enhancing health and avoiding dangerous situations. | National Standard 2 – Demonstrate the ability to access valid health information and health-promoting products and services. National Standard 3 – Demonstrate the ability to practice health-enhancing behaviors and reduce health risks. National Standard 5 – Have the ability to use effective interpersonal communication skills to enhance health. National Standard 6 – Demonstrate the ability to use goal-setting and decision-making skills to enhance health. National Standard 7 – Demonstrate the ability to advocate for personal, family, and community health. |

Analysis of Illinois performance descriptors in terms of other states (California, Nevada, and Arizona):

- The Illinois performance descriptors for health are more comprehensive.
- The Illinois performance descriptors for health are easier to read.
- The Illinois performance descriptors are comprehensive, sequential and well organized; this organization will allow any teacher charged with teaching this information to be successful.
- The performance descriptors for all states reviewed cover the same broad content areas.
- Nevada's standards are written in the closest style to Illinois; they are easy to read but are not as comprehensive as the Illinois standards.
- Nevada has incorporated an Honors level into its standards that only some students are expected to achieve, but Illinois expects all children to meet their standards.
- The Illinois performance descriptors are similar to those of California; however, Illinois exceeds California in the area dealing with issues involving the environment.
- California's organization of standards is easy to read and includes assignments/tasks at different grade levels; this would seem to make for a very structured instructional setting for teachers that could limit creativity and flexibility.
- Arizona has extremely strict standards for teaching sex education in the public schools; it is a supplemental/elective course governed by local entities.
- Because of restrictions, Arizona standards are far less rigorous than the other states analyzed.
- Because the Illinois performance descriptors are written sequentially by mastery level rather than grade levels, continuity and progression should be sustainable.

It is our opinion that the Illinois standards will become a model for other states. They are rigorous, comprehensive, well organized and teacher friendly.

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