

6-8 GRADE PD/HEALTH ILLINOIS LEARNING STANDARDS	This Standard is Covered	This Standard is not part of the Curriculum	Updated April, 2019	
19.A.3 Demonstrate control when performing combinations and sequences of locomotor, non-locomotor and manipulative motor patterns in selected activities, games and sports.	X			
19.B.3 Compare and contrast efficient and inefficient movement patterns.	X			
19.C.3b Apply basic offensive, defensive and cooperative strategies in selected activities, games and sports.	X			
19.C.4a Develop rules and safety procedures for physical activities.	X			
20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).		X		
20.A.3b Identify and participate in activities associated with the components of health-related fitness.	X			
20.B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse monitors, target heart rate), with and without the use of technology.		X		
20.B.3b Evaluate the strengths and weaknesses of a personal fitness profile.	X			
20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.	X			
20.C.3b Identify opportunities within the community for regular participation in physical activities.	X			
20.C.3c Apply the principles of training to the health-related fitness goals.	X			
21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).	X			
21.A.3b Participate in establishing procedures for group physical activities.	X			
21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).	X			
21.B.3 Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).	X			

22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).	X			
22.A.3b Identify how positive health practices and relevant health care can help reduce health risks (e.g., proper diet and exercise reduce risks of cancer and heart disease).	X			
22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).		X		
22.A.3d Identify various careers involved in health promotion, health care and injury prevention.		X		
22.B.3 Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).		X		
22.C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).		X		
22.C.3b Develop potential solutions to address environmental problems that affect the local community's health.		X		
23.A.3 Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system).	X			
23.B.3 Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use and other drug use).	X			
23.C.3 Describe the relationships among physical, mental and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).		X		
24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.		X		
24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).	X			

24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.	X			
24.B.3 Apply a decision-making process to an individual health concern.	X			
24.C.3 Apply refusal and negotiation skills to potentially harmful situations.	X			