



# Goodheart-Willcox Publisher

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<b>Correlation of <i>Comprehensive Health 2018</i></b>	
<b>to the Illinois State Standards for</b>	
<b>Middle School</b>	

COMPETENCY	CORRELATING PAGES
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STATE GOAL 22: Understand principles of health promotion and the prevention and treatment of illness and injury.	
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A. Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.	
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22.A.3a	Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).	Instruction: 172-174, 210-211, 265-66, 289, 322-323 Assessment: 182 (Hands-On), 266 (Hands-On), 295 (#22), 326 (Hands-On)
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).	Instruction: 167-168, 210-211 Assessment: 205 (#16)
22.A.3c	Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).	Instruction: 403-406 Assessment: 406 (#3-5, Hands-On)
22.A.3d	Identify various careers in health promotion, health care and injury prevention.	Instruction: 11 Assessment: 13 (#3)

B. Describe and explain the factors that influence health among individuals, groups, and communities.	
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22.B.3a	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).	Instruction: 392-394, 371-376 Assessment: 396 (#5), 380 (#1-4)
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C. Explain how the environment can affect health.	
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22.C.3a	Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).	Instruction: 426-434 Assessment: 434 (#2-5)
22.C.3b	Develop potential solutions to address environmental problems that affect the local community's health.	Instruction: 436-446 Assessment: 446 (#1-5)



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

22.D.3a	Identify and communicate with others within your school, family, and community regarding health issues.	Instruction: 459-463 Assessment: 93 (#21), 155 (#22), 237 (#21), 269 (#20), 295 (#19)
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STATE GOAL 23: Understand human body systems and factors that influence growth and development.

A. Describe and explain the structure and functions of the human body systems and how they interrelate.

23.A.3a	Explain how body systems interact with each other (e.g., blood transporting nutrients from the digestive system and oxygen from the respiratory system, muscular/skeletal systems [movement] and structure of the brain).	Instruction: 566 (Graphic Organizer), 568 (Figure 17.2), 574 (Graphic Organizer), 581 (Graphic Organizer), 589 (Graphic Organizer), 597 (Building Your Skills) Assessment: 573 (#5), 580 (#5)
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B. Explain the effects of health-related actions on the body systems.

23.B.3a	Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking, alcohol use, and other drug use).	Instruction: 192, 210-211, 265-66, 289, 322-323 Assessment: 193 (#5), 266 (Hands-On), 295 (#22), 326 (Hands-On)
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C. Describe factors that affect growth and development.

23.C.3a	Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	Instruction: 545-550 Assessment: 552 (#5)
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D. Describe and explain the structures and functions of the brain and how they are impacted by different types of physical activity and levels of fitness.

23.D.3a	Explain how the brain is affected by movement.	Instruction: 211 Assessment: 213 (#2)
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STATE GOAL 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.

A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing



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conflict.

24.A.3a	Describe possible causes and consequences of conflict and violence among youth in schools and communities.	Instruction: 464 (Figure 14.10), 471-472, 473, 497 (Figure 15.1), 518-519 Assessment: 525 (#22)
24.A.3b	Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).	Instruction: 25-26, 464-467 Assessment: 93 (#23), 467 (#4)
24.A.3c	Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.	Instruction: 459-463 Assessment: 467 (Hands-On)

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

24.B.3a	Apply a decision-making process to an individual health concern.	Instruction: 23-24 Assessment: 32 (#1)
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C. Demonstrate skills essential to enhancing health and avoiding dangerous situations.

24.C.3a	Apply refusal and negotiation skills to potentially harmful situations.	Instruction: 24-25 Assessment: 32 (Hands-On)
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