

Healthy Habits for Man and Beast

Illinois State Learning Standards:

State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.

Why this goal is important: Regular physical activity is necessary to sustain fitness and health. Students need to apply training principals-frequency, intensity, time and type (FITT) to achieve their personal fitness goals. Fitness expectations need to be established on an individual basis; realistic goals need to be based on the health-related components of endurance, strength, flexibility, cardiorespiratory fitness and body composition. By learning and applying these concepts, students can develop lifelong understanding and good habits for overall health and fitness.

20A1b: Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.

20A2a: Describe the benefits of maintaining a health-enhancing level of fitness.

20A2b: Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related fitness.

20C1: Identify a realistic health-related goal.

20C2a: Set a personal health-related goal.

State Goal 23: Understand human body systems and factors that influence growth and development.

Why this goal is important: To achieve healthful individual development, students need to understand human anatomy and physiology, nutrition, stages of growth and development, avoidance of harmful actions and the characteristics of good health habits. Early learners begin with basic recognition of body systems and growth stages. As students progress, they understand how systems work together and how individual actions affect health. As they themselves grow and develop, students can learn to enhance the process throughout their school years and later life.

23B1: Identify healthy actions that influence the functions of the body (ex: cleanliness, proper diet, exercise).

23B2: Differentiate between positive and negative effects of health-related actions on body systems (ex: drug use, exercise, diet).

State Goal 3: Write to communicate for a variety of purposes.

Why this goal is important: The ability to write clearly is essential to any person's effective communications. Students with high-level writing skills can produce documents that show planning and organization and effectively convey the intended message and meaning. Clear writing is crucial to employment and production in today's world. Individuals must be capable of writing for a variety of audiences in differing styles, including standard rhetoric themes, business letters and reports, financial proposals and technical and professional communications. Students should be able to use word processors and computers to enhance their writing proficiency and improve their career opportunities.

3B1a: Use prewriting strategies to generate and organize ideas (ex: focus on one topic, organize writing to include a beginning, middle and end; use descriptive words when writing about people, places, things, events).

3B2a: Generate and organize ideas using a variety of planning strategies (ex: mapping, outlining, drafting).

3C1a: Write for a variety of purposes including description, information, explanation, persuasion and narration.

3C2a: Write for a variety of purposes and for specified audiences in a variety of forms including narrative (ex: fiction, autobiography), expository (ex: reports, essays), and persuasive (editorials, advertisements).