## SEL/PE/Health Learning

## Group rationale for selecting the standards for SEL, PE, and Health

After careful review of the SEL standards, the committee has determined that all the SEL standards are of critical importance for all students to grow and develop. We also firmly believe that SEL standards need to be embedded in every content area as they apply for students to find relevant and meaningful applications to real-world situations. We have taken into consideration that schools and districts are in different areas of implementation of the SEL standards within the content areas.

Given that students were in a remote learning environment for two to three months at the end of 19-20, we felt that the topic of safety and social-emotional learning were of the highest priority for all. Students, parents, and school staff will need to contact safe as we return to any level of in-person learning. Through the course of the year, all the SEL standards will need to be addressed; however, schools and districts are to consider how they can create an environment that promotes student's safety and assures them, so they are ready to learn content.

In conjunction with the SEL standards, the PE and Health standards were included in our work. Physical activity and health instruction are shown to promote student well-being. Students' physical and emotional health will benefit from several selected PE and Health standards. These selected standards will further assist the students in their social-emotional growth and development.

Given this context, SEL standards should continue to be embedded in every content area and included in the most relevant units of study, however, the table below is a recommendation for a starting point for schools and districts.

	Birth - 2	3 - 8	9 - 12
Priority Standard	Goal 3 (Illinois Early Learr	ning and Development Sta	andards - IELDS
	32): Demonstrate decisio	on-making skills and respo	onsible behaviors in
	personal, school, and con	nmunity contexts.	
<b>Critical Concepts</b>	IELDS 32A: Begin to	3A: Consider ethical,	3A: Consider ethical,
	consider ethical, safety,	safety, and societal	safety, and societal
	and societal factors in	factors in making	factors in making
	making decisions.	decisions.	decisions.
	3A: Consider ethical,		
	safety, and societal		
	factors in making		
	decisions.		

Instructional	Early Childhood/Pre-K	Grades 3-5	Grades 9-10
Guidance	32.A.ECb Follow rules and	3A.1b. Identify social	3A.4b. Evaluate how
	make good choices about	norms and safety	social norms and the
	behavior.	considerations that guide	expectations of
		behavior.	authority influence
	Grades K-2		personal decisions and
	3A.1b. Identify social	Grades 6-8	actions.
	norms and safety	3A.3b. Analyze the	
	considerations that guide	reasons for school and	Grades 11-12
	behavior.	societal rules.	3A.5a. Apply ethical
			reasoning to evaluate
	What Works Briefs	<u> 3rd Grade SEL</u>	societal practices.
		Descriptors -	

	Social Emotional Learning Standards			
	Birth - 2	3 - 8	9 - 12	
=	Goal 2 (IELDS 31): Use social-a	=	sonal skills to	
	establish and maintain positiv	e relationships.	. <b>.</b>	
Critical Concepts	i	2A: Recognize the	2A: Recognize the	
	Develop positive relationships	feelings and	feelings and	
	with peers and adults.	perspectives of	perspectives of	
		others.	others.	
	IELDS 31.B:Use communication			
	and social skills to interact	2B: Recognize	2B: Recognize	
	effectively with others.	individual and group similarities and	individual and group similarities and	
	IELDS 31.C Demonstrate an	differences.	differences.	
	ability to prevent, manage,			
	and resolve interpersonal			
	conflicts in constructive ways.			
	2A: Recognize the feelings and			
	perspectives of others.			
	2B: Recognize individual and			
	group similarities and			
	differences.			
	Early Childhood/Pre-K	<u>Grades 3-5</u>	Grades 9-10	
	31A.ECc Interact easily with	2A.2a. Identify verbal,	-	
	familiar adults.	physical, and	similarities and	

31A.ECe Develop positive relationships with peers.	situational cues that indicate how others may feel.	differences between one's own and others' perspectives.
31.B.ECa Interact verbally and nonverbally with other children.	2A.2b. Describe the expressed feelings and perspectives of others.	2A.4b. Use conversation skills to understand others' feelings and
31.B.ECc Use socially		perspectives.
appropriate behavior with	2B.2a. Identify	
peers and adults, such as	differences among	2B.4a. Analyze the
helping, sharing, and taking turns.	and contributions of various social and cultural groups.	origins and negative effects of stereotyping and prejudice.
31.C.ECa Begin to share		
materials and experiences and	2B.2b. Demonstrate	2B.4b. Demonstrate
take turns.	how to work	respect for individuals
	effectively with those	
<u>Grades K-2</u>	who are different	and cultural groups.
2A.2a Identify verbal, physical,	from oneself.	_
and situational cues that		Grades 11-12
indicate how others may feel.	Grades 6-8	2A.5a. Demonstrate
	2A.3a. Predict others'	· ·
2A.2b Describe the expressed	feelings and	understanding of
feelings and perspectives of others.	perspectives in a variety of situations.	those who hold different opinions.
2B.2a Identify differences	2A.3b. Analyze how	2A.5b. Demonstrate
among and contributions of	one's behavior may	ways to express
various social and cultural groups.	affect others.	empathy for others.
	2B.3a. Explain how	2B.4b. Demonstrate
Illinois Early Learning Project	individual, social, and	respect for individuals
Tip sheet <u>Separation Anxiety</u>	cultural differences may increase	from different social and cultural groups.
What Works Briefs	vulnerability to	
	bullying and identify	2B.5a. Evaluate
	ways to address it.	strategies for being
		respectful of others
	2B.3b. Analyze the	and opposing
	effects of taking	stereotyping and
	action to oppose	prejudice.
	bullying based on	

individual and group
differences.

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	Birth - 2	3 - 8	9 - 12
<b>SEL</b> Priority Standard	Goal 1 (IELDS 30): Develog achieve school and life suc		-management skills to
SEL Critical Concepts	IELDS GOAL 30A: Identify and manage one's emotions and behavior.	1A. Identify and manage one's emotions and behavior.	1A. Identify and manage one's emotions and behavior.
<b>SEL</b> Instructional Guidance	30.A.ECa Recognize and label basic emotions. 30.A.ECd Begin to understand and follow rules. 30.A.ECe Use materials with purpose, safety, and	Grades 3-5 1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner. Grades 6-8 1A.3b. Apply strategies to manage stress and to motivate successful performance.	Grades 9-10 1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. Grades 11-12 1A.5a. Evaluate how expressing one's emotions in different situations affects others.

Health Education Standards				
Birth - 2 3 - 8 9 - 12				
HEALTH	State Goal 22- Understand principles of health promotion and the			
Priority Standards	ards prevention and treatment of illness and injury. (K-12) IELDS 22 (EC)			

	State Goal 23-Understand		and factors that influence
	growth and development	T	·r
HEALTH	<b>22A</b> Explain the basic	<b>22A</b> Explain the basic	<b>22A</b> Explain the basic
Critical Concepts	principles of health	principles of health	principles of health
	promotion, illness	promotion, illness	promotion, illness
	prevention and safety	prevention and safety	prevention and safety
	including how to access	-	including how to access
	valid information,	valid information,	valid information,
	products, and services.	products, and services.	products, and services.
	<b>23A</b> . Describe and explain	<b>23A</b> . Describe and	<b>23A</b> . Describe and explain
	the structure and	explain the structure	the structure and
	functions of the human	and functions of the	functions of the human
	body and how they	human body and how	body and how they
	interrelate.	they interrelate.	interrelate.
	<b>23B</b> Explain the effects of	<b>23B</b> Explain the effects	<b>23B</b> Explain the effects of
	health-related actions on	of health-related	health-related actions on
	the body systems.	actions on the body	the body systems.
		systems.	
			<b>23C.</b> Describe factors that
		<b>23C.</b> Describe factors	affect growth and
		that affect growth and	development.
		development.	
			<b>23D.</b> Describe and explain
		<b>23D.</b> Describe and	the structures and
		explain the structures	functions of the brain and
		and functions of the	how they are impacted by
		brain and how they are	different types of physical
		impacted by different	activity and levels of
		types of physical	fitness
		activity and levels of	
		fitness	
HEALTH	Early Childhood/Pre-K	Grades 3-5	<u>Grades 9-10</u>
Instructional	22.A.ECa Identify simple	22.A.2a Describe	22.A.4a Compare and
Guidance	practices that promote	benefits of early	contrast communicable,
	healthy living and prevent	1	chronic, and degenerative
	illness.	treatment of illness.	illnesses (e.g., influenza, cancer, arthritis).
	22.A.ECb Demonstrate	22.A.2b Demonstrate	
	personal care and hygiene	strategies for the	22.A.4b Analyze possible
	skills, with adult	prevention and	outcomes of effective
	reminders.	reduction of	health promotion and
		communicable and	illness prevention (e.g.,

22.A.ECc Identify and	non-communicable	reduction in stress,
follow basic safety rules.	disease (e.g., practicing	i -
	cleanliness, making	lessened likelihood of
23.A.1a Identify basic	healthy food choices,	injury and illness).
parts of the body.	understanding the	
	importance of	22.A.4c Demonstrate
<u>Grades K-2</u>	immunizations, and	basic procedures in inju
22.A.1a Identify general	regular health	prevention and
signs and symptoms of	screenings).	emergency care that ca
illness (e.g., fever, rashes,		be used in the home,
coughs, congestion).	22.A.2c Describe and	workplace, and
	compare health and	community (e.g., first a
22.A.1b Identify methods	safety methods that	CPR).
of health promotion and	reduce the risks	
Illness prevention (e.g.,	associated with	22.A.4d Research and
obtaining immunizations,	dangerous situations	report about a career i
hand washing, brushing,	(e.g., wearing seat	health promotion, hea
and flossing teeth, eating	belts and helmets,	care and injury
practices, sleep,	using sunscreen).	prevention.
cleanliness).		
,	23.A.2a Identify basic	23.A.4a Explain how bo
22.A.1c Identify	body systems and their	system functions can b
dangerous situations and		maintained and improv
safety methods to reduce		
risks (e.g., traffic,	nervous).	nutrition, safety).
improper use of medicine	,	
and poisons, strangers).	23.B.2a Differentiate	23.B.4a Explain
	between positive and	immediate and long- te
23.A.1a Identify basic	negative effects of	effects of health habits
parts of body systems and		the body systems (e.g.,
their functions (e.g.,	on body systems (e.g.,	diet/heart disease,
heart, lungs, eyes).	drug use, exercise,	exercise/fat reduction,
	diet).	stress management/
23.B.1a Identify healthy		emotional health).
actions that influence the	Grades 6-8	
functions of the body	22.A.3a Identify and	23.C.4a Describe chang
(e.g., cleanliness, proper	describe ways to	in physical health and
diet, exercise).	reduce health risks	body functions at varie
	common to	stages of the life cycle.
	adolescents (e.g.,	
	exercise, diet, refusal	23 D 1a Explain how
	of harmful	23. D.4a Explain how brain functions can be
	substances).	maintained and improv
		through activity.

22.A.3b Identify how	
positive health	Grades 11-12
10 	22.A.5a Explain strategies
i'	for managing contagious,
	chronic, and degenerative
	illnesses (e.g., various
exercise reduce risks of	
	systems).
disease).	22.A.5b Evaluate the
22.A.3c Explain routine	
	promotion and illness
ř.	prevention methods using
(e.g., in motor vehicles,	i
1	situations (e.g., impact of
, ,	worksite health
pedestrian).	promotion programs).
22.A.3d Identify	22.A.5c Explain how
	health and safety
	problems have been
	altered by
	technology, media and
	medicine (e.g., product
23.A.3a Explain how	testing; control of polio;
1	advanced surgical
with each other (e.g.,	techniques; improved
	treatments for cancer,
nutrients from the	diabetes, and heart
	disease; worksite safety
	management).
respiratory system,	
	23.A.5a Explain how the
	systems of the body are
	affected by exercise and
brain).	the impact that exercise
· ·	has on learning.
23.B.3a Explain the	nas on rearring.
	23.B.5a Understand the
	effects of healthy living on
	individuals and their
,,, ,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	future generations (e.g.,
avoiding smoking,	not using alcohol,

alcohol use, and other drug use).	tobacco, and other drugs during pregnancy).
23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence	23.C.5a Explain how the aging process affects body systems (e.g., vision, hearing, immune system).
(e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	23. D.5a Analyze and communicate information regarding physical activity and fitness levels and their effects on how the
23. D.3a Explain how the brain is affected by movement.	brain functions.

	Birth - 2	3 - 8	9 - 12
HEALTH Priority Standard s	· · · · · · · · · · · · · · · · · · ·	ote and enhance health unication and decision-r	and well-being through the naking skills.
HEALTH	24A. Demonstrate	24A. Demonstrate	24A. Demonstrate
Critical Concepts	procedures for	procedures for	procedures for
	communicating in	communicating in	communicating in positive
	positive ways,	positive ways,	ways,
	resolving differences a	resolving differences a	resolving differences and
	nd preventing conflict.	nd preventing conflict.	preventing conflict.
	IELDS 24.C		
	Demonstrate		
	skills essential to		
	enhancing health and		
	avoiding dangerous		
	situations.		
HEALTH	Early Childhood/Pre-K	Grades 3-5	Grades 9-10
Instructional	24.C.ECa Participate in	24.A.2a Identify causes	24.A.4a Describe the effects
Guidance	activities to learn to	and consequences of	(e.g., economic losses,
	avoid dangerous	conflict among youth.	threats to personal safety) of
	situations.		conflict and violence upon
		24.A.2b Demonstrate	the health of individuals,
	Grades K-2	positive verbal and nonverbal	families, and communities.

	i	(e.g., polite conversation, attentive listening, body language). <b>Grades 6-8</b> 24.A.3a Describe	24.A.4b Formulate strategies to prevent conflict and resolve differences. <b>Grades 11-12</b> 24.A.5a Compare and contrast strategies to prevent conflict and resolve differences.
	communication skills (e.g., body language, manners, listening).	conflict and violence among youth in schools and communities.	
	<u>Scripted Stories for</u> <u>Social Situations</u>	24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation). 24.A.3c Explain how	
		positive communication helps to build and maintain relationships at school, at home and in the	
	Birth - 2	workplace. <b>3 - 8</b>	9 - 12
HEALTH Priority Standard	State Goal 20 (IELDS 20	·	a health-enhancing level of
HEALTH	IELDS 20.A Achieve and		<b>20A</b> Know and apply the
	enhancing level of physical fitness	components of health- related and skill-	related fitness as applied to learning and performance of
		performance of physical activities.	טוזאטרמו מכנועונופא.

	<ul> <li>20.A.ECb Exhibit increased levels of physical activity.</li> <li>20A Know and apply the principles and components of health- related and skill- related fitness as applied to learning and performance of physical activities.</li> </ul>		
HEALTH	Early Childhood/Pre-K	Grades 3-5	Grades 9-10
Instructional Guidance	activities to enhance physical fitness.	20.A.2a Describe the benefits of maintaining a health-enhancing level of fitness.	20.A.4a Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.
	participate in physical activity for the purpose of sustaining or improving individual levels of health-related		20.A.4b Participate in various types of fitness training programs (e.g., circuit, cross and interval training) and know the implications of and the benefits from participation in those programs.
	Project Tip sheet: <u>Building</u> <u>Endurance, Let's Get</u>	<u>Grades 6-8</u> 20.A.3a Identify the principles of training: frequency, intensity, time, and type (FITT).	<u>Grades 11-12</u> 20.A.5a Implement an individualized health-related fitness plan which includes the principles of training.
	<u>Preschool-Aged</u> Children	20.A.3b Identify and participate in activities associated with the components of health- related and skill- related fitness.	20.A.5b Develop and implement various types of fitness training programs (e.g., circuit, cross and interval training) and describe the characteristics, implications a nd benefits of each.

Physical Education Standards				
	Birth - 2	3 - 8	9 - 12	
PHYSICAL	STATE GOAL 19: Acquire n	novement and motor ski	lls and understand	
EDUCATION		concepts necessary to engage in moderate to vigorous physical activity.		
Priority Standards			· · · · · · · · · · · · · · · · · · ·	
PHYSICAL	19A Demonstrate physical	i	19A Demonstrate	
EDUCATION	competency in a variety	physical competency in	physical competency in a	
Critical Concepts	of motor skills and	a variety of motor skills	variety of motor skills	
	movement patterns.	and movement patterns.	and movement patterns.	
	19C. Demonstrate			
	knowledge of	19C. Demonstrate	19C. Demonstrate	
	rules, safety and	knowledge of	knowledge of	
	strategies during physical		rules, safety and	
	activity.	strategies during	strategies during	
		physical activity.	physical activity.	
	ELDS 19A Demonstrate			
	physical competency and			
	control of large and small			
	muscles.			
PHYSICAL	Early Childhood/Pre-K	Grades 3-5	Grades 9-10	
EDUCATION	19.A.ECa Engage in active	19.A.2b Participate daily	19.A.4b Participate daily	
Instructional	play using gross-and fine-	in moderate to vigorous	in moderate to vigorous	
Guidance	motor skills.	physical activity while	physical activity while	
		performing multiple	performing movement	
	19.A.ECd Use eye-hand	basic movement	patterns in a variety of	
	coordination to perform	patterns with additional	activities.	
	tasks.	combination movement		
		patterns.	Grades 11-12	
	19.A.ECe Use writing and	10 C 20 Identify and	19.A.4b Participate daily	
	drawing tools with some control.	19.C.2a Identify and apply rules and safety	in moderate to vigorous physical activity while	
		procedures in physical	performing movement	
	Grades K-2	activities.	patterns in a variety of	
	19.A.1b Participate daily		activities.	
	in moderate to vigorous	Grades 6-8		
	physical activity while	19.A.3b Participate daily		
	performing basic	in moderate to vigorous		
	movement patterns	physical activity while		
		performing multiple		
	19.C.1a - Demonstrate	movement patterns		
	safe movement in	consistently with		
	physical activities.			

	additional combination movement patterns.	
Illinois Early Learning Project Tip Sheet: <u>The</u> <u>Power of the Pen</u>		

	Birth - 2	3 - 8	9 - 12
PHYSICAL EDUCATION Priority Standards	STATE GOAL 21: Develop of a team by working wit	skills necessary to becon h others during physical	
PHYSICAL	IELDS GOAL	21A: Demonstrate	21A: Demonstrate
EDUCATION	21A: Demonstrate	personal responsibility	personal responsibility
Critical Concepts	1	during group physical	during group physical
	00 - 1 - 1	activities.	activities.
	activities.		
		21B: Demonstrate	21B: Demonstrate
	IELDS GOAL 21B:	cooperative skills during	cooperative skills during
		structured group	structured group physical
		physical activity.	activity.
	structured group		
	physical activity.	Cuedes 2.5	Cue de a 0 10
	Early Childhood/Pre-K	Grades 3-5	Grades 9-10
	21.A.ECa Follow rules	21.A.2a Accept	21.A.4a Demonstrate
	and procedures when participating in group	responsibility for one's own actions in group	decision-making skills both independently and
Guidance	physical activities.	physical activities.	with others during
		physical activities.	physical activities.
	21.A.ECb Follow	21.A.2b Use identified	physical activities.
	directions, with	procedures and safe	21.A.4b Apply identified
	occasional adult	practices without	procedures and safe
		reminders during group	practices to all group
	activities.	physical activities.	physical activity settings.
		,	, , , ,
	Grades K-2	21.A.2c Work	21.A.4c Complete a given
	21.A.1a Follow directions	independently on task	task on time.
	and class procedures	until completed.	
	while participating in		21.B.4a Work
	physical activities.	21.B.2a Work	cooperatively with
		cooperatively with a	others to achieve group

21.A.1b Use identified	partner or small group to	goals in competitive and
procedures and safe	reach a shared goal	non-competitive
practices with little or no	during physical activity.	situations (e.g., challenge
reinforcement during		course, orienteering).
group physical activities.	Grades 6-8	
	21.A.3a Follow directions	Grades 11-12
21.A.1c Work	and decisions of	21.A.5a Demonstrate
independently on tasks	responsible individuals	individual responsibility
for short periods of	(e.g., teachers, peer	through use of various
time.	leaders, squad leaders).	team-building strategies
		in physical activity
21.B.1a Work	21.A.3b Participate in	settings (e.g., etiquette,
cooperatively with	establishing procedures	fair play, self-officiating,
another to accomplish	for group physical	coaching, organizing a
an assigned task.	activities.	group activity).
	21.A.3c Remain on task	21.B.5a Demonstrate
	independent of	when to lead and when
	distraction (e.g., peer	to be supportive to
	pressure, environmental	accomplish group goals.
	stressors).	
	21.B.3a Work	
	cooperatively with	
i	others to accomplish a	
	set goal in both	
	competitive and non-	
	competitive situations	
i i i i i i i i i i i i i i i i i i i	(e.g., baseball,	
!	choreographing a	
	dance).	

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	Birth - 2	3 - 8	9 - 12
	<u>State Goal 20</u> -Achieve an fitness based upon contin		ncing level of physical
PHYSICAL	20A Know and apply the	20A Know and apply the	20A Know and apply the
EDUCATION	principles and	principles and	principles and
	; ·	i •	components of health- related and skill-related
			fitness as applied to

1	learning and performance	learning and	learning and
	of physical activities.		performance of physical
		activities.	activities.
PHYSICAL	Early Childhood/Pre-K	Grades 3-5	Grades 9-10
EDUCATION	ECa Participate in	20.A.2a Describe the	20.A.4a Interpret the
Instructional	activities to enhance	benefits of maintaining a	effects of
Guidance	physical fitness.	health-enhancing level of	exercise/physical
		fitness.	activity on the level of
	<u>Grades K-2</u>		health-related and skill-
	20.A.2b Regularly	20.A.2b Regularly	related fitness.
	participate in physical	participate in physical	
	activity for the purpose of	activity for the purpose	20.A.4b Participate in
	sustaining or improving	of sustaining or	various types of fitness
	individual levels of health-	improving individual	training programs (e.g.,
	related and skill-	levels of health-related	circuit, cross and
	related fitness	and skill-related fitness.	interval training) and
			know the implications of
	Illinois Early Learning	Grades 6-8	and the benefits from
	Project Tip sheet: Building	20.A.3a Identify the	participation in those
	Endurance, Let's Get	principles of training:	programs.
	<u>Physical</u>	frequency,	
		intensity, time and type	Grades 11-12
	Physical Fitness for	(FITT).	20.A.5a Implement an
	Preschool-Aged Children		individualized health-
		20.A.3b Identify and	related fitness plan
		participate in activities	which includes the
		associated with the	principles of training.
		components of health-	
		related and skill-related	20.A.5b Develop and
		fitness.	implement various
		1	types of fitness training
			programs (e.g., circuit,
			cross and interval
			training) and describe
			the characteristics,
			implications, and
			benefits of each.

SEL Standards Mapped to the Health and PE Priorities				
Birth - 2 3 - 8 9 - 12				
SEL	Goal 3 (IELDS 32): Demonstrate decision-making skills and responsible			
Priority Standard	Priority Standard behaviors in personal, school, and community contexts.			

	consider ethical, safety, and societal factors in	safety, and societal factors in making	3A: Consider ethical, safety, and societal factors in making decisions.
	safety, and societal factors in making decisions.		
SEL	Early Childhood/Pre-K	Grades 3-5	Grades 9-10
Instructional	32.A.ECb Follow rules and		3A.4b. Evaluate how
Guidance	make good choices about	i '	social norms and the
		i .	expectations of authority
		1	influence personal
	Grades K-2		decisions and actions.
	3A.1b. Identify social	Grades 6-8	
	norms and safety	3A.3b. Analyze the	Grades 11-12
	considerations that guide	reasons for school and	3A.5a. Apply ethical
	behavior.		reasoning to evaluate societal practices.
	What Works Briefs	<u> 3rd Grade SEL</u>	
	+	<u>Descriptors</u>	
HEALTH	State Goal 22- Understand		
Priority Standards	prevention and treatment	t of illness and injury. (	K-12) IELDS 22 (EC)
	State Cool 22 Understand		and footowe that influence
	State Goal 23-Understand growth and development		nd factors that influence
HEALTH	growth and development.		
	221 Explain the basic	T	224 Evaluin the basic
Critical Concents		<b>22A</b> Explain the basic	<b>22A</b> Explain the basic
Critical Concepts	principles of health	<b>22A</b> Explain the basic principles of health	principles of health
Critical Concepts	principles of health promotion, illness	<b>22A</b> Explain the basic principles of health promotion, illness	principles of health promotion, illness
Critical Concepts	principles of health promotion, illness prevention and safety	<b>22A</b> Explain the basic principles of health promotion, illness prevention and safety	principles of health promotion, illness prevention and safety
Critical Concepts	principles of health promotion, illness prevention and safety including how to access	<b>22A</b> Explain the basic principles of health promotion, illness prevention and safety including how to access	principles of health promotion, illness prevention and safety including how to access
Critical Concepts	principles of health promotion, illness prevention and safety including how to access valid information,	<b>22A</b> Explain the basic principles of health promotion, illness prevention and safety including how to access valid information,	principles of health promotion, illness prevention and safety including how to access valid information,
Critical Concepts	principles of health promotion, illness prevention and safety including how to access valid information,	<b>22A</b> Explain the basic principles of health promotion, illness prevention and safety including how to access	principles of health promotion, illness prevention and safety including how to access valid information,
Critical Concepts	principles of health promotion, illness prevention and safety including how to access valid information,	<b>22A</b> Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.	principles of health promotion, illness prevention and safety including how to access valid information,
Critical Concepts	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain	<ul> <li>22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.</li> <li>23A. Describe and</li> </ul>	principles of health promotion, illness prevention and safety including how to access valid information, products, and services.
Critical Concepts	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain the structure and	22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services. 23A. Describe and explain the structure	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain
Critical Concepts	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain the structure and functions of the human body and how they	<ul> <li>22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.</li> <li>23A. Describe and explain the structure and functions of the</li> </ul>	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain the structure and
Critical Concepts	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain the structure and functions of the human body and how they	22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services. 23A. Describe and explain the structure and functions of the human body and how	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain the structure and functions of the human
Critical Concepts	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain the structure and functions of the human body and how they interrelate.	<ul> <li>22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.</li> <li>23A. Describe and explain the structure and functions of the human body and how they interrelate.</li> </ul>	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain the structure and functions of the human body and how they interrelate.
Critical Concepts	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain the structure and functions of the human body and how they interrelate. <b>23B</b> Explain the effects of	<ul> <li>22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.</li> <li>23A. Describe and explain the structure and functions of the human body and how they interrelate.</li> <li>23B Explain the effects</li> </ul>	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain the structure and functions of the human body and how they interrelate. <b>23B</b> Explain the effects of
Critical Concepts	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain the structure and functions of the human body and how they interrelate.	<ul> <li>22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.</li> <li>23A. Describe and explain the structure and functions of the human body and how they interrelate.</li> <li>23B Explain the effects of health-related</li> </ul>	principles of health promotion, illness prevention and safety including how to access valid information, products, and services. <b>23A</b> . Describe and explain the structure and functions of the human body and how they interrelate.

I		actions on the body	
		systems.	<b>23C.</b> Describe factors that
		,	affect growth and
		<b>23C.</b> Describe factors	development.
		that affect growth and	
		development.	<b>23D.</b> Describe and explain
			the structures and
		<b>23D.</b> Describe and	functions of the brain and
		explain the structures	how they are impacted by
		and functions of the	different types of physical
		brain and how they are	activity and levels of
		impacted by different	fitness
		types of physical	
		activity and levels of	
		fitness	
HEALTH	Early Childhood/Pre-K	<u>Grades 3-5</u>	Grades 9-10
Instructional	22.A.ECa Identify simple	22.A.2a Describe	22.A.4a Compare and
Guidance	practices that promote	benefits of early	contrast communicable,
	healthy living and prevent		chronic, and degenerative
	illness.	treatment of illness.	illnesses (e.g., influenza,
			cancer, arthritis).
	22.A.ECb Demonstrate	22.A.2b Demonstrate	
	personal care and hygiene	-	22.A.4b Analyze possible
	skills, with adult	prevention and	outcomes of effective
	reminders.	reduction of	health promotion and
		communicable and	illness prevention (e.g.,
	22.A.ECc Identify and	non-communicable	reduction in stress,
	follow basic safety rules.	disease (e.g., practicing	-
		cleanliness, making	lessened likelihood of
	23.A.1a Identify basic	healthy food choices,	injury and illness).
	parts of the body.	understanding the	22 A de Domonstrato
	Gradas K 2	importance of immunizations, and	22.A.4c Demonstrate basic procedures in injury
	<u>Grades K-2</u> 22.A.1a Identify general	regular health	prevention and
	signs and symptoms of	screenings).	emergency care that can
	illness (e.g., fever, rashes,		be used in the home,
	coughs, congestion).	22.A.2c Describe and	workplace, and
		compare health and	community (e.g., first aid,
	22.A.1b Identify methods	i •	CPR).
	of health promotion and	reduce the risks	
	illness prevention (e.g.,	associated with	22.A.4d Research and
		dangerous situations	report about a career in
	hand washing, brushing,	(e.g., wearing seat	health promotion, health
1		p 0, 0, 0,	

practices, sleep, cleanliness).	belts and helmets, using sunscreen).	care and injury prevention.
22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	body systems and their functions (e.g., circulatory, respiratory,	maintained and improved
23.A.1a Identify basic parts of body systems and their functions (e.g.,	between positive and negative effects of	23.B.4a Explain immediate and long- term effects of health habits on the body systems (e.g.,
heart, lungs, eyes).	1	diet/heart disease, exercise/fat reduction,
23.B.1a Identify healthy actions that influence the	diet).	stress management/ emotional health).
functions of the body (e.g., cleanliness, proper diet, exercise).	<b>Grades 6-8</b> 22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g.,	23.C.4a Describe changes in physical health and body functions at various stages of the life cycle.
		23. D.4a Explain how brain functions can be maintained and improved through activity.
	health care can help reduce health risks (e.g., proper diet and exercise reduce risks of	<b>Grades 11-12</b> 22.A.5a Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems).
	22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a	promotion and illness prevention methods using

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1	1	!
	22.A.3d Identify various careers in health promotion, health care and injury prevention. 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	22.A.5c Explain how health and safety problems have been altered by technology, media and medicine (e.g., product testing; control of polio; advanced surgical techniques; improved treatments for cancer, diabetes, and heart disease; worksite safety management). 23.A.5a Explain how the systems of the body are affected by exercise and
	brain).	the impact that exercise has on learning.
	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).	23.B.5a Understand the effects of healthy living on individuals and their future generations (e.g., not using alcohol, tobacco, and other drugs during pregnancy).
	23.C.3a Describe the relationships among physical, mental, and social health factors during adolescence (e.g., the effects of	23.C.5a Explain how the aging process affects body systems (e.g., vision, hearing, immune system).
	stress on physical and mental performance, effects of nutrition on growth).	23. D.5a Analyze and communicate information regarding physical activity and fitness levels and their effects on how the
	23. D.3a Explain how the brain is affected by movement.	brain functions.

PHYSICAL EDUCATION Priority Standards	STATE GOAL 19: Acquire r concepts necessary to en		
PHYSICAL	19A Demonstrate physical	19A Demonstrate	19A Demonstrate physical
EDUCATION	competency in a variety	physical competency in	competency in a variety
Critical Concepts	of motor skills and	a variety of motor skills	of motor skills and
	movement patterns.	and movement	movement patterns.
		patterns.	
	19C. Demonstrate		19C. Demonstrate
	knowledge of	19C. Demonstrate	knowledge of
	rules, safety and	knowledge of	rules, safety and
	strategies during physical	-	strategies during physical
	activity.	strategies during	activity.
		physical activity.	
	IELDS 19A Demonstrate		
	physical competency and control of large and small		
	muscles.		
PHYSICAL		Grades 3-5	Grades 9-10
EDUCATION	19.A.ECa Engage in active		19.A.4b Participate daily
Instructional	play using gross-and fine-	1	in moderate to vigorous
Guidance	motor skills.	vigorous physical	physical activity while
Guidance		activity while	performing movement
	19.A.ECd Use eye-hand	performing multiple	patterns in a variety of
	coordination to perform	basic movement	activities.
	tasks.	patterns with	
		additional combination	Grades 11-12
	19.A.ECe Use writing and	movement patterns.	19.A.4b Participate daily
	drawing tools with some		in moderate to vigorous
	control.	19.C.2a Identify and	physical activity while
		apply rules and safety	performing movement
	<u>Grades K-2</u>	procedures in physical	patterns in a variety of
	19.A.1b Participate daily	activities.	activities.
	in moderate to vigorous		
	physical activity while	Grades 6-8	
	performing basic	19.A.3b Participate	
	movement patterns.	daily in moderate to	
		vigorous physical	
	19.C.1a - Demonstrate	activity while	
	safe movement in	performing multiple	
	physical activities.	movement patterns	
		consistently with	
		additional combination	
		movement patterns.	

Illinois Early Learning Project Tip Sheet: <u>Out and</u> <u>About with Preschoolers</u>	
Illinois Early Learning Project Tip Sheet: <u>The</u> <u>Power of the Pen</u>	

	Birth - 2	3 - 8	9 - 12
<b>SEL</b> Priority Standard	n! * *	social-awareness and interpers positive relationships.	onal skills to
SEL	IELDS 31.A:	2A: Recognize the feelings and	
Critical	Develop positive	perspectives of others.	feelings and
Concepts	relationships with		perspectives of
	peers and adults.	2B: Recognize individual and	others.
	IELDS 31.B: Use	group similarities and differences.	2P: Rocognizo
	communication and	umerences.	2B: Recognize individual and group
	social skills to interact		similarities and
	effectively with		differences.
	others.		
	IELDS 31.C Demonstrate an ability		
	to prevent, manage,		
	and resolve		
	interpersonal conflicts		
	in constructive ways.		
	2A: Recognize the		
	feelings and		
	perspectives of		
	others.		
	2B: Recognize		
	individual and group		
	similarities and		
	differences.		
SEL		<u>Grades 3-5</u>	<u>Grades 9-10</u>
Instructional	K		2A.4a. Analyze
Guidance	<u> </u>	<u> </u>	similarities and

with familiar adults.	2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.	differences between one's own and other perspectives.
31A.ECe Develop		
•	2A.2b. Describe the expressed	2A.4b. Use
· · ·	feelings and perspectives of	conversation skills to
	others.	understand others'
31.B.ECa Interact		feelings and
verbally and	2B.2a. Identify differences	perspectives.
•	among and contributions of	
•	various social and cultural	2B.4a. Analyze the
	groups.	origins and negative
31.B.ECc Use socially		effects of stereotypi
•	2B.2b. Demonstrate how to	and prejudice.
••••	work effectively with those	
•	who are different from	2B.4b. Demonstrate
• •	oneself.	respect for individua
turns.		from different social
	Grades 6-8	and cultural groups.
	2A.3a. Predict others' feelings	
-	and perspectives in a variety of	Grades 11-12
	situations.	2A.5a. Demonstrate
turns.		how to express
	2A.3b. Analyze how one's	understanding of
	behavior may	those who hold
	affect others.	different opinions.
physical, and		
• •	2B.3a. Explain how individual,	2A.5b. Demonstrate
	social, and cultural differences	ways to express
may feel.	may increase vulnerability to	empathy for others.
	bullying and identify ways to	
2A.2b Describe the	address it.	2B.4b. Demonstrate
expressed feelings and		respect for individua
perspectives of	2B.3b. Analyze the effects of	from different social
others.	taking action to oppose	and cultural groups.
	bullying based on individual	
	and group differences.	2B.5a. Evaluate
differences among and		strategies for being
contributions of		respectful of others
various social and		and opposing
cultural groups.		stereotyping and
		prejudice.
Illinois Early Learning		
Project Tip		

l	sheet Separation		
	Anxiety		
	What Works Briefs		
HEALTH	STATE COAL 24 Brom	ote and enhance health and we	ll haing through the
Priority Standard	1.	unication and decision-making	
S			
HEALTH	24A. Demonstrate	<b>24A</b> . Demonstrate procedures	<b>24A</b> . Demonstrate
Critical	procedures for	for communicating in positive	procedures for
Concepts	communicating in	ways, resolving differences and	
	positive ways,	r C	positive ways,
	resolving differences a		resolving differences a
	nd preventing conflict.		nd preventing conflict.
	IELDS 24.C		
	Demonstrate		
	skills essential to		
	enhancing health and		
	avoiding dangerous		
	situations.		
HEALTH	Early Childhood/Pre-	Grades 3-5	Grades 9-10
Instructional	K	24.A.2a Identify causes and	24.A.4a Describe the
Guidance	24.C.ECa Participate in	consequences of conflict	effects (e.g., economic
	activities to learn to	among youth.	losses, threats to
	avoid dangerous	!	personal safety) of
	situations.	· · ·	conflict and violence
			upon the health of
	Grades K-2	communication skills (e.g.,	individuals, families,
	24.A.1a Differentiate	· · · · · ·	and communities.
	i	listening, body language).	
	negative behaviors		24.A.4b Formulate
	(e.g., waiting your turn		strategies to prevent
	vs. pushing in line,	; ·	conflict and resolve
	honesty vs. lying).	; ·	differences.
	24 A 1h Identify	conflict and violence among youth in schools and	Grados 11 12
	24.A.1b Identify	1.	Grades 11-12
	nositive verbal and	communities	21 A 52 Compare and
	positive verbal and		24.A.5a Compare and
	nonverbal		contrast strategies to
	nonverbal communication skills	24.A.3b Demonstrate methods	contrast strategies to prevent conflict and
	nonverbal communication skills (e.g., body language,	24.A.3b Demonstrate methods for addressing interpersonal	contrast strategies to
	nonverbal communication skills	24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g.,	contrast strategies to prevent conflict and
	nonverbal communication skills (e.g., body language,	24.A.3b Demonstrate methods for addressing interpersonal	contrast strategies to prevent conflict and

-		24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace. <b>Op skills necessary to become a</b> th others during physical activit	
S PHYSICAL	IELDS GOAL	21A: Demonstrate personal	21A: Demonstrate
EDUCATION Critical Concepts	<b>21A:</b> Demonstrate individual responsibility during group physical activities.	responsibility during group physical activities. <b>21B:</b> Demonstrate cooperative skills during structured group physical activity.	personal responsibility during group physical activities. <b>21B:</b> Demonstrate cooperative skills
	IELDS GOAL 21B: Demonstrate cooperative skills during structured group physical activity.		during structured group physical activity.
PHYSICAL	Early Childhood/Pre-	Grades 3-5	Grades 9-10
EDUCATION Instructional Guidance	<u>K</u> 21.A.ECa Follow rules and procedures when participating in group physical activities. 21.A.ECb Follow directions, with occasional adult reminders, during group activities.	<ul> <li>21.A.2a Accept responsibility for one's own actions in group physical activities.</li> <li>21.A.2b Use identified procedures and safe practices without reminders during group physical activities.</li> <li>21.A.2c Work independently on task until completed.</li> </ul>	<ul> <li>21.A.4a Demonstrate</li> <li>decision-making skills</li> <li>both independently</li> <li>and with others during</li> <li>physical activities.</li> <li>21.A.4b Apply</li> <li>identified procedures</li> <li>and safe practices to</li> <li>all group physical</li> <li>activity settings.</li> </ul>
	<b>Grades K-2</b> 21.A.1a Follow directions and class procedures while participating in physical activities.	21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity. <b>Grades 6-8</b> 21.A.3a Follow directions and decisions of responsible	21.A.4c Complete a given task on time. 21.B.4a Work cooperatively with others to achieve group goals in competitive and non-

21.A.1b Use identified procedures and safe	individuals (e.g., teachers, peer leaders, squad leaders).	competitive situations (e.g., challenge course,
practices with little or		orienteering).
no reinforcement	21.A.3b Participate in	0,
during group physical	establishing procedures for	<u>Grades 11-12</u>
activities.	group physical activities.	21.A.5a Demonstrate
		individual
21.A.1c Work	21.A.3c Remain on task	responsibility through
independently on	independent of distraction	use of various team-
tasks for short periods	e (e.g., peer pressure,	building strategies in
of time.	environmental stressors).	physical activity
		settings (e.g.,
21.B.1a Work	21.B.3a Work cooperatively	etiquette, fair play,
cooperatively with	with others to accomplish a set	self-officiating,
another to accomplish	goal in both competitive and	coaching, organizing a
an assigned task.	non-competitive situations	group activity).
	(e.g., baseball, choreographing	
	a dance).	21.B.5a Demonstrate
		when to lead and
		when to be supportive
		to accomplish group
		goals.

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	Birth - 2	3 - 8	9 - 12
<b>SEL</b> Priority Standard	Goal 1 (IELDS 30): Dev achieve school and life	•	and self-management skills to
SEL Critical Concepts	IELDS GOAL 30A: Identify and manage one's emotions and behavior.		1A. Identify and manage one's emotions and behavior
SEL	Early Childhood/Pre-	Grades 3-5	Grades 9-10
Instructional Guidance	<u>K</u> 30.A.ECa Recognize and label basic emotions.	demonstrate ways to	1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.
	30.A.ECd Begin to understand and follow		Grades 11-12
	rules.	1A.3b. Apply	1A.5a. Evaluate how expressing one's emotions in different situations affects others.
	30.A.ECe Use materials with	stress and to motivate successful performance.	

	purpose, safety, and respect. <b>Grades K-2</b> 1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner. Illinois Early Learning Project Tip Sheet: <u>Play</u> and Self-Regulation in <u>Preschool</u>		
	What Works Briefs		
HEALTH	f	) -Achieve and maint	ain a health-enhancing level of
	physical fitness based		-
HEALTH	IELDS 20.A Achieve	<b>20A</b> Know and apply	<b>20A</b> Know and apply the
Critical Concepts	physical fitness. <b>20.A.ECa</b> Participate in activities to enhance physical fitness.	components of health-related and skill-related fitness as applied to learning and performance of physical activities.	principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.
HEALTH	physical activities. Early Childhood/Pre-	Grades 3-5	Grades 9-10
Instructional		1	20.A.4a Interpret the effects of
Guidance		i	exercise/physical activity on the
		i	level of health-related and skill-
[	physical fitness.	i 	related fitness.

Physicalprinciples of training: 20.A.5b Develop and implement various types of fitness training programs (e.g. circuit, cross and interval training) and describe the 20.A.3b Identify and participate in activities associated with the components of health-related andprinciples of training: 20.A.5b Develop and implement various types of fitness training programs (e.g. circuit, cross and interval training) and describe the characteristics, implications a benefits of each.
skill-related fitness.
PHYSICAL EDUCATION Priority Standards Enducation a health-enhancing level of physical Fitness based upon continual self-assessment.
PHYSICAL 20A Know and apply 20A Know and apply 20A Know and apply the
<b>EDUCATION</b> the principles and the principles and principles and components of
Critical Concepts components of health-components of health-related and skill-related
related and skill- related fitness as applied to learning
related fitness as skill-related fitness and performance of physical applied to learning as applied to activities.
applied to learning as applied to activities. and performance of learning and
physical activities. performance of
physical activities. performance of physical activities.
PHYSICAL Early Childhood/Pre- Grades 3-5 Grades 9-10
<b>EDUCATION</b> K 20.A.2a Describe the 20.A.4a Interpret the effects of
Instructional ECa Participate in benefits of exercise/physical activity on t
Guidance activities to enhance maintaining a health-level of health-related and ski
physical fitness. related fitness.

enhancing level of	
Grades K-2 fitness.	20.A.4b Participate in various
20.A.2b Regularly	types of fitness training
participate in physical 20.A.2b Regularly	programs (e.g., circuit, cross
activity for the participate in	and interval training) and know
purpose of sustaining physical activity for	the implications of and the
or improving the purpose of	benefits from participation in
individual levels of sustaining or	those programs.
health-related and improving individual	
skill-related fitness. levels of health-	Grades 11-12
related and skill-	20.A.5a Implement an
Illinois Early Learning related fitness.	individualized health-related
Project Tip	fitness plan which includes the
sheet: <u>Building</u> Grades 6-8	principles of training.
Endurance, Let's Get 20.A.3a Identify the	
Physical principles of training:	20.A.5b Develop and
frequency,	implement various types of
Physical Fitness for intensity, time and	fitness training programs (e.g.,
Preschool-Aged type (FITT).	circuit, cross and interval
<u>Children</u>	training) and describe the
20.A.3b Identify and	characteristics, implications,
participate in	and benefits of each.
activities associated	
with the components	
of health-related and	
skill-related fitness.	