

## 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
<b>Priority Standard</b>	<b>Goal 3 (Illinois Early Learning and Development Standards - IELDS 32): Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>		
<b>Critical Concepts</b>	IELDS 32A: Begin to consider ethical, safety, and societal factors in making decisions.  3A: Consider ethical, safety, and societal factors in making decisions.	3A: Consider ethical, safety, and societal factors in making decisions.	3A: Consider ethical, safety, and societal factors in making decisions.

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

<b>Social Emotional Learning Standards</b>			
	<b>Birth - 2</b>	<b>3 - 8</b>	<b>9 - 12</b>
<b>Priority Standard</b>	<b>Goal 2 (IELDS 31): Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>		
<b>Critical Concepts</b>	<p>IELDS 31.A: Develop positive relationships with peers and adults.</p> <p>IELDS 31.B: Use communication and social skills to interact effectively with others.</p> <p>IELDS 31.C Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.</p> <p>2A: Recognize the feelings and perspectives of others.</p> <p>2B: Recognize individual and group similarities and differences.</p>	<p>2A: Recognize the feelings and perspectives of others.</p> <p>2B: Recognize individual and group similarities and differences.</p>	<p>2A: Recognize the feelings and perspectives of others.</p> <p>2B: Recognize individual and group similarities and differences.</p>
<b>Instructional Guidance</b>	<b><u>Early Childhood/Pre-K</u></b> 31A.ECc Interact easily with familiar adults.	<b><u>Grades 3-5</u></b> 2A.2a. Identify verbal, physical, and	<b><u>Grades 9-10</u></b> 2A.4a. Analyze similarities and

31A.ECe Develop positive relationships with peers.

31.B.ECa Interact verbally and nonverbally with other children.

31.B.ECc Use socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.

31.C.ECa Begin to share materials and experiences and take turns.

**Grades K-2**

2A.2a Identify verbal, physical, and situational cues that indicate how others may feel.

2A.2b Describe the expressed feelings and perspectives of others.

2B.2a Identify differences among and contributions of various social and cultural groups.

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Tip sheet [Separation Anxiety](#)

[What Works Briefs](#)

situational cues that indicate how others may feel.

2A.2b. Describe the expressed feelings and perspectives of others.

2B.2a. Identify differences among and contributions of various social and cultural groups.

2B.2b. Demonstrate how to work effectively with those who are different from oneself.

**Grades 6-8**

2A.3a. Predict others' feelings and perspectives in a variety of situations.

2A.3b. Analyze how one's behavior may affect others.

2B.3a. Explain how individual, social, and cultural differences may increase vulnerability to bullying and identify ways to address it.

2B.3b. Analyze the effects of taking action to oppose bullying based on

differences between one's own and others' perspectives.

2A.4b. Use conversation skills to understand others' feelings and perspectives.

2B.4a. Analyze the origins and negative effects of stereotyping and prejudice.

2B.4b. Demonstrate respect for individuals from different social and cultural groups.

**Grades 11-12**

2A.5a. Demonstrate how to express understanding of those who hold different opinions.

2A.5b. Demonstrate ways to express empathy for others.

2B.4b. Demonstrate respect for individuals from different social and cultural groups.

2B.5a. Evaluate strategies for being respectful of others and opposing stereotyping and prejudice.

individual and group differences.

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	Birth - 2	3 - 8	9 - 12
<b>SEL</b> Priority Standard	<b>Goal 1 (IELDS 30): Develop self-awareness and self-management skills to achieve school and life success.</b>		
<b>SEL</b> 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	<p><b>Early Childhood/Pre-K</b></p> <p>30.A.ECa Recognize and label basic emotions.</p> <p>30.A.ECd Begin to understand and follow rules.</p> <p>30.A.ECe Use materials with purpose, safety, and respect.</p> <p><b>Grades K-2</b></p> <p>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p>Illinois Early Learning Project Tip Sheet: <a href="#">Play and Self-Regulation in Preschool</a></p> <p><a href="#">What Works Briefs</a></p>	<p><b>Grades 3-5</b></p> <p>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p><b>Grades 6-8</b></p> <p>1A.3b. Apply strategies to manage stress and to motivate successful performance.</p>	<p><b>Grades 9-10</b></p> <p>1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.</p> <p><b>Grades 11-12</b></p> <p>1A.5a. Evaluate how expressing one's emotions in different situations affects others.</p>

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

**State Goal 23-Understand human body systems and factors that influence growth and development. (K-12)**

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

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

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).

22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).

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 brain).

23.B.3a Explain the effects of health-related actions upon body systems (e.g., fad diets, orthodontics, avoiding smoking,

**Grades 11-12**

22.A.5a Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems).

22.A.5b Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).

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 the impact that exercise has on learning.

23.B.5a Understand the effects of healthy living on individuals and their future generations (e.g., 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 (e.g., the effects of stress on physical and mental performance, effects of nutrition on growth).	23.C.5a Explain how the aging process affects body systems (e.g., vision, hearing, immune system).
		23. D.3a Explain how the brain is affected by movement.	23. D.5a Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.

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

	<p>24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).</p> <p>24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).</p> <p><a href="#">Scripted Stories for Social Situations</a></p>	<p>communication skills (e.g., polite conversation, attentive listening, body language).</p> <p><b>Grades 6-8</b></p> <p>24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.</p> <p>24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).</p> <p>24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.</p>	<p>24.A.4b Formulate strategies to prevent conflict and resolve differences.</p> <p><b>Grades 11-12</b></p> <p>24.A.5a Compare and contrast strategies to prevent conflict and resolve differences.</p>
	<b>Birth - 2</b>	<b>3 - 8</b>	<b>9 - 12</b>
<b>HEALTH</b> Priority Standards	<b>State Goal 20 (IELDS 20) -Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b>		
<b>HEALTH</b> Critical Concepts	<p><b>IELDS 20.A</b> Achieve and maintain a health-enhancing level of physical fitness</p> <p><b>20.A.ECa</b> Participate in activities to enhance physical fitness.</p>	<p><b>20A</b> Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p>	<p><b>20A</b> Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p>

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

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

Illinois Early Learning Project Tip Sheet: <a href="#">Out and About with Preschoolers</a>	additional combination movement patterns.
Illinois Early Learning Project Tip Sheet: <a href="#">The Power of the Pen</a>	

	Birth - 2	3 - 8	9 - 12
<b>PHYSICAL EDUCATION</b> Priority Standards	<b>STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.</b>		
<b>PHYSICAL EDUCATION</b> Critical Concepts	<b>IELDS GOAL 21A:</b> Demonstrate individual responsibility during group physical activities.  <b>IELDS GOAL 21B:</b> Demonstrate cooperative skills during structured group physical activity.	<b>21A:</b> Demonstrate personal responsibility during group physical activities.  <b>21B:</b> Demonstrate cooperative skills during structured group physical activity.	<b>21A:</b> Demonstrate personal responsibility during group physical activities.  <b>21B:</b> Demonstrate cooperative skills during structured group physical activity.
<b>PHYSICAL EDUCATION</b> Instructional Guidance	<u><b>Early Childhood/Pre-K</b></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.  <u><b>Grades K-2</b></u> 21.A.1a Follow directions and class procedures while participating in physical activities.	<u><b>Grades 3-5</b></u> 21.A.2a Accept responsibility for one's own actions in group physical activities.  21.A.2b Use identified procedures and safe practices without reminders during group physical activities.  21.A.2c Work independently on task until completed.  21.B.2a Work cooperatively with a	<u><b>Grades 9-10</b></u> 21.A.4a Demonstrate decision-making skills both independently and with others during physical activities.  21.A.4b Apply identified procedures and safe practices to all group physical activity settings.  21.A.4c Complete a given task on time.  21.B.4a Work cooperatively with others to achieve group

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

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	Birth - 2	3 - 8	9 - 12
<b>PHYSICAL EDUCATION</b> Priority Standards	<b>State Goal 20 -Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b>		
<b>PHYSICAL EDUCATION</b> Critical Concepts	<b>20A</b> Know and apply the principles and components of health-related and skill-related fitness as applied to	<b>20A</b> Know and apply the principles and components of health-related and skill-related fitness as applied to	<b>20A</b> Know and apply the principles and components of health-related and skill-related fitness as applied to

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

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

<p><b>SEL</b> Critical Concepts</p>	<p>IELDS 32A: Begin to consider ethical, safety, and societal factors in making decisions.</p> <p>3A: Consider ethical, safety, and societal factors in making decisions.</p>	<p>3A: Consider ethical, safety, and societal factors in making decisions.</p>	<p>3A: Consider ethical, safety, and societal factors in making decisions.</p>
<p><b>SEL</b> Instructional Guidance</p>	<p><b>Early Childhood/Pre-K</b> 32.A.ECb Follow rules and make good choices about behavior.</p> <p><b>Grades K-2</b> 3A.1b. Identify social norms and safety considerations that guide behavior.</p> <p><a href="#">What Works Briefs</a></p>	<p><b>Grades 3-5</b> 3A.1b. Identify social norms and safety considerations that guide behavior.</p> <p><b>Grades 6-8</b> 3A.3b. Analyze the reasons for school and societal rules.</p> <p><a href="#">3rd Grade SEL Descriptors</a> -</p>	<p><b>Grades 9-10</b> 3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.</p> <p><b>Grades 11-12</b> 3A.5a. Apply ethical reasoning to evaluate societal practices.</p>
<p><b>HEALTH</b> Priority Standards</p>	<p><b>State Goal 22- Understand principles of health promotion and the prevention and treatment of illness and injury. (K-12) IELDS 22 (EC)</b></p> <p><b>State Goal 23-Understand human body systems and factors that influence growth and development. (K-12)</b></p>		
<p><b>HEALTH</b> Critical Concepts</p>	<p><b>22A</b> Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.</p> <p><b>23A.</b> Describe and explain the structure and functions of the human body and how they interrelate.</p> <p><b>23B</b> Explain the effects of health-related actions on the body systems.</p>	<p><b>22A</b> Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.</p> <p><b>23A.</b> Describe and explain the structure and functions of the human body and how they interrelate.</p> <p><b>23B</b> Explain the effects of health-related</p>	<p><b>22A</b> Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services.</p> <p><b>23A.</b> Describe and explain the structure and functions of the human body and how they interrelate.</p> <p><b>23B</b> Explain the effects of health-related actions on the body systems.</p>

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

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).	23.A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).	23.A.4a Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).
23.A.1a Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).	23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	23.B.4a Explain immediate and long-term effects of health habits on the body systems (e.g., diet/heart disease, exercise/fat reduction, stress management/emotional health).
23.B.1a Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).	<b><u>Grades 6-8</u></b> 22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).	23.C.4a Describe changes in physical health and body functions at various stages of the life cycle.
	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).	23.D.4a Explain how brain functions can be maintained and improved through activity.
	22.A.3c Explain routine safety precautions in practical situations (e.g., in motor vehicles, on bicycles, in and near water, as a pedestrian).	<b><u>Grades 11-12</u></b> 22.A.5a Explain strategies for managing contagious, chronic, and degenerative illnesses (e.g., various treatment and support systems). 22.A.5b Evaluate the effectiveness of health promotion and illness prevention methods using data from actual situations (e.g., impact of worksite health promotion programs).

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 brain).

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.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).

23. D.3a Explain how the brain is affected by movement.

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 the impact that exercise has on learning.

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.5a Explain how the aging process affects body systems (e.g., vision, hearing, immune system).

23. D.5a Analyze and communicate information regarding physical activity and fitness levels and their effects on how the brain functions.

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

Illinois Early Learning  
Project Tip Sheet: [Out and  
About with Preschoolers](#)

Illinois Early Learning  
Project Tip Sheet: [The  
Power of the Pen](#)

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

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

	<a href="#">sheet Separation Anxiety</a>  <a href="#">What Works Briefs</a>		
<b>HEALTH</b> Priority Standards	<b>STATE GOAL 24 - Promote and enhance health and well-being through the use of effective communication and decision-making skills.</b>		
<b>HEALTH</b> Critical Concepts	<b>24A.</b> Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.  <b>IELDS 24.C</b> Demonstrate skills essential to enhancing health and avoiding dangerous situations.	<b>24A.</b> Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.	<b>24A.</b> Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.
<b>HEALTH</b> Instructional Guidance	<b>Early Childhood/Pre-K</b> 24.C.ECa Participate in activities to learn to avoid dangerous situations.  <b>Grades K-2</b> 24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).  24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).  <a href="#">Scripted Stories for Social Situations</a>	<b>Grades 3-5</b> 24.A.2a Identify causes and consequences of conflict among youth.  24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).  <b>Grades 6-8</b> 24.A.3a Describe possible causes and consequences of conflict and violence among youth in schools and communities.  24.A.3b Demonstrate methods for addressing interpersonal differences without harm (e.g., avoidance, compromise, cooperation).	<b>Grades 9-10</b> 24.A.4a Describe the effects (e.g., economic losses, threats to personal safety) of conflict and violence upon the health of individuals, families, and communities.  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.

		24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.	
<b>PHYSICAL EDUCATION</b> Priority Standards	<b>STATE GOAL 21: Develop skills necessary to become a successful member of a team by working with others during physical activity.</b>		
<b>PHYSICAL EDUCATION</b> Critical Concepts	<b>IELDS GOAL 21A:</b> Demonstrate individual responsibility during group physical activities.  <b>IELDS GOAL 21B:</b> Demonstrate cooperative skills during structured group physical activity.	<b>21A:</b> Demonstrate personal responsibility during group physical activities.  <b>21B:</b> Demonstrate cooperative skills during structured group physical activity.	<b>21A:</b> Demonstrate personal responsibility during group physical activities.  <b>21B:</b> Demonstrate cooperative skills during structured group physical activity.
<b>PHYSICAL EDUCATION</b> Instructional Guidance	<u>Early Childhood/Pre-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.  <u>Grades K-2</u> 21.A.1a Follow directions and class procedures while participating in physical activities.	<u>Grades 3-5</u> 21.A.2a Accept responsibility for one’s own actions in group physical activities.  21.A.2b Use identified procedures and safe practices without reminders during group physical activities.  21.A.2c Work independently on task until completed.  21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.  <u>Grades 6-8</u> 21.A.3a Follow directions and decisions of responsible	<u>Grades 9-10</u> 21.A.4a Demonstrate decision-making skills both independently and with others during physical activities.  21.A.4b Apply identified procedures and safe practices to all group physical activity settings.  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 practices with little or no reinforcement during group physical activities.	individuals (e.g., teachers, peer leaders, squad leaders).	competitive situations (e.g., challenge course, orienteering).
21.A.1c Work independently on tasks for short periods of time.	21.A.3b Participate in establishing procedures for group physical activities.	<b>Grades 11-12</b> 21.A.5a Demonstrate individual responsibility through use of various team-building strategies in physical activity settings (e.g., etiquette, fair play, self-officiating, coaching, organizing a group activity).
21.B.1a Work cooperatively with another to accomplish an assigned task.	21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).	21.B.5a Demonstrate when to lead and when to be supportive to accomplish group goals.
	21.B.3a Work cooperatively with others to accomplish a set goal in both competitive and non-competitive situations (e.g., baseball, choreographing a dance).	

Page Break

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

	<p>purpose, safety, and respect.</p> <p><b>Grades K-2</b></p> <p>1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.</p> <p>Illinois Early Learning Project Tip Sheet: <a href="#">Play and Self-Regulation in Preschool</a></p> <p><a href="#">What Works Briefs</a></p>		
<b>HEALTH</b> Priority Standards	<b>State Goal 20 (IELDS 20) -Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b>		
<b>HEALTH</b> Critical Concepts	<p><b>IELDS 20.A</b> Achieve and maintain a health-enhancing level of physical fitness.</p> <p><b>20.A.ECa</b> Participate in activities to enhance physical fitness.</p> <p><b>20.A.ECb</b> Exhibit increased levels of physical activity.</p> <p><b>20A</b> Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p>	<p><b>20A</b> Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p>	<p><b>20A</b> Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.</p>
<b>HEALTH</b> Instructional Guidance	<p><b>Early Childhood/Pre-K</b></p> <p><b>ECa</b> Participate in activities to enhance physical fitness.</p>	<p><b>Grades 3-5</b></p> <p><b>20.A.2a</b> Describe the benefits of maintaining a health-</p>	<p><b>Grades 9-10</b></p> <p><b>20.A.4a</b> Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.</p>

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

**Grades K-2**

20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.

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Project Tip

sheet: [Building Endurance, Let's Get Physical](#)

[Physical Fitness for Preschool-Aged Children](#)

enhancing level of fitness.

20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.

**Grades 6-8**

20.A.3a Identify the principles of training: frequency, intensity, time and type (FITT).

20.A.3b Identify and participate in activities associated with the components of health-related and skill-related fitness.

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.

**Grades 11-12**

20.A.5a Implement an individualized health-related fitness plan which includes the principles 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, and benefits of each.