IL Priority Learning Standard	FR PE & FR DL PE	SO PE & DL SO PE	S & C	YOGA	OUTDOOR ADVENTURE	JR. LEADERS	LIFEGUARDING	LIFETIME SPORTS	TEAM SPORTS	UNIQUE PE & DL UNIQUE	ATHLETIC PERFORMANCE	FUNCTIONAL PE
3A: Consider ethical, safety, and societal factors in making decisions. (SEL)										~		
3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions. (SEL)												
2A: Recognize the feelings and perspectives of others.												
2B: Recognize individual and group similarities and differences.(SEL)												
1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior. (SEL)												
1.A.4.b. Generate ways to develop more positive attitudes. (SEL)												
1A.5a. Evaluate how expressing one's emotions in different situations affects others. (SEL)												
1.A.5b Evaluate how expressing more positive attitudes influences others. (SEL)												
1.B.4a Set priorities in building on strengths and identifying areas for improvement. (SEL)												
1.B.5a Implement a plan to build on a strength, meet a need, or address a challenge. (SEL)												
1.B.4b Analyze how positive adult role models and support systems contribute to school and life success (SEL)												
1.B.5b Evaluate how developing interests and filling useful roles support school and life success. (SEL)												
FOUNDATIONS OF MOVEMENT - pertaining to 9th and 10th graders: Ex Overhead/Underhand movements, turnbling, swimming, self-defense, etc.												
19A Demonstrate physical competency in a variety of motor skills and movement patterns. (Grades 9/10)												
19A Demonstrate physical competency in a variety of motor skills and movement patterns. (Grades 11/12)												
INTRODUCTION TO LIFETIME PHYSICAL ACTIVITY CHOICES: Establishing pre-requisite knowledge 19C. Demonstrate knowledge of												
rules, safety and strategies during physical activity. (9/10 Grade) 19C. Demonstrate knowledge of												
rules, safety and strategies during physical activity. (11/12 grade)												

IL Priority Learning Standard	FR PE & FR DL PE	SO PE & DL SO PE	S & C	YOGA	OUTDOOR ADVENTURE	JR. LEADERS	LIFEGUARDING	LIFETIME SPORTS	TEAM SPORTS	UNIQUE PE & DL UNIQUE	ATHLETIC PERFORMANCE	FUNCTIONAL PE
19.A.4b Participate daily in moderate to vigorous physical activity while performing movement patterns in a variety of activities.												
21A: Demonstrate personal responsibility during group physical activities.												
21B: Demonstrate cooperative skills during structured group physical activity.												
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-competitive situations (e.g., challenge course, orienteering).												
BUILDING FOUNDATIONAL KNOWLEDGE												
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). 9th and 10th grade												
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). 11th and 12th grade			V	~	V	V						
21.B.5a Demonstrate when to lead and when to be supportive to accomplish group goals.								~				
FOUNDATIONS OF FITNESS - Pertaining to 9th and 10th graders: FITT Principle, THRZ, Heart Rate Monitors, Fitness and Skill components, etc.												
20A Know and apply the principles and components of health-related and skillrelated fitness as applied to learning and performance of physical activities. (9th and 10th grade)												
20A Know and apply the principles and components of health-related and skillrelated fitness as applied to learning and performance of physical activities. (11th and 12th grade)			~			~						

IL Priority Learning Standard	FR PE & FR DL PE	SO PE & DL SO PE	S & C	YOGA	OUTDOOR ADVENTURE	JR. LEADERS	LIFEGUARDING	LIFETIME SPORTS	TEAM SPORTS	UNIQUE PE & DL UNIQUE	ATHLETIC PERFORMANCE	FUNCTIONAL PE
20.A.4a Interpret the effects of exercise/physical activity on the level of healthrelated and skill- related fitness.												
SPECIALIZED TRAINING ACTIVITIES Ex: Crossfit Training, WODS, Triathalon, etc. 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. (9th and 10th grade)												
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. (11th and 12th grade)			~	M								
20.A.5a Implement an individualized healthrelated 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.				~								

IL Priority Learning Standard	Health Education	SOPH PE
Social Emotional Learning Standards		
3A: Consider ethical, safety, and societal factors in making decisions.		
3A.4b. Evaluate how social norms and the expectations of authority influence personal decisions and actions.		
2A: Recognize the feelings and perspectives of others.		
2B: Recognize individual and group similarities and differences.		
1A.4a. Analyze how thoughts and emotions affect decision making and responsible behavior.		
1.A.4.b. Generate ways to develop more positive attitudes.		
1A.5a. Evaluate how expressing one's emotions in different situations affects others.		
1.A.5b Evaluate how expressing more positive attitudes incluences others.		
1.B.4a Set priorities in building on strengths and identifying areas for improvement.		
1.B.5a Implement a plan to build on a strength, meet a need, or address a challenge.		
1.B.4b Analyze how positive adult role models and support systems contribute to school and life success		

IL Priority Learning Standard	Health Education	SOPH PE
1.B.5b Evaluate how developing interests and filling useful roles support school and life success.		
Health Education Standards		
State Goal 22- Understand principles of health promotion and the prevention and treatment of illness and injury.		
22A Explain the basic principles of health promotion, illness prevention and safety including how to access valid information, products, and services		
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 care and injury prevention.		
State Goal 23-Understand human body systems and factors that influence growth and development.		
23.A.4a Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).		

IL Priority Learning Standard	Health Education	SOPH PE
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.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. (grades 11/12)		
23A. Describe and explain the structure and functions of the human body and how they interrelate.		
23B Explain the effects of health- related actions on the body systems.		
23C. Describe factors that affect growth and development.		
23D. 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		
24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.		
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.		

IL Priority Learning Standard	Health Education	SOPH PE
20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.		
20.A.4a Interpret the effects of exercise/physical activity on the level 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.		