







IL Priority Learning Standard	Health Education	SOPH PE
<b>Social Emotional Learning Standards</b>		
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 influences 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	✓	

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1.B.5b Evaluate how developing interests and filling useful roles support school and life success.	✓	
<b>Health Education Standards</b>		
<b>State Goal 22- Understand principles of health promotion and the prevention and treatment of illness and injury.</b>	✓	
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.	✓	
<b>State Goal 23-Understand human body systems and factors that influence growth and development.</b>	✓	
23.A.4a Explain how body system functions can be maintained and improved (e.g., exercise/fitness, nutrition, safety).	✓	

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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).	<input checked="" type="checkbox"/>	
23.C.4a Describe changes in physical health and body functions at various stages of the life cycle.	<input checked="" type="checkbox"/>	
23. D.4a Explain how brain functions can be maintained and improved through activity. (grades 11/12)	<input type="checkbox"/>	<input checked="" type="checkbox"/>
23A. Describe and explain the structure and functions of the human body and how they interrelate.	<input checked="" type="checkbox"/>	
23B Explain the effects of health-related actions on the body systems.	<input checked="" type="checkbox"/>	
23C. Describe factors that affect growth and development.	<input checked="" type="checkbox"/>	
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	<input type="checkbox"/>	<input checked="" type="checkbox"/>
24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.	<input checked="" type="checkbox"/>	
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.	<input checked="" type="checkbox"/>	
24.A.4b Formulate strategies to prevent conflict and resolve differences.	<input checked="" type="checkbox"/>	

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20A Know and apply the principles and components of health-related and skill-related fitness as applied to learning and performance of physical activities.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
20.A.4a Interpret the effects of exercise/physical activity on the level of health-related and skill-related fitness.	<input type="checkbox"/>	<input checked="" type="checkbox"/>
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.	<input type="checkbox"/>	<input checked="" type="checkbox"/>