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KINDERGARTEN-  
EIGHTH GRADE  
PHYSICAL/ HEALTH

# Illinois Learning Standards

CONDENSED LIST OF STANDARDS FOR PHYSICAL DEVELOPMENT/HEALTH

LITERACY

SOCIAL/EMOTIONAL LEARNING

Compiled by ISBE Content Specialists

**PHYSICAL DEVELOPMENT AND HEALTH – KINDERGARTEN- 2<sup>nd</sup> Grade**

**Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.**

*Demonstrate Physical Competency in A Variety of Motor Skills and Movement Patterns.*

19.A.1a Demonstrate control when performing fundamental locomotor, non-locomotor, and manipulative skills.

19.A.1b Participate daily in moderate to vigorous physical activity while performing basic movement patterns.

*Analyze Various Movement Concepts and Applications.*

19.B.1a Understand spatial awareness and relationships to objects and people.

19.B.1b Understand how to execute basic movement patterns.

*Demonstrate Knowledge of Rules, Safety and Strategies During Physical Activity.*

19.C.1a Demonstrate safe movement in physical activities.

**Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.**

*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.1a Identify characteristics of health-related and skill-related fitness (e.g., flexibility, muscular strength, balance).

20.A.1b Engage in sustained physical activity that causes increased heart rate, muscle strength and range of movement.

*Assess Individual Fitness Levels.*

20.B.1a Describe immediate effects of physical activity on the body (e.g., faster heartbeat, increased rate of breathing).

*Set Goals Based On Fitness Data and Develop, Implement, And Monitor an Individual Fitness Improvement Plan.*

20.C.1a Identify a realistic health-related goal.

**Develop skills necessary to become a successful member of a team by working with others during physical activity.**

*Demonstrate Personal Responsibility During Group Physical Activities.*

21.A.1a Follow directions and class procedures while participating in physical activities.

21.A.1b Use identified procedures and safe practices with little or no reinforcement during group physical activities.

21.A.1c Work independently on tasks for short periods of time.

*Demonstrate Cooperative Skills During Structured Group Physical Activity.*

21.B.1a Work cooperatively with another to accomplish an assigned task.

**Understand principles of health promotion and the prevention and treatment of illness and injury.**

*Explain The Basic Principles of Health Promotion, Illness Prevention and Safety Including How to Access Valid Information, Products, and Services.*

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 practices, sleep, cleanliness).

22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).

*Describe and Explain the Factors That Influence Health Among Individuals, Groups, and Communities.*

22.B.1a Encourage and support others in making positive health choices (e.g., eating practices, cleanliness, and safety practices).

*Explain How the Environment Can Affect Health.*

22.C.1a Identify sources and causes of environmental health risks (e.g., air, soil, sun, water, noise, food, chemicals).

*Describe How to Advocate for The Health of Individuals, Families and Communities.*

22.D.1a Identify positive health choices and demonstrate ways to communicate individual choices.

**Understand human body systems and factors that influence growth and development.**

*Describe and Explain the Structure and Functions of the Human Body Systems and How They Interrelate.*

23.A.1a Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).

*Explain The Effects of Health-Related Actions On the Body Systems.*

23.B.1a Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).

*Describe Factors That Affect Growth and Development.*

23.C.1a Identify individual differences in growth and development among people.

*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.*

23.D.1a Locate and identify basic parts of the brain.

**Promote and enhance health and well-being through the use of effective communication and decision-making skills.**

*Demonstrate Procedures for Communicating in Positive Ways, Resolving Differences And Preventing Conflict.*

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).

*Apply Decision-Making Skills Related To The Protection And Promotion Of Individual, Family, And Community Health.*

24.B.1a Recognize how choices can affect health (e.g., not brushing/tooth decay, smoking/risk of cancer and heart disease).

*Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.*

24.C.1a Demonstrate basic refusal skills (e.g., "Just Say No", "Stranger Danger").

**PHYSICAL DEVELOPMENT AND HEALTH – 3<sup>rd</sup> – 5<sup>th</sup> GRADE**

**ACQUIRE MOVEMENT AND MOTOR SKILLS AND UNDERSTAND CONCEPTS NECESSARY TO ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY.**

*Demonstrate Physical Competency In A Variety Of Motor Skills And Movement Patterns.*

- 19.A.2a Demonstrate control when performing combinations and sequences in locomotor, non- locomotor, and manipulative motor patterns.
- 19.A.2b Participate daily in moderate to vigorous physical activity while performing multiple basic movement patterns with additional combination movement patterns.

*Analyze Various Movement Concepts And Applications.*

- 19.B.2a Identify the principles of movement (e.g., absorption and application of force, equilibrium).
- 19.B.2b Develop a basic understanding of multiple basic movement patterns with additional combination movement patterns.

*Demonstrate Knowledge Of Rules, Safety And Strategies During Physical Activity.*

- 19.C.2a Identify and apply rules and safety procedures in physical activities.
- 19.C.2b Identify offensive, defensive, and cooperative strategies in selected activities and games.

**ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.**

*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.2a Describe the benefits of maintaining a health-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.

*Assess Individual Fitness Levels.*

- 20.B.2a Monitor individual heart rate before, during, and after physical activity, with and without the use of technology.
- 20.B.2b Match recognized assessments of health- related fitness (e.g., FitnessGram) to corresponding components of fitness.

*Set Goals Based On Fitness Data And Develop, Implement, And Monitor An Individual Fitness Improvement Plan.*

- 20.C.2a Set a personal health-related fitness goal.
- 20.C.2b Demonstrate the relationship between movement and health-related and skill-related fitness components (e.g., running/cardiorespiratory, tug-of- war/strength).

**DEVELOP SKILLS NECESSARY TO BECOME A SUCCESSFUL MEMBER OF A TEAM BY WORKING WITH OTHERS DURING PHYSICAL ACTIVITY.**

*Demonstrate Personal Responsibility During Group Physical Activities.*

- 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.

*Demonstrate Cooperative Skills During Structured Group Physical Activity.*

- 21.B.2a Work cooperatively with a partner or small group to reach a shared goal during physical activity.

**UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.**

*Explain The Basic Principles Of Health Promotion, Illness Prevention And Safety Including How To Access Valid Information, Products, And Services.*

- 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 belts and helmets, using sunscreen).

*Describe And Explain The Factors That Influence Health Among Individuals, Groups, And Communities.*

- 22.B.2a Describe how individuals and groups influence the health of individuals (e.g., peer pressure, media and advertising).

*Explain How The Environment Can Affect Health.*

- 22.C.2a Explain interrelationships between the environment and individual health (e.g., pollution and respiratory problems, sun and skin cancer).

*Describe How To Advocate For The Health Of Individuals, Families And Communities.*

- 22.D.2a Express opinions about health issues and communicate individual health needs.

**UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.**

*Describe And Explain The Structure And Functions Of The Human Body Systems And How They Interrelate.*

- 23.A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).

*Explain The Effects Of Health-Related Actions On The Body Systems.*

- 23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).

*Describe Factors That Affect Growth And Development.*

- 23.C.2a Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).
- 23.C.2b Identify stages in growth and development (e.g., stages in the life cycle from infancy to old age).

*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.*

- 23.D.2a Locate, identify and describe functions of the basic parts of the brain.

**PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.**

*Demonstrate Procedures For Communicating In Positive Ways, Resolving Differences And Preventing Conflict.*

- 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).

*Apply Decision-Making Skills Related To The Protection And Promotion Of Individual, Family, And Community Health.*

- 24.B.2a Describe key elements of a decision-making process.

*Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.*

- 24.C.2a Describe situations where refusal skills are necessary (e.g., cyber bullying, pressure to smoke, use alcohol, and other drugs; join gangs; physical abuse; and exploitation).

**PHYSICAL DEVELOPMENT AND HEALTH – 6<sup>th</sup>- 8<sup>th</sup> GRADE**

**ACQUIRE MOVEMENT AND MOTOR SKILLS AND UNDERSTAND CONCEPTS NECESSARY TO ENGAGE IN MODERATE TO VIGOROUS PHYSICAL ACTIVITY.**

*Demonstrate Physical Competency In A Variety Of Motor Skills And Movement Patterns.*

- 19.A.3a Demonstrate control when performing combinations and sequences of locomotor, non-locomotor, and manipulative motor patterns in selected activities, games, and sports.
- 19.A.3b Participate daily in moderate to vigorous physical activity while performing multiple movement patterns consistently with additional combination movement patterns.

*Analyze Various Movement Concepts And Applications.*

- 19.B.3a Compare and contrast efficient and inefficient movement patterns.
- 19.B.3b Understand multiple movement patterns and their effects on the brain.

*Demonstrate Knowledge Of Rules, Safety And Strategies During Physical Activity.*

- 19.C.3a Apply rules and safety procedures in physical activities.
- 19.C.3b Apply basic offensive, defensive, and cooperative strategies in selected activities, games, and sports.

**ACHIEVE AND MAINTAIN A HEALTH-ENHANCING LEVEL OF PHYSICAL FITNESS BASED UPON CONTINUAL SELF-ASSESSMENT.**

*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.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.

*Assess Individual Fitness Levels.*

- 20.B.3a Monitor intensity of exercise through a variety of methods (e.g., perceived exertion, pulse, heart rate monitors), with and without the use of technology.
- 20.B.3b Evaluate the strengths and weaknesses contained in a personal fitness profile.
- 20.B.3c Discuss and understand the importance of fitness as it relates to academic performance.

*Set Goals Based On Fitness Data And Develop, Implement, And Monitor An Individual Fitness Improvement Plan.*

- 20.C.3a Set realistic short-term and long-term goals for a health-related fitness component.
- 20.C.3b Identify opportunities within the community for regular participation in physical activities
- 20.C.3c Apply the principles of training to the health-related fitness goals.

**DEVELOP SKILLS NECESSARY TO BECOME A SUCCESSFUL MEMBER OF A TEAM BY WORKING WITH OTHERS DURING PHYSICAL ACTIVITY.**

*Demonstrate Personal Responsibility During Group Physical Activities.*

- 21.A.3a Follow directions and decisions of responsible individuals (e.g., teachers, peer leaders, squad leaders).
- 21.A.3b Participate in establishing procedures for group physical activities.
- 21.A.3c Remain on task independent of distraction (e.g., peer pressure, environmental stressors).

*Demonstrate Cooperative Skills During Structured Group Physical Activity.*

- 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).

**UNDERSTAND PRINCIPLES OF HEALTH PROMOTION AND THE PREVENTION AND TREATMENT OF ILLNESS AND INJURY.**

*Explain The Basic Principles Of Health Promotion, Illness Prevention And Safety Including How To Access Valid Information, Products, And Services.*

- 22.A.3a Identify and describe ways to reduce health risks common to adolescents (e.g., exercise, diet, refusal of harmful substances).
- 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.

*Describe And Explain The Factors That Influence Health Among Individuals, Groups, And Communities.*

- 22.B.3a Describe how the individual influences the health and well-being of the workplace and the community (e.g., volunteerism, disaster preparedness, proper care to prevent the spread of illness).

*Explain How The Environment Can Affect Health.*

- 22.C.3a Identify potential environmental conditions that may affect the health of the local community (e.g., pollution, land fill, lead-based paint).
- 22.C.3b Develop potential solutions to address environmental problems that affect the local community's health.

*Describe How To Advocate For The Health Of Individuals, Families And Communities.*

- 22.D.3a Identify and communicate with others within your school, family, and community regarding health issues.

**UNDERSTAND HUMAN BODY SYSTEMS AND FACTORS THAT INFLUENCE GROWTH AND DEVELOPMENT.**

*Describe And Explain The Structure And Functions Of The Human Body Systems And How They Interrelate.*

- 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).

*Explain The Effects Of Health-Related Actions On The Body Systems.*

- 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).

*Describe Factors That Affect Growth And Development.*

- 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).

*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.*

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

**PROMOTE AND ENHANCE HEALTH AND WELL-BEING THROUGH THE USE OF EFFECTIVE COMMUNICATION AND DECISION-MAKING SKILLS.**

*Demonstrate Procedures For Communicating In Positive Ways, Resolving Differences And Preventing Conflict.*

- 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).
- 24.A.3c Explain how positive communication helps to build and maintain relationships at school, at home and in the workplace.

*Apply Decision-Making Skills Related To The Protection And Promotion Of Individual, Family, And Community Health.*

- 24.B.3a Apply a decision-making process to an individual health concern.

*Demonstrate Skills Essential To Enhancing Health And Avoiding Dangerous Situations.*

- 24.C.3a Apply refusal and negotiation skills to potentially harmful situations.



**Literacy K-8<sup>th</sup> Grade****COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR READING***Key Ideas and Details*

- CCR.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
- CCR.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- CCR.R.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

*Craft and Structure*

- CCR.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- CCR.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- CCR.R.6 Assess how point of view or purpose shapes the content and style of a text.

*Integration of Knowledge and Ideas*

- CCR.R.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
- CCR.R.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCR.R.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

*Range of Reading and Level of Text Complexity*

- CCR.R.10 Read and comprehend complex literary and informational texts independently and proficiently.

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR LANGUAGE***Conventions of Standard English*

- CCR.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- CCR.L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

*Knowledge of Language*

- CCR.L.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

*Vocabulary Acquisition and Use*

- CCR.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- CCR.L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- CCR.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR WRITING***Text Types and Purposes*

- CCR.W.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
- CCR.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- CCR.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

*Production and Distribution of Writing*

- CCR.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- CCR.W.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- CCR.W.6 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

*Research to Build and Present Knowledge*

- CCR.W.7 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- CCR.W.8 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
- CCR.W.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

*Range of Writing*

CCR.W.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

**COLLEGE AND CAREER READINESS ANCHOR STANDARDS FOR SPEAKING AND LISTENING**

*Comprehension and Collaboration*

CCR.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCR.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCR.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

*Presentation of Knowledge and Ideas*

CCR.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCR.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCR.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

**SOCIAL / EMOTIONAL LEARNING – KINDERGARTEN- 3<sup>rd</sup> Grade****DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

*Identify and Manage One's Emotions and Behavior.*

- 1A.1a Recognize and accurately label emotions and how they are linked to behavior.
- 1A.1b Demonstrate control of impulsive behavior.

*Recognize personal qualities and external supports.*

- 1B.1a Identify one's likes and dislikes, needs and wants, strengths and challenges.
- 1B.1b Identify family, peer, school, and community strengths.

*Demonstrate skills related to achieving personal and academic goals.*

- 1C.1a Describe why school is important in helping students achieve personal goals.
- 1C.1b Identify goals for academic success and classroom behavior.

**USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.**

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

*Recognize The Feelings and Perspectives of Others.*

- 2A.1a Recognize that others may experience situations differently from oneself.
- 2A.1b Use listening skills to identify the feelings and perspectives of others.

*Recognize Individual And Group Similarities And Differences.*

- 2B.1a Describe the ways that people are similar and different.
- 2B.1b Describe positive qualities in others.

*Use Communication And Social Skills To Interact Effectively With Others.*

- 2C.1a Identify ways to work and play well with others.
- 2C.1b Demonstrate appropriate social and classroom behavior.

*Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.*

- 2D.1a Identify problems and conflicts commonly experienced by peers.
- 2D.1b Identify approaches to resolving conflicts constructively.

**DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.**

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

*Consider Ethical, Safety, And Societal Factors in Making Decisions.*

- 3A.1a Explain why unprovoked acts that hurt others are wrong.
- 3A.1b Identify social norms and safety considerations that guide behavior.

*Apply Decision-Making Skills to Deal Responsibly with Daily Academic and Social Situations.*

- 3B.1a Identify a range of decisions that students make at school.
- 3B.1b Make positive choices when interacting with classmates.

*Contribute to The Well-Being Of One's School And Community.*

- 3C.1a Identify and perform roles that contribute to one's classroom.
- 3C.1b Identify and perform roles that contribute to one's family.



**SOCIAL / EMOTIONAL LEARNING – 4<sup>th</sup>- 5<sup>th</sup> GRADE****DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

*Identify And Manage One's Emotions And Behavior.*

- 1A.2a Describe a range of emotions and the situations that cause them.  
1A.2b Describe and demonstrate ways to express emotions in a socially acceptable manner.

*Recognize personal qualities and external supports.*

- 1B.2a Describe personal skills and interests that one wants to develop.  
1B.2b Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.

*Demonstrate skills related to achieving personal and academic goals.*

- 1C.2a Describe the steps in setting and working toward goal achievement.  
1C.2b Monitor progress on achieving a short-term personal goal.

**USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.**

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

*Recognize The Feelings And Perspectives Of Others.*

- 2A.2a Identify verbal, physical, and situational cues that indicate how others may feel.  
2A.2b Describe the expressed feelings and perspectives of others.

*Recognize Individual And Group Similarities And Differences.*

- 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.

*Use Communication And Social Skills To Interact Effectively With Others.*

- 2C.2a Describe approaches for making and keeping friends.  
2C.2b Analyze ways to work effectively in groups.

*Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.*

- 2D.2a Describe causes and consequences of conflicts.  
2D.2b Apply constructive approaches in resolving conflicts.

**DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.**

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

*Consider Ethical, Safety, And Societal Factors In Making Decisions.*

- 3A.2a Demonstrate the ability to respect the rights of self and others.  
3A.2b Demonstrate knowledge of how social norms affect decision making and behavior.

*Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.*

- 3B.2a Identify and apply the steps of systematic decision making.  
3B.2b Generate alternative solutions and evaluate their consequences for a range of academic and social situations.

*Contribute To The Well-Being Of One's School And Community.*

- 3C.2a Identify and perform roles that contribute to the school community.  
3C.2b Identify and perform roles that contribute to one's local community.

**SOCIAL / EMOTIONAL LEARNING – 6<sup>th</sup>-8<sup>th</sup> GRADE****DEVELOP SELF-AWARENESS AND SELF-MANAGEMENT SKILLS TO ACHIEVE SCHOOL AND LIFE SUCCESS.**

Several key sets of skills and attitudes provide a strong foundation for achieving school and life success. One involves knowing your emotions, how to manage them, and ways to express them constructively. This enables one to handle stress, control impulses, and motivate oneself to persevere in overcoming obstacles to goal achievement. A related set of skills involves accurately assessing your abilities and interests, building strengths, and making effective use of family, school, and community resources. Finally, it is critical for students to be able to establish and monitor their progress toward achieving academic and personal goals.

*Identify And Manage One's Emotions And Behavior.*

- 1A.3a Analyze factors that create stress or motivate successful performance.
- 1A.3b Apply strategies to manage stress and to motivate successful performance.

*Recognize personal qualities and external supports.*

- 1B.3a Analyze how personal qualities influence choices and successes.
- 1B.3b Analyze how making use of school and community supports and opportunities can contribute to school and life success.

*Demonstrate skills related to achieving personal and academic goals.*

- 1C.3a Set a short-term goal and make a plan for achieving it.
- 1C.3b Analyze why one achieved or did not achieve a goal.

**USE SOCIAL-AWARENESS AND INTERPERSONAL SKILLS TO ESTABLISH AND MAINTAIN POSITIVE RELATIONSHIPS.**

Building and maintaining positive relationships with others are central to success in school and life and require the ability to recognize the thoughts, feelings, and perspectives of others, including those different from one's own. In addition, establishing positive peer, family, and work relationships requires skills in cooperating, communicating respectfully, and constructively resolving conflicts with others.

*Recognize The Feelings And Perspectives Of Others.*

- 2A.3a Predict others' feelings and perspectives in a variety of situations.
- 2A.3b Analyze how one's behavior may affect others.

*Recognize Individual And Group Similarities And Differences.*

- 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 individual and group differences.

*Use Communication And Social Skills To Interact Effectively With Others.*

- 2C.3a Analyze ways to establish positive relationships with others.
- 2C.3b Demonstrate cooperation and teamwork to promote group effectiveness.

*Demonstrate An Ability To Prevent, Manage, And Resolve Interpersonal Conflicts In Constructive Ways.*

- 2D.3a Evaluate strategies for preventing and resolving interpersonal problems.
- 2D.3b Define unhealthy peer pressure and evaluate strategies for resisting it.

**DEMONSTRATE DECISION-MAKING SKILLS AND RESPONSIBLE BEHAVIORS IN PERSONAL, SCHOOL, AND COMMUNITY CONTEXTS.**

Promoting one's own health, avoiding risky behaviors, dealing honestly and fairly with others, and contributing to the good of one's classroom, school, family, community, and environment are essential to citizenship in a democratic society. Achieving these outcomes requires an ability to make decisions and solve problems on the basis of accurately defining decisions to be made, generating alternative solutions, anticipating the consequences of each, and evaluating and learning from one's decision making.

*Consider Ethical, Safety, And Societal Factors In Making Decisions.*

- 3A.3a Evaluate how honesty, respect, fairness, and compassion enable one to take the needs of others into account when making decisions.
- 3A.3b Analyze the reasons for school and societal rules.

*Apply Decision-Making Skills To Deal Responsibly With Daily Academic And Social Situations.*

- 3B.3a Analyze how decision-making skills improve study habits and academic performance.
- 3B.3b Evaluate strategies for resisting pressures to engage in unsafe or unethical activities.

*Contribute To The Well-Being Of One's School And Community.*

- 3C.3a Evaluate one's participation in efforts to address an identified school need.
- 3C.3b Evaluate one's participation in efforts to address an identified need in one's local community.

RESOURCES TO SUPPORT THE STANDARDS	COMPLETE ILLINOIS LEARNING STANDARDS
Illinois Classrooms in Action <a href="http://www.ilclassroomsinaction.org">www.ilclassroomsinaction.org</a>	English Language Arts <a href="http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf">http://www.isbe.net/common_core/pls/level1/pdf/ela-standards.pdf</a>
Illinois Teach & Talk Math <a href="http://www.ilteachandtalk.org">www.ilteachandtalk.org</a>	Fine Arts ***Public review DRAFT*** <a href="http://illinoisartslearning.org/#report-and-standards">http://illinoisartslearning.org/#report-and-standards</a>
Illinois Writing Matters <a href="http://www.ilwritingmatters.org">www.ilwritingmatters.org</a>	Mathematics <a href="http://www.isbe.net/common_core/pls/level1/pdf/math-standards.pdf">http://www.isbe.net/common_core/pls/level1/pdf/math-standards.pdf</a>
Illinois Stats Math <a href="http://www.ilstats.weebly.com">www.ilstats.weebly.com</a>	Science <a href="http://www.nextgenscience.org/">http://www.nextgenscience.org/</a>
Illinois Standards-Based Reporting Website <a href="http://www.isbestandardsbasedreporting.com/">http://www.isbestandardsbasedreporting.com/</a>	Physical Development/ Health <a href="http://www.isbe.net/ils/pdh/standards.htm">http://www.isbe.net/ils/pdh/standards.htm</a>
Achieve the Core <a href="http://www.achievethecore.org">www.achievethecore.org</a>	Social and Emotional Learning <a href="http://www.isbe.net/ils/social_emotional/standards.htm">http://www.isbe.net/ils/social_emotional/standards.htm</a>
Illustrative Mathematics <a href="https://www.illustrativemathematics.org/">https://www.illustrativemathematics.org/</a>	Social Science <a href="http://www.isbe.net/ils/social_science/pdf/ss-stds-eff012716.pdf">http://www.isbe.net/ils/social_science/pdf/ss-stds-eff012716.pdf</a>
EdReports <a href="http://www.edreports.org/">http://www.edreports.org/</a>	
Tools for the Common Core Standards <a href="http://commoncoretools.me/">http://commoncoretools.me/</a>	
Freddie Phonics <a href="http://textproject.org/classroom-materials/">http://textproject.org/classroom-materials/</a>	
Library of Congress <a href="http://www.loc.gov/teachers/">http://www.loc.gov/teachers/</a>	
NewsELA <a href="http://www.newsela.org">www.newsela.org</a> (Lower ranges of Lexile available after signing up at the bottom of website.)	
Ohio Resource Center <a href="http://www.ohiorc.org/">http://www.ohiorc.org/</a>	

**PARCC Resources**

PARCC Tests – ELA, Math, Systems.... <a href="http://parcc.pearson.com/">http://parcc.pearson.com/</a>	Partnership Resource Center including Formative Tasks and Released Items and Student Annotations (and other resources) <a href="https://prc.parcconline.org/">https://prc.parcconline.org/</a>
Main page and links to evidence statement tables (and other resources) <a href="http://parcconline.org/">http://parcconline.org/</a>	ISBE PARCC Place <a href="http://www.isbe.net/parcc-place/">http://www.isbe.net/parcc-place/</a>