

***HealthSmart* Alignment with  
Illinois Priority Learning Standards  
for Social Emotional Learning  
and Health Education**

**Grades K–5**

Grades K–2	HealthSmart (Grade – Lesson)
<b>Social Emotional Learning Standards</b>	
<b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b> IELDS 30A: Identify and manage one’s emotions and behavior.	
1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	K – 2 1 – 4 2 – 3, 4
<b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b> IELDS 31.A: Develop positive relationships with peers and adults. IELDS 31.B: Use communication and social skills to interact effectively with others. IELDS 31.C: Demonstrate an ability to prevent, manage, and resolve interpersonal conflicts in constructive ways.	
2A.2a Identify verbal, physical, and situational cues that indicate how others may feel.	K – 2 1 – 4 2 – 3
2A.2b Describe the expressed feelings and perspectives of others.	K – 2 1 – 4 2 – 2
2B.2a Identify differences among and contributions of various social and cultural groups	K – 1 (peer group only) 1 – 2 (families only)
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b> IELDS 32A: Begin to consider ethical, safety, and societal factors in making decisions.	
3A.1b. Identify social norms and safety considerations that guide behavior.	K – 7 (use of medicines), 8 (reporting injuries), 9 (getting help), 10 (safe feelings), 11 (bullying), 12, 13 & 14 (pedestrian safety), 15 (passenger safety), 16 (poisons), 17 (firearms), 20 (decision making)  1 – 7 (dressing for weather), 9 (feeling safe), 10 & 11 (pedestrian safety), 12 (passenger safety), 13 (bus safety), 14 (playground safety), 15 & 16 (fire safety), 18 (bullying), 20 (unsafe touch)  2 – 5 (cold prevention), 6 (medicines), 9 (pedestrian safety), 10 (passenger safety), 11 (water safety), 12 (bike safety), 14 & 15 (bullying)

Grades K–2	HealthSmart (Grade – Lesson)
<b>Health Education Standards</b>	
<b>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.1a Identify general signs and symptoms of illness (e.g., fever, rashes, coughs, congestion).	K – 7 2 – 5
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).	K – 5, 6, 21, 22, 23, 24, 25 1 – 5, 6, 7, 21, 22, 23, 24, 25 2 – 5, 7, 8, 16, 17, 18, 19, 20, 21, 22
22.A.1c Identify dangerous situations and safety methods to reduce risks (e.g., traffic, improper use of medicine and poisons, strangers).	K – 7, 8, 9, 10, 12, 13, 13, 14, 15, 16, 17, 18, 19, 20, 29 1 – 9, 10, 11, 2, 13, 14, 15, 16, 17, 20, 26 2 – 6, 9, 10, 11, 12, 23
<b>State Goal 23: Understand human body systems and factors that influence growth and development.</b>	
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.	
23.A.1a Identify basic parts of body systems and their functions (e.g., heart, lungs, eyes).	K – 4 (basic parts), 24 (arms, feet), 26 (lungs)
23.B.1a Identify healthy actions that influence the functions of the body (e.g., cleanliness, proper diet, exercise).	K – 5, 6, 21, 22, 23, 24, 25 1 – 5, 6, 8, 21, 22, 23, 24, 25 2 – 5, 7, 8, 16, 17, 18, 19, 20, 21, 22
<b>State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</b>	
24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.	
IELDS 24.C Demonstrate skills essential to enhancing health and avoiding dangerous situations.	
24.A.1a Differentiate between positive and negative behaviors (e.g., waiting your turn vs. pushing in line, honesty vs. lying).	K – 11 1 – 3 2 – 3
24.A.1b Identify positive verbal and nonverbal communication skills (e.g., body language, manners, listening).	K – 2, 3 1 – 4 2 – 4
<b>State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b>	
IELDS 20.A Achieve and maintain a health-enhancing level of physical 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.	K – 24, 25 1 – 24, 25 2 – 20, 21, 22

Grades 3–5	<i>HealthSmart</i> (Grade – Lesson)
<b>Social Emotional Learning Standards</b>	
<b>Goal 1: Develop self-awareness and self-management skills to achieve school and life success.</b>	
1A: Identify and manage one’s emotions and behavior.	
1A.2b. Describe and demonstrate ways to express emotions in a socially acceptable manner.	3 – 2 4 – 4, 5, 6 5 – 3
<b>Goal 2: Use social-awareness and interpersonal skills to establish and maintain positive relationships.</b>	
2A: Recognize the feelings and perspectives of others.	
2B: Recognize individual and group similarities and differences.	
2A.2a. Identify verbal, physical, and situational cues that indicate how others may feel.	3 – 2 4 – 4 5 – 13
2A.2b. Describe the expressed feelings and perspectives of others.	3 – 2, 3, 4 4 – 4, 15 5 – 2
2B.2a Identify differences among and contributions of various social and cultural groups	3 – 5
2B.2b. Demonstrate how to work effectively with those who are different from oneself.	3 – 5 4 – 15 5 – 3, 12, 15
<b>Goal 3: Demonstrate decision-making skills and responsible behaviors in personal, school, and community contexts.</b>	
3A: Consider ethical, safety, and societal factors in making decisions.	
3A.1b. Identify social norms and safety considerations that guide behavior.	3 – 3, 4, 9, 10, 11, 13 4 – 5, 8, 10, 11, 12, 13 5 – 9, 10, 11, 14, 26, 27

Grades 3–5	<i>HealthSmart</i> (Grade – Lesson)
<b>Health Education Standards</b>	
<b>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.2a Describe benefits of early detection and treatment of illness.	Can be added to 5 – 6
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).	3 – 6, 7, 17, 18, 19, 20, 22, 23, 24 4 – 7, 9, 16, 17, 18, 19 5 – 6, 16, 17, 18, 19, 20, 21, 22
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).	3 – 8, 9, 10, 11, 13, 16 4 – 7, 8, 10, 11, 12 5 – 4 (accessing valid resources)
<b>State Goal 23: Understand human body systems and factors that influence growth and development.</b> 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.	
23A.2a Identify basic body systems and their functions (e.g., circulatory, respiratory, nervous).	5 – 34, 35 (reproductive only)
23.B.2a Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).	3 – 17, 18, 19, 23, 25 4 – 8, 17, 18, 20 5 – 5, 6, 16, 18, 19, 20, 21, 24
<b>State Goal 24: Promote and enhance health and well-being through the use of effective communication and decision-making skills.</b> 24A. Demonstrate procedures for communicating in positive ways, resolving differences and preventing conflict.	
24.A.2a Identify causes and consequences of conflict among youth.	4 – 14, 15
24.A.2b Demonstrate positive verbal and nonverbal communication skills (e.g., polite conversation, attentive listening, body language).	3 – 4 4 – 6, 15, 27 5 – 3
<b>State Goal 20: Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.</b> 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.2a Describe the benefits of maintaining a health-enhancing level of fitness.	3 – 23 4 – 18 5 – 21
20.A.2b Regularly participate in physical activity for the purpose of sustaining or improving individual levels of health-related and skill-related fitness.	3 – 23, 24 4 – 18, 19 5 – 20, 21, 22, 23