



STATE STANDARDS

Standards

LESSON ONE

Movement is a critical element of development. Take some time to research your state's requirements for the following age groups. Below is a summary of the Illinois requirements and can prove to be a valuable tool in the benefits of yoga for children. Become familiar with what is in your scope of practice, and when to refer out.

TO DO: Submit your state's standards along with a list of which ones require you to refer out as the are out of a Yoga Teacher's scope of practice. Keep copious notes, as needed.

Illinois PE Standards

Learning Objectives

GRADES K-12

- Acquire movement and motor skills and understand concepts necessary to engage in moderate to vigorous physical activity.
- Achieve and maintain a health-enhancing level of physical fitness based upon continual self-assessment.
- Develop skills necessary to become a successful member of a team by working with others during physical activity.
- Understand the principles of health promotion and the prevention and

treatment of illness and injury.

- Understand human body systems and factors that influence growth and development.
- Promote and enhance health and well-being through the use of effective communication and decision-making skills.

GRADES PreK – K

- Demonstrate control when performing locomotor, non-locomotor, and manipulative skills.
- Participate daily in physical activity while performing basic movement patterns.
- Understand spatial awareness and relationships with objects and people.
- Understand how to execute basic movement patterns.
- Demonstrate safe movement in physical activities.
- Identify characteristics of health-related and skill-related fitness.
- Engage in physical activity that increases heart rate, muscle strength, and range of movement.
- Describe the immediate effects of physical activity on the body.
- Identify a realistic health-related goal.
- Follow directions and class procedures while participating in physical activities.
- Use identified procedures and safe practices with little/no reinforcement during group activities.
- Work independently on tasks for short periods of time.
- Work cooperatively with another to accomplish an assigned task.
- Identify the general signs and symptoms of illness.
- Identify methods of health promotion and illness prevention.
- Identify dangerous situations and safety methods to reduce risks.
- Encourage and support others in making positive health choices.
- Identify sources and causes of environmental health risks.
- Identify positive health choices and demonstrate ways to communicate individual choices.
- Identify basic parts of body systems and their functions.
- Identify healthy actions that influence the functions of the body.
- Identify individual differences in growth and development among people.
- Locate and identify the basic parts of the brain.
- Differentiate between positive and negative behaviors.
- Identify positive verbal and nonverbal communication skills.

- Recognize how choices can affect health.
- Demonstrate basic refusal skills.

GRADES 1-5

- Demonstrate control performing in locomotor, non-locomotor, and manipulative motor patterns.
- Participate in physical activity with basic movement patterns with combination movement patterns.
- Identify the principles of movement.
- Develop a basic understanding of basic movement patterns with combination movement patterns.
- Identify and apply rules and safety procedures in physical activities.
- Identify offensive, defensive, and cooperative strategies in selected activities and games.
- Describe the benefits of maintaining a health-enhancing level of fitness.
- Participate in physical activity to improve individual levels of health and skill-related fitness.
- Monitor individual heart rate before, during, and after physical activity.
- Match recognized assessments of health-related fitness to corresponding components of fitness.
- Set a personal health-related fitness goal.
- Demonstrate relationship between movement, health-related, and skill-related fitness components.
- Accept responsibility for one's own actions in group physical activities.
- Use identified procedures and safe practices without reminders during group physical activities.
- Work independently on the task until completed.
- Work cooperatively with a partner or small group to reach a shared goal during physical activity.
- Describe the benefits of early detection and treatment of illness.
- Demonstrate strategies for the prevention of communicable and non-communicable diseases.
- Describe health and safety methods that reduce the risks associated with dangerous situations.
- Describe how individuals and groups influence the health of individuals.
- Explain interrelationships between the environment and individual health.

- Express opinions about health issues and communicate individual health needs.
- Identify basic body systems and their functions.
- Differentiate between positive and negative effects of health-related actions on body systems.
- Identify physical, mental, social, and cultural factors affecting growth and development of
- children.
- Identify stages in growth and development.
- Locate, identify, and describe functions of the basic parts of the brain.
- Identify the causes and consequences of conflict among youth.
- Demonstrate positive verbal and nonverbal communication skills.
- Describe key elements of a decision-making process.
- Describe situations where refusal skills are necessary.

GRADES 6-8

- Demonstrate control when performing combinations and sequences of locomotor, non-locomotor, and manipulative motor patterns in selected activities, games, and sports.
- Participate in physical activity using movement patterns with combination movement patterns.
- Compare and contrast efficient and inefficient movement patterns.
- Understand multiple movement patterns and their effects on the brain.
- Apply rules and safety procedures in physical activities.
- Apply basic offensive, defensive, and cooperative strategies in activities, games, and sports.
- Identify the principles of training: frequency, intensity, time, and type.
- Participate in activities associated with the components of health-related and skill-related fitness.
- Monitor intensity of exercise through a variety of methods.
- Evaluate the strengths and weaknesses contained in a personal fitness profile.
- Discuss and understand the importance of fitness as it relates to academic performance.
- Set realistic short-term and long-term goals for a health-related fitness component.
- Identify opportunities within the community for regular participation in physical activities.
- Apply the principles of training to health-related fitness goals.
- Follow directions and decisions of responsible individuals.

- Participate in establishing procedures for group physical activities.
- Remain on task independent of distraction.
- Work with others to accomplish a set goal in competitive and non-competitive situations.
- Identify and describe ways to reduce health risks common to adolescents.
- Identify how positive health practices and relevant health care can help reduce health risks.
- Explain routine safety precautions in practical situations.
- Identify various careers in health promotion, health care and injury prevention.
- Describe how the individual influences the health and well-being of the workplace and
 - community.
- Identify potential environmental conditions that may affect the health of the local community.
- Develop solutions to address environmental problems that affect the local community's health.
- Communicate with others within your school, family, and community regarding health issues.
- Explain how body systems interact with each other.
- Explain the effects of health-related actions upon body systems.
- Describe the relationships between physical, mental, and social health factors during
 - adolescence.
- Explain how the brain is affected by movement.
- Describe causes and consequences of conflict and violence among youth in schools.
- Demonstrate methods for addressing interpersonal differences without harm.
- Explain how positive communication helps to build and maintain relationships at school and
 - home.
- Apply a decision-making process to an individual health concern.
- Apply refusal and negotiation skills to potentially harmful situations.

GRADES 9-12

- Demonstrate skills in individual sport, a team sport, creative movement, and work-related
 - activities.
- Participate daily in physical activity while performing movement patterns in a variety of

- activities.
- Apply the principles of efficient movement to evaluate personal performance.
- Develop and implement a variety of movement concepts to enhance brain function.
- Select components that promote participation in physical activities.
- Analyze and apply complex offensive, defensive, and cooperative strategies for games and
- sports.
- Implement an individualized health-related fitness plan which includes the principles of training.
- Develop and implement fitness training and describe characteristics, implications, and benefits.
- Collect and interpret health-related fitness data over a period of time.
- Evaluate the effects of fitness choices and heredity on wellness.
- Analyze and explain the correlation between level of fitness and academic achievement.
- Set realistic, long-term, health-related fitness goals based on individual profiles.
- Understand how aging, illness, and injury affect physical activity.
- Use profile data to monitor an individual wellness/fitness plan
- Demonstrate individual responsibility through various team-building strategies in physical
- activity.
- Demonstrate when to lead and when to be supportive to accomplish group goals.
- Explain strategies for managing contagious, chronic, and degenerative illnesses.
- Evaluate the effectiveness of health promotion and illness prevention using data
- Explain how health and safety problems have been altered by technology, media, and medicine.
- Analyze how public health policies, laws, and the media function to prevent and control illness.
- Compare how individuals, communities, and states prevent health-threatening environment
- issues.
- Explain how individuals can improve school or community health initiatives and/or services.
- Explain how systems of the body are affected by exercise and the impact exercise has on
- learning.
- Understand the effects of healthy living on individuals and their future generations.
- Explain how the aging process affects body systems.
- Communicate information regarding fitness levels and their effects on how the brain functions.
- Compare and contrast strategies to prevent conflict and resolve differences.

- Compare and contrast strategies to prevent conflict and resolve differences.
- Evaluate progress toward the attainment of a health goal.

Resources cited:

Illinois State Board of Education

“PE/Health Learning Standards.”

Resource: [IL State Board of Education](#)