**Section 26.160 Curriculum: Physical Development and Health**

The competent early childhood teacher understands the comprehensive nature of the physical, emotional, and social well-being of children from birth through grade three; understands the role of human movement and physical activity as elements central to active, healthy lifestyles; and promotes the abilities of children from birth through grade three as they develop and practice skills that contribute to good health and enhance quality of life.

a) Knowledge Indicators – The competent early childhood teacher:

1) understands ways in which the physical, social, and emotional well-being of children enhances enjoyment, challenge, self-expression, and social interaction.

2) understands basic principles and practices of personal, interpersonal, and community health and safety, including the prevention and treatment of illness and injury.

3) understands human body systems and interrelationships between fitness and body systems.

4) understands the phases, stages, and continuity of motor development.

5) understands the relationship between resolution of conflicts and health and well-being.

6) understands and respects differences among children in settings where children engage in physical activity.

b) Performance Indicators – The competent early childhood teacher:

1) applies basic principles and practices of personal, interpersonal, and community health and safety, including the prevention and treatment of illness and injury.

2) provides opportunities for children to explore concepts and make decisions that positively influence their health and safety.

3) applies health-related physical fitness concepts and practices.

4) provides opportunities for children to explore movement activities in a variety of contexts.

5) provides opportunities for children to resolve conflicts, communicate positively, and cooperate in a variety of contexts.

(Source: Amended at 45 Ill. Reg. 14807, effective November 10, 2021)