KINDERGARTEN PHYSICAL DEVELOPMENT
AND HEALTH CHECKLIST
Goals 19 – 24
Illinois Learning Standards A – C

DEMONSTRATE PHYSICAL COMPETENCY IN INDIVIDUAL AND TEAM SPORTS, CREATIVE MOVEMENT AND LEISURE AND WORK-RELATED ACTIVITIES

Benchmarks

_____ Engage in active play using fine and gross motor skills.

_____ Move with balance and control.

_____ Use strength and control to effectively accomplish tasks.

_____ Use eye-hand coordination to perform tasks.

_____ Use writing and drawing tools with some control.

Descriptors

_____ Use a variety of movements with ease.

_____ Develop responsibility for safe movement practices.

_____ Understand the differences between personal space and general space.

_____ Cut fabric into shapes for collage.

_____ Use paint and brush to form letters or symbols or repeating patterns.

ANALYZE VARIOUS MOVEMENT CONCEPTS AND APPLICATIONS

Benchmarks

_____ Coordinate movements to perform complex tasks.

Descriptors

_____ Build complex structures with hollow and unit blocks (e.g., tall buildings, bridges or fire station).

_____ Walk, gallop, jump and run in rhythm to simple tunes and music patterns.
**DEMONSTRATE KNOWLEDGE OF RULES, SAFETY AND STRATEGIES DURING PHYSICAL ACTIVITY**

**Benchmarks**

- _______ Show understanding and follow simple health and safety rules.

**Descriptors**

- _______ Discuss and apply safety rules.
- _______ Demonstrate safe movement in general and personal space.

**KNOW AND APPLY THE PRINCIPLES AND COMPONENTS OF HEALTH-RELATED FITNESS**

**Benchmarks**

- _______ Understand the importance of physical fitness.

**Descriptors**

- _______ Participate in health-related fitness activities.
- _______ Discuss the benefits of physical activities.

**ASSESS INDIVIDUAL FITNESS LEVELS**

**Benchmarks**

- _______ Develop increased endurance.

**Descriptors**

- _______ Describe what happens to the body when one exercises.
- _______ Recognize changes that take place in the body during physical activity.
- _______ Begin fitness training.
SET GOALS BASED ON FITNESS DATA AND DEVELOP, IMPLEMENT AND MONITOR AN INDIVIDUAL FITNESS IMPROVEMENT PLAN

Benchmarks

_______ Exhibit structured and unstructured physical activity daily.

Descriptors

_______ Discuss realistic health-related fitness goals.
_______ Discuss choices that impact wellness.

DEMONSTRATE INDIVIDUAL RESPONSIBILITY DURING GROUP PHYSICAL ACTIVITIES

Benchmarks

_______ Follow rules and procedures when participating in group physical activity.
_______ Follow directions with little or no reinforcement during periods of group activities.
_______ Work independently on a task for short periods of time.

Descriptors

_______ Ask, “Is it my turn now?” during a game.
_______ Participate safely in the day’s physical activity.
_______ Demonstrate the ability to work independently during the day’s physical activity.

DEMONSTRATE COOPERATIVE SKILLS DURING STRUCTURED GROUP PHYSICAL ACTIVITIES

Benchmarks

_______ Demonstrate ability to cooperate with others during group physical activities.

Descriptors

_______ Take turns during group activities.
_______ Cooperate and share during group activities.
EXPLAIN THE BASIC PRINCIPLES OF HEALTH PROMOTION, ILLNESS PREVENTION AND SAFETY

Benchmarks

_______ Participate in simple practices that promote healthy living and safety and prevent illness.

Descriptors

_______ Describe ways to prevent common illnesses (e.g., cover the mouth or nose when sneezing or coughing).

_______ Recognize the need to wash hands often.

EXPLAIN HOW THE ENVIRONMENT CAN AFFECT HEALTH

Benchmarks

_______ Begin awareness of cause of environmental health risks (e.g., air, water, and sun).

Descriptors

_______ Understand the need for wearing appropriate weather-related clothing.

_______ Be aware of what pollution is.

DESCRIBE AND EXPLAIN THE STRUCTURE AND FUNCTIONS OF HUMAN BODY SYSTEM AND HOW THEY INTERRELATE

Benchmarks

_______ Identify body parts.

Descriptors

_______ Talk with a friend about having an earache and say that he couldn’t hear with cotton in his ear.
EXPLAIN THE EFFECTS OF HEALTH-RELATED ACTIONS ON THE BODY SYSTEMS

**Benchmarks**

- Perform self-care tasks.

**Descriptors**

- Recognize why it is important to brush one’s teeth.
- Describe how germs can cause illness.
- Understand reasons for consulting a responsible adult before using medicines and/or chemical substances.
- Name healthy behaviors that relate to personal hygiene, nutrition and exercise.
- List choices that have a positive influence on health.
- List choices that have a negative influence on health.

DESCRIBE FACTORS THAT AFFECT GROWTH AND DEVELOPMENT

**Benchmarks**

- Recognize that people grow and change.
- Identify examples of good nutrition and importance for good health.

**Descriptors**

- Discuss the value of practicing good health habits such as sleep, nutrition and exercise.
- Explain the importance of being physically active.
- Recognize the importance of eating breakfast.
- Identify healthy snacks.
- Recognize that food (nutrition) is needed for growth and development.
**DEMONSTRATE PROCEDURES FOR COMMUNICATION IN POSITIVE WAYS, RESOLVING DIFFERENCES AND PREVENTING CONFLICT**

**Benchmarks**

______ Use appropriate communication skills when expressing needs, wants and feelings.

______ Use socially acceptable ways to resolve conflict.

**Descriptors**

______ Recall safety rules at home, at school and in the community.

______ Recognize when to ask an adult for help.

______ Recognize basic emotions.

______ Name the components of good listening skills.

______ Identify good communication skills.

______ Identify good manners.

______ List behaviors at home, at school and in the community that show respect towards others.

______ Discuss good and bad behaviors.

**APPLY DECISION-MAKING SKILLS RELATED TO THE PROTECTION AND PROMOTION OF INDIVIDUAL HEALTH**

**Benchmarks**

______ Explore choices that can affect health (e.g., brushing teeth, washing hands, and nutrition).

**Descriptors**

______ Discuss the importance of brushing teeth.

______ List good personal hygiene practices.

______ Recognize safety hazards at home or at school that affect health.
Give examples of good and poor health choices.

Discuss consequences for poor health choices.

**DEMONSTRATE SKILLS ESSENTIAL TO ENHANCING HEALTH AND AVOIDING DANGEROUS SITUATIONS**

**Benchmarks**

Learn to avoid dangerous situations.

**Descriptors**

Discuss who strangers are and why and when one should be cautious around them.

Define “good touch” and “bad touch.”

Discuss how to react in dangerous situations.

Discuss when and when not to use 911.