

**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.