

**1<sup>ST</sup> YEAR HIGH SCHOOL  
PHYSICAL DEVELOPMENT CHECKLIST  
Goals 19 - 24  
Illinois Learning Standards A-C  
Performance Descriptors**

**MOVEMENT AND SAFETY**

- \_\_\_\_\_ Demonstrate skill competencies in a variety of leisure activities, individual/dual sports, team sports, creative movement patterns, and work-related activities.
- \_\_\_\_\_ Demonstrate mechanically correct movement during activities, games, or sports.
- \_\_\_\_\_ Demonstrate physiologically efficient movement during activities, games, or sports.
- \_\_\_\_\_ Choose proper application of skill during game play.
- \_\_\_\_\_ Combine knowledge of basic skills and strategies to participate successfully in each of the following categories: work related activities, leisure activities, creative movement activities, team sports, and individual/dual sports.
- \_\_\_\_\_ Analyze the effectiveness of a variety of skills based on the application of biomechanical principles and mechanically correct form (typically, moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).
- \_\_\_\_\_ Demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base) of a variety of manipulative skills within a game or performance setting.
- \_\_\_\_\_ Observe classmates or a self-video and evaluate a variety of skills based on the application of biomechanical principles (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).
- \_\_\_\_\_ Identify effective use of selected biomechanical principles involved in the performance of skills, games, and/or rhythmic movements.
- \_\_\_\_\_ Apply safe practices, rules, and procedures in all physical activity settings.
- \_\_\_\_\_ List rules and procedures to enhance safety.
- \_\_\_\_\_ Apply offensive, defensive, and cooperative strategies during activities, games, or sports.
- \_\_\_\_\_ Apply rules during activities, games, or sports.
- \_\_\_\_\_ Demonstrate good sportsmanship.

## **FITNESS**

- \_\_\_\_\_ Explain the effects of various exercises and physical activities on the components of health-related fitness.
- \_\_\_\_\_ Describe the limitations and benefits of various fitness-training programs.
- \_\_\_\_\_ Participate in health-enhancing levels of physical activity on a daily basis.
- \_\_\_\_\_ Participate in a progression of activities that will maintain or improve personal fitness levels.
- \_\_\_\_\_ Participate in various fitness training programs.
- \_\_\_\_\_ Identify the relationship between fitness and performance.
- \_\_\_\_\_ Create a profile to track heart rate and fitness levels over an extended period of time.
- \_\_\_\_\_ Assess personal fitness levels using Fitnessgram.
- \_\_\_\_\_ Match health-related fitness components to a valid assessment of each component.
- \_\_\_\_\_ Use technology to understand physiological data.
- \_\_\_\_\_ Analyze physiological data.
- \_\_\_\_\_ Prepare an individual health-related fitness profile and evaluate fitness level on each component.
- \_\_\_\_\_ Set short-term fitness goals specific for each component of health-related fitness based on individual needs assessment.
- \_\_\_\_\_ Design a personal fitness program that incorporates all health-related fitness components and principles.
- \_\_\_\_\_ Analyze personal fitness profile.
- \_\_\_\_\_ Evaluate opportunities within the community for regular participation in physical activities (e.g., swimming, community walks and runs, park district programs).
- \_\_\_\_\_ Evaluate facilities with the community to use for regular participation in physical activities (e.g., parks, ice rinks, tennis courts).
- \_\_\_\_\_ Evaluate a fitness product or advertisement
- \_\_\_\_\_ Compare and contrast behavioral choices to personal fitness levels.

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**RESPONSIBLE PLAY**

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- \_\_\_\_\_ Apply decision-making process when participating in physical activity.
- \_\_\_\_\_ Practice decision-making skills both independently and with others when participating in physical activity.
- \_\_\_\_\_ Select and determine the appropriate decision-making strategy to use in selected situations when participating in physical activity.
- \_\_\_\_\_ Formulate a plan within a group to complete a problem-solving initiative when participating in physical activity.
- \_\_\_\_\_ Apply all safety rules and procedures when participating in physical activity.
- \_\_\_\_\_ Establish safety limitations for a group physical activity.
- \_\_\_\_\_ Apply leadership skills as a group leader when participating in physical activity.
- \_\_\_\_\_ Examine how to change the rules of an activity or game in order to include every participant.

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**GROUP PHYSICAL ACTIVITY**

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- \_\_\_\_\_ Evaluate the quality of decisions made during structured group physical activity.
- \_\_\_\_\_ Support others, both physically and emotionally, during structured group physical activity.
- \_\_\_\_\_ Resolve interpersonal conflicts with others during structured group physical activity.
- \_\_\_\_\_ Demonstrate appropriate techniques for resolving conflicts during structured group physical activity.
- \_\_\_\_\_ Plan a strategy to reach an agreed upon goal during structured group physical activity.
- \_\_\_\_\_ Explain boundaries, directions, and rules of a given task or game prior to the group physical activity.
- \_\_\_\_\_ Recognize effective and ineffective strategies used during a group physical activity.
- \_\_\_\_\_ Respect the contribution of others during structured group physical activity.
- \_\_\_\_\_ Respect the performance of others during structured group physical activity.