

**5<sup>TH</sup> GRADE PHYSICAL DEVELOPMENT CHECKLIST**  
**Goals 19 - 24**  
**Illinois Learning Standards A-C**  
**Performance Descriptors**

**MOVEMENT AND SAFETY**

- \_\_\_\_\_ Utilize locomotor and/or non-locomotor movements in physical activity.
- \_\_\_\_\_ Refine control while performing a manipulative skill.
- \_\_\_\_\_ Refine control while performing a locomotor and/or a non-locomotor sequence.
- \_\_\_\_\_ Perform two or more locomotor and/or non-locomotor skills in combination/sequence with control.
- \_\_\_\_\_ Combine basic locomotor and non-locomotor patterns with smooth transitions.
- \_\_\_\_\_ Demonstrate locomotor movements using a variety of changes in effort, flow, space, and time.
- \_\_\_\_\_ Demonstrate manipulative skills using a variety of changes in effort, flow, space, time, weight transfer, balance, absorption, and application of force.
- \_\_\_\_\_ Participates in a wide variety of physical activities without interfering with others or with objects.
- \_\_\_\_\_ Identify biomechanical principles of movement related to weight transfer, balance, absorption, and application of force.
- \_\_\_\_\_ Demonstrate movement where balance is established, lost, and gained.
- \_\_\_\_\_ Perform a sequence that combines weight transfer and balance movements.
- \_\_\_\_\_ Identify the components of a variety of locomotor, non-locomotor, and manipulative skills.
- \_\_\_\_\_ Manipulate object(s) with accuracy to change its direction and/or distance.
- \_\_\_\_\_ Demonstrate safety procedures/rules when participating in group physical activity.
- \_\_\_\_\_ Apply rules for activity necessary to maintain a safe environment.
- \_\_\_\_\_ Explain offensive, defensive, and cooperative strategies.

## **FITNESS**

- \_\_\_\_\_ 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.
- \_\_\_\_\_ Identify activities appropriate for warm-up and cool down.
- \_\_\_\_\_ Identify the benefits of health-related fitness.
- \_\_\_\_\_ Identify diseases/disorders associated with poor levels of fitness.
- \_\_\_\_\_ Define the effects of selected components of health-related fitness on current and future health.
- \_\_\_\_\_ Use and understand age-appropriate vocabulary related to fitness.
- \_\_\_\_\_ Record heart rate after engaging in physical activity.
- \_\_\_\_\_ Identify target heart rate, maximum heart rate, resting heart rate.
- \_\_\_\_\_ Recognize the immediate effects of exercise on heart rate.
- \_\_\_\_\_ Monitor heart rate before, during, and after physical activity.
- \_\_\_\_\_ Match health-related fitness components to a valid assessment of each component.
- \_\_\_\_\_ Identify the health-related fitness components in various activities.
- \_\_\_\_\_ Perform at the intensity level needed to improve cardiovascular fitness while exercising your heart (e.g., pulse rate, perceived exertion, heart monitor).
- \_\_\_\_\_ Set a personal goal specific to a component of health-related fitness.
- \_\_\_\_\_ Monitor progress in reaching the goal.
- \_\_\_\_\_ Write a planned list of activities used to accomplish the personal goal.
- \_\_\_\_\_ Explain how movement can improve health-related fitness components.
- \_\_\_\_\_ Explain the relationship between various movements and health-related fitness components (e.g., running/ cardiovascular).
- \_\_\_\_\_ Interpret personal fitness results.

\_\_\_\_\_ Explain the relationship between behavioral choices and wellness levels.

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**RESPONSIBLE PLAY**

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\_\_\_\_\_ Discuss the class procedures to be followed during participation in a group physical activity.

\_\_\_\_\_ Explain the safety procedures and rules to be followed during participation in a group physical activity.

\_\_\_\_\_ Respect the personal space of others as well as the relationship to objects when moving safely within individual self-space.

\_\_\_\_\_ List the consequences for not following the class procedures/rules.

\_\_\_\_\_ Follow rules when participating in a group activity.

\_\_\_\_\_ Follow specific instructions when participating in a physical activity.

\_\_\_\_\_ Perform physical activity when following specific instructions.

\_\_\_\_\_ Examine how to settle disagreements concerning rule discrepancies without teacher intervention during physical activity.

\_\_\_\_\_ Analyze the impact of individual behaviors on group physical activity.

\_\_\_\_\_ Discuss the need for officiating during physical activity.

\_\_\_\_\_ Demonstrate the ability to remain on task when participating in physical activity.

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**GROUP PHYSICAL ACTIVITY**

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\_\_\_\_\_ Explain safety procedures that should be followed when working with a partner during structured group physical activity.

\_\_\_\_\_ Perform cooperatively in a small group when participating in structured group physical activity.

\_\_\_\_\_ Complete a task with a partner or small group in a given amount of time with no teacher intervention.

\_\_\_\_\_ Give examples of ways to achieve individual and/or shared goals during group physical activity.