

4TH GRADE PHYSICAL DEVELOPMENT CHECKLIST
Goals 19 - 24
Illinois Learning Standards A-C
Performance Descriptors

MOVEMENT AND SAFETY

- _____ Combine basic locomotor and non-locomotor patterns.
- _____ Develop control while performing manipulative skills.
- _____ Explain movement in terms of effort, flow, space, and time.
- _____ Participate in physical activities without interfering with others or objects with fewer teacher prompts.
- _____ Sequence combinations of more complex weight transfer and balance movements (mule kick vs. cartwheel).
- _____ Demonstrate control while manipulating object(s) to change direction and/or distance.
- _____ Identify the components of a variety of locomotor, non-locomotor, and manipulative skills.
- _____ Participate in establishing class rules, procedures, and safety practices for specific activities.
- _____ Decide when to correctly use offensive and/or defensive strategies in lead-up games.
- _____ Define and apply the elements of cooperative strategies.

FITNESS

- _____ Participate in health-related fitness activities that will improve cardiovascular endurance, flexibility, muscular strength, and muscular endurance.
- _____ Identify activities that positively impact overall fitness.
- _____ Identify the immediate effects of exercise on the body.
- _____ Discuss the benefits of physical activity.
- _____ Label the components of health-related fitness.

- _____ Explain concepts of warm-up and cool down.
- _____ Review the immediate effects that physical activity has on the body.
- _____ Explain what happens to the body the harder one plays, runs, or does physical activity.
- _____ Explain effects of physical activity on the body when changing the level of intensity.
- _____ Identify personal fitness strengths and weaknesses from Fitnessgram.
- _____ Select activities that help achieve the target heart rate zone for a specific amount of time.
- _____ List health-related goals based on fitness assessments.
- _____ Evaluate progress of health related fitness goals.
- _____ Explain fitness scores to parents/guardians.
- _____ Evaluate positive and negative behavioral choices and their impact on wellness levels.

RESPONSIBLE PLAY

- _____ Identify the safety procedures to be followed during participation in a group physical activity.
- _____ Respect the personal space of others when moving within individual self-space.
- _____ List the class procedures to be followed to successfully participate in a group physical activity.
- _____ Discuss the benefits of having rules when participating in physical activity.
- _____ List the consequences of not following the class procedures and/or rules.
- _____ Demonstrate knowledge of the rules in effect when participating in a group physical activity.
- _____ Follow directions when participating in physical activity.
- _____ Change individual behaviors to work successfully within a group.
- _____ Examine how to settle disagreements when participating in physical activity.

GROUP PHYSICAL ACTIVITY

- _____ Identify safety procedures followed when working with a partner during structured group physical activity.
- _____ Perform cooperatively with a partner or a small group when participating in physical activity.
- _____ Complete a task with a partner or small group given a specific amount of time with little teacher intervention during a physical activity.
- _____ Discuss the need of individual and shared goals during structured group physical activity.