

6TH GRADE PHYSICAL DEVELOPMENT CHECKLIST
Goals 19 - 24
Illinois Learning Standards A-C
Performance Descriptors

MOVEMENT AND SAFETY

- _____ Create combinations of locomotor/non-locomotor movement and manipulative skills in selected activities.
- _____ Demonstrate locomotor/non-locomotor skills while manipulating objects.
- _____ Practice combinations of sport related skills using correct form.
- _____ List specific elements of proper form for various sport skills.
- _____ Use vocabulary specific to activities, games, or sport.
- _____ Develop movement skills that demonstrate mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).
- _____ Define additional biomechanical principles (e.g., spin, rebound).
- _____ Apply concepts of effort, flow, space, and time into establishment of mechanically correct form (moving into position, establishing a balanced base, preparatory phase, movement phase, follow through, and return to base).
- _____ Adhere to safety procedures during activity.
- _____ Create safety rules for specific activities, games, or sports.
- _____ Discuss the potential consequences of participating in a safe and unsafe environment during activity.
- _____ Demonstrate cooperative strategies during activity.
- _____ Apply offensive, defensive, and cooperative strategies in selected activities, games, or sports.
- _____ Follow rules when participating in a wide variety of activities, games, or sports.
- _____ Define the components of good sportsmanship.

FITNESS

- _____ Discuss the effects of physical activity on current and future health.
- _____ Perform physical activity that will benefit cardiovascular fitness, flexibility, muscular strength, and muscular endurance.
- _____ 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.
- _____ Compare one's rate of perceived exertion to one's heart rate after activity.
- _____ Participate in a variety of assessments in addition to Fitnessgram.
- _____ Match health-related fitness components to a valid assessment of each component.
- _____ Define and evaluate: target heart rate zone, maximum heart rate, resting heart rate, recovering heart rate, and rate of perceived exertion.
- _____ Explain how to figure out target heart rate zone.
- _____ Select an additional health-related fitness goal and based on Fitnessgram results, write a list of activities to accomplish the goal.
- _____ Monitor progress in reaching the goal.

RESPONSIBLE PLAY

- _____ List what the different roles are that students have in group physical activity.
- _____ Identify components of the decision-making process (i.e., D.E.C.I.D.E model).
- _____ Demonstrate the ability to remain on task when participating in physical activity.
- _____ Explain all the rules of safety and why each rule is important in group physical activity.
- _____ Engage in safe physical activity when a leader is officiating (e.g., apply safety procedures and rules).
- _____ Create rules for physical activities.

_____ List individual behaviors that can positively and/or negatively affect the success of a group.

GROUP PHYSICAL ACTIVITY

_____ Identify and define characteristics of an effective leader.

_____ Identify a variety of supportive roles within a cooperative group setting.

_____ Identify responsible decision-making skills regarding use of time and rules application.

_____ Identify the steps in a decision-making model.

_____ Respect decisions made by others in activity concerning rules, procedures, and process.

_____ Work cooperatively with others.

_____ Recognize individual differences in performance within a group.