

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

PRINCIPLES OF HEALTH PROMOTION

- _____ Discuss the importance of using one's own utensils (eating utensils, toothbrush, comb/brush).
- _____ State the potential causes of accidents at school, at home, and in the community.
- _____ Choose and follow proper procedures in a variety of traffic situations.
- _____ State ways and places that dangerous chemicals can be properly stored.
- _____ Explain what can happen if dangerous chemicals are ingested.
- _____ Recognize when symptoms of illness require attention from an adult or a health care provider.
- _____ Compare and contrast the feelings of being well and being sick.
- _____ Describe the symptoms of common childhood illnesses (fever, rashes, cough).

INFLUENCES ON HEALTH

- _____ Observe family members and record hygiene behaviors seen.
- _____ Encourage proper hygiene among family members and classmates.
- _____ Recognize potential dangers within the school and community.
- _____ Discuss how to avoid dangers within the school and community.
- _____ Describe the roles of community personnel responsible for health-related services.
- _____ Recognize when to use health-related services within the community.
- _____ Describe how to access health-related services within the community.
- _____ Give examples of how the media influences health-related behavior.
- _____ Investigate what job responsibilities different health care personnel have.

HEALTH AND ENVIRONMENT

- _____ Describe the benefits of using sunscreens.
- _____ Investigate specific ways that individuals and communities can reduce pollution.
- _____ Discuss ways individuals and communities reduce pollution.
- _____ Know the difference between pollutants and sources of pollution.
- _____ Identify sources of noise pollution.
- _____ Investigate the cleanliness of the water within the community.
- _____ Describe the physical effects that air pollution can have on the body.
- _____ Explain how recycling can reduce health risks.
- _____ Compare and contrast health risks related to known pollutants.
- _____ Recognize that air pollution affects the ozone layer.
- _____ Explain the relationship between prolonged exposure to the sun and cancer.

BODY SYSTEMS

- _____ Locate the brain, heart, lungs, and stomach.
- _____ Recognize muscles of the body.
- _____ Locate bones in the body.
- _____ Discuss the effects of drug abuse on physical, mental, emotional, and social well-being.
- _____ Distinguish between drug use, drug misuse, and drug abuse.
- _____ List the effects that caffeine and nicotine have on the body.
- _____ Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.
- _____ Choose healthy foods.
- _____ Explain how health choices affect the performance of the body's systems.
- _____ Explain the functions of major nutrients.
- _____ Explore the relationship between eating habits and the circulatory system.

_____ List choices that have a positive influence on health.

_____ List choices that have a negative influence on health.

GROWTH AND DEVELOPMENT

_____ Explain the relationship between behaviors and environment (weather/ appropriate dress; pollen/ allergies; pollution/ respiration).

_____ Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.

_____ Recognize characteristics of an individual that allow for a unique rate of growth and development.

_____ Describe how a family's health history can be passed from parent to child.

_____ Examine factors and behaviors that affect growth.

_____ List types of prejudice and discrimination.

_____ Recognize ingredients listed on food labels.

_____ Describe how family, friends, and peers affect food choices.

_____ Identify how emotions/feelings affect eating behaviors.

_____ List characteristics that help maintain friendships.

_____ Use communication effectively to promote better interpersonal relations.

_____ Demonstrate respect for other's feelings, rights, and property.

COMMUNICATON AND CONFLICT

_____ Compare and contrast healthy and non-healthy relationships.

_____ Examine emotional responses in different situations.

_____ Identify consequences of conflict.

_____ Describe the procedure in reporting unsafe behaviors.

_____ Describe the procedures in reporting safety hazards.

_____ Demonstrate the ability to communicate in a group situation.

_____ Identify behaviors that reflect cooperation.

_____ Describe the effects of negative or unsafe behaviors on others.

_____ Tell how a person avoids conflict in a non-violent way.

DECISION MAKING SKILLS

_____ Describe how basic cleanliness protects your health.

_____ Recommend safe choices to positively affect health.

_____ Conclude that good choices make a difference to your health and the health of others.

_____ List possible positive and negative consequences of health-related choices.

ESSENTIAL HEALTH SKILLS

_____ Practice what to do if someone touches you inappropriately.

_____ Practice how to tell a trusted adult when you feel uncomfortable or threatened.

_____ Identify when you may need emergency medical assistance.