

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

PRINCIPLES OF HEALTH PROMOTION

- _____ Discuss the differences between bacteria and viruses.
- _____ Apply basic first aid to injuries (burns).
- _____ Describe common emergency procedures (e.g. fire, weather).
- _____ List stressors.
- _____ Describe different types of stress.
- _____ Describe the signs and symptoms of illness that indicate a person should seek medical treatment (e.g., conscious and unconscious).
- _____ Describe signs and symptoms of common childhood illnesses.
- _____ List early detection methods of diagnosing illnesses.
- _____ Distinguish the difference between communicable and non-communicable diseases.
- _____ Recognize abusive behaviors.
- _____ Practice methods to be followed when abusive behavior is suspected or discovered.
- _____ Identify the types of vaccinations used to maintain health.

INFLUENCES ON HEALTH

- _____ Compare and contrast safety and hygiene of other people and/or cultures.
- _____ Formulate a plan for making the school a safer place.
- _____ Use a decision-making process to make a healthy choice in a peer pressure situation.
- _____ Know where to go for health care and medicines.
- _____ Discuss how peers influence health-related choices/behaviors.
- _____ Discuss how to evaluate health-related information.

HEALTH AND ENVIRONMENT

- _____ Name community and national groups responsible for regulating pollution.
- _____ Research laws and/or community ordinances that pertain to pollution.
- _____ Analyze the amount of noise produced by common products and sources and list possible health effects of noise.
- _____ Research ways to reduce noise pollution in one's environment.
- _____ Analyze tanning products and their effectiveness in preventing health-related problems.
- _____ Collect and analyze water from a variety of sources (tap, rain, river).
- _____ Describe the effects of cigarette smoking on the environment.
- _____ Investigate the possible health problems caused by inappropriate waste disposal.

BODY SYSTEMS

- _____ Explain how nerves and the brain work together.
- _____ Discover how blood travels throughout the body.
- _____ Analyze how oxygen gets to the lungs.
- _____ Illustrate how food is processed and moves through the digestive system.
- _____ Explain the basic functions of the reproductive system.
- _____ Identify the benefits of both aerobic and anaerobic activities on the body's systems.
- _____ Predict what will happen if someone eats too many high calorie foods.
- _____ List choices that have a positive influence on health.
- _____ List choices that have a negative influence on health.

GROWTH AND DEVELOPMENT

- _____ Explain why each individual is primarily responsible for his or her own decisions regarding the use, misuse, or abuse of substances.
- _____ Describe the rate of growth change during puberty.
- _____ Explain the effects of diet and exercise on body weight and composition.
- _____ Identify portion size and number of servings suggested to fulfill basic nutritional needs.

- _____ Identify the roles significant people in an individual's life play in providing a mental, emotional, and social support system.
- _____ Define the phase 'peer pressure'.
- _____ Describe the process of group decision-making.
- _____ List ways to counteract negative risk factors (delay factor, refusal skills).
- _____ Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being.

COMMUNICATION AND CONFLICT

- _____ Model good relationship skills.
- _____ Determine consequences of conflict among peers and parents.
- _____ Use negotiation, mediation, and conflict resolution skills.
- _____ Examine how negative/unsafe behavior affects others in the school environment.
- _____ Demonstrate ways that emotions are communicated.
- _____ Give examples of positive communication.
- _____ Role play situations where positive communication skills are used to avoid conflict.
- _____ Predict the consequences of bullying.
- _____ Appraise communication skills in relation to peer behavior.
- _____ Demonstrate how peers can help one another avoid and cope with potentially dangerous situations.
- _____ Cite examples of how violence is portrayed by the media.
- _____ Define methods for addressing interpersonal differences in a positive manner.

DECISION MAKING SKILLS

- _____ Discover how personal hygiene affects the process of an individual going through puberty.
- _____ Use the decision-making process to assess and solve an individual health problem.
- _____ Discuss how individuals can control their responses to other people's choices.
- _____ Compare and contrast consequences for good and bad health choices.

ESSENTIAL HEALTH SKILLS

- _____ Identify ways to seek assistance when uncomfortable.
- _____ Establish a plan of action for avoiding dangerous situations.
- _____ Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches).
- _____ Discuss peer pressure in terms of needing to use refusal skills.