

5TH GRADE HEALTH CHECKLIST
Goals 19 - 24
Illinois Learning Standards A-C
Performance Descriptors

PRINCIPLES OF HEALTH PROMOTION

- _____ Discuss procedures to be followed if fire is suspected.
- _____ Apply safety precautions and basic first aid to injuries (cuts, scrapes, poisons).
- _____ Explain the importance of regular health screenings (eye, dental, physical).
- _____ Name items checked by physicians during regular health screenings.
- _____ State signs and symptoms of illnesses (e.g., measles, mumps, chicken pox).
- _____ Discuss the benefits of early detection and treatment of illness.
- _____ Recognize that some diseases can be controlled more easily than others.
- _____ Discuss behaviors that may be considered abusive.
- _____ Know what to do if abusive behavior is suspected or discovered.
- _____ Explain the importance of vaccinations.

INFLUENCES ON HEALTH

- _____ Discuss the components of a decision-making process.
- _____ Cite examples of how the media portrays situations showing self-diagnosis and self-medication.
- _____ Tell others how they influence other people's health choices/behaviors.
- _____ Recall positive health behaviors, choices, and skills.
- _____ Give examples of health-related advertisements.
- _____ Describe how the media influences health-related behaviors, choices, and skills.
- _____ Discuss ways to make the school and community safer places.

HEALTH AND ENVIRONMENT

- _____ Discuss methods used by schools, communities, and individuals to dispose of waste.
- _____ Explain how depletion of the ozone layer can affect health.

- _____ Explain the possible effects of noise pollution on health.
- _____ Compare healthy environments and healthy people to unhealthy environments and unhealthy people.
- _____ Discuss how temperatures affect health.
- _____ Analyze hazards associated with the prolonged exposure to the sun (ultra-violet rays).
- _____ Analyze the cleanliness of the water in one's environment.
- _____ Discover water purification systems used in communities, at home, and at school.
- _____ Recognize possible sources of pollution in specific environments (your home, your school, your community).

BODY SYSTEMS

- _____ Explain what muscles do for the body.
- _____ Identify what gives the body its size and shape.
- _____ Recognize the parts of the digestive system.
- _____ Label the parts of the respiratory system.
- _____ Identify the parts of the circulatory system.
- _____ Know the parts of the nervous system.
- _____ Explain the basic functions of the nervous system.
- _____ Describe the basic functions of the digestive system.
- _____ Describe the basic functions of the circulatory system.
- _____ Explain the basic functions of the respiratory system.
- _____ List the effects of alcohol, drugs, and tobacco on the body's systems.
- _____ Explain the relationship between diet and exercise to the body.
- _____ Recognize the positive effects of physical activity on the body's systems.
- _____ Recognize the negative effects of physical activity on the body's systems.
- _____ Define the word 'calorie'.

- _____ List foods that have high caloric content.
- _____ Classify foods into groups based on their major nutrient contribution.
- _____ List choices that have a positive influence on health.
- _____ List choices that have a negative influence on health.

GROWTH AND DEVELOPMENT

- _____ Describe the effects of drug use (caffeine, nicotine, alcohol, and other drugs) on growth and development of the body.
- _____ Recognize personal health behaviors and/or choices that reduce risks of health problems.
- _____ Demonstrate interpersonal behaviors that can help people feel comfortable with one another.
- _____ Identify risk-taking behaviors.
- _____ Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
- _____ Define the word 'puberty'.
- _____ Identify changes associated with puberty.
- _____ Identify characteristics of puberty and the effects of these changes on physical, mental, and social development.
- _____ List factors that contribute to positive self-esteem.
- _____ Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
- _____ Recognize reliable sources of food and dietary information.
- _____ Develop the ability to formulate new friendships.
- _____ Explain how and which hereditary traits are passed on from parent to child.

COMMUNICATION AND CONFLICT

- _____ Explain how to build and maintain healthy relationships.
- _____ Identify common causes of conflict among peers and parents.
- _____ Describe negotiating, mediation, and consensus building skills.

- _____ Simulate ways to settle disagreements among peers and parents.
- _____ Predict your emotional responses in different situations.
- _____ Analyze possible consequences of conflict.
- _____ Apply positive communication skills to avoid conflict.
- _____ Simulate situations where bullying occurs.
- _____ Discuss consequences of bullying.
- _____ Relate how positive and negative communication affects others.
- _____ Identify acceptable methods of asserting yourself in peer group situations.
- _____ Express acceptable methods of asserting yourself in peer group situations.
- _____ Describe and give examples of how media influences choices and behavior.

DECISION MAKING SKILLS

- _____ List ways cleanliness affects personal hygiene/health.
- _____ Describe key components of a decision making process.
- _____ Give examples where and when a decision-making process can be used.
- _____ Differentiate between rights and responsibilities.
- _____ Identify options available to solve a problem or make a decision.
- _____ Analyze consequences for poor health choices.
- _____ Select a health problem and give examples of choices and consequences.

ESSENTIAL HEALTH SKILLS

- _____ Recognize situations that can cause children to feel uncomfortable.
- _____ Identify places to avoid because of potential danger.
- _____ Identify safe places and activities.
- _____ Identify characteristics of peer pressure.
- _____ Practice using refusal skills.