

8TH GRADE HEALTH CHECKLIST
Goals 19 - 24
Illinois Learning Standards A-C
Performance Descriptors

PRINCIPLES OF HEALTH PROMOTION

- _____ Apply basic first aid procedures (e.g., weather-related injuries).
- _____ Follow rules, regulations, and safety procedures while engaged in physical activity and encourage others to do so.
- _____ Explain routine safety precautions (e.g., in motor vehicles, on a bicycle, in and near water, as a pedestrian).
- _____ Indicate behaviors/choices that may increase risks to one's health.
- _____ Compare and contrast personal health-related behaviors/choices made now and in the past.
- _____ Demonstrate behaviors/choices that reduce health risks.
- _____ Explain the possible consequences that prolonged exposure to stress may have on the body.
- _____ Describe and name STDs.
- _____ Identify the signs and symptoms of common STDs.
- _____ Demonstrate basic knowledge of H.I.V. and A.I.D.S.

INFLUENCES ON HEALTH

- _____ Demonstrate actions to be taken during emergency situations (tornadoes, fire, lightning).
- _____ Distinguish between reliable and unreliable health information and advertising.
- _____ Analyze teen trends and their relationship to health (diet, skin products, body piercing, tattoos).
- _____ Explain when it is appropriate to stay at home because of an illness.
- _____ Investigate the history and treatment of disease and its influences on the way we deal with diseases today.

HEALTH AND ENVIRONMENT

- _____ Debate ways that communities can get rid of waste more efficiently and effectively.
- _____ Research and report on possible solutions to local community and school environmental problems.
- _____ Explain the difference between e-coli, salmonella, and botulism.
- _____ Research the effects on the body and the environment of substances found in cigarette smoke.

BODY SYSTEMS

- _____ Describe how the circulatory and respiratory systems work together.
- _____ List substances from other systems that are carried by blood.
- _____ Explain what happens to the brain when it does not get oxygen.
- _____ Discuss ways that systems impact one another either in a positive or negative way.
- _____ Analyze the effects of drug use, misuse, and abuse on health status.
- _____ Identify factors affecting basic nutrient and energy requirements.
- _____ Recognize the impact of diets on health.
- _____ Discuss the health risks of fad diets and eating disorders (anorexia, bulimia, overeating).
- _____ Explain the possible dangers of tattooing and body piercing.
- _____ List choices that have a positive influence on health.
- _____ List choices that have a negative influence on health.
- _____ Describe the long-term effects of tobacco, alcohol, and drug abuse on the body's systems.

GROWTH AND DEVELOPMENT

- _____ Discuss the influences and behaviors that may lead to eating disorders.
- _____ Identify situations that cause stress.
- _____ Recognize stress management techniques.

- _____ Identify the possible impact of death, loss, and/or divorce on the family and friends.
- _____ Investigate the relationships of, and the disparities among, physical, mental, emotional, and social changes occurring during puberty.
- _____ Use the principles of energy balance to plan a diet and activity routine that will result in healthy body weight and composition.
- _____ Use knowledgeable consumer skills to purchase healthy foods.
- _____ Recognize social forces and norms that exert positive or negative influences on health practices, including fitness and diet.
- _____ Practice effective methods of communication (written, verbal, non-verbal).
- _____ Practice conflict resolution skills.
- _____ Identify health-related choices which, if made today, can affect a person's physical, mental, emotional and social growth and development in the future.
- _____ Discuss how making healthy choices and knowing family health history can help a person live a more healthy life.

COMMUNICATION AND CONFLICT

- _____ Elaborate on how positive communication can help build and maintain a healthy relationship.
- _____ Demonstrate conflict mediation and conflict resolution skills.
- _____ Recommend ways to promote a safe school environment.
- _____ Hypothesize how emotions could be communicated in different situations (e.g., winning the lottery, death, divorce).
- _____ Explain how positive communication helps to build and maintain relationships at school, at home, and in the workplace.
- _____ Decide what actions to take when bullying occurs.
- _____ Identify passive, aggressive, passive-aggressive, and assertive forms of communication.
- _____ Examine possible causes of violence.
- _____ Apply acceptable methods of asserting yourself in peer group situations.
- _____ Compare and contrast methods for addressing interpersonal differences (e.g., avoidance, confrontation, compromise).

DECISION MAKING SKILLS

- _____ List health-related problems that affect adolescents.
- _____ Explain how choices one makes now can affect one's health in the future.
- _____ Formulate a plan to solve a health-related problem.
- _____ Identify barriers that can affect the decision making process.

ESSENTIAL HEALTH SKILLS

- _____ Discover the services available from school or community health-related resource agencies.
- _____ Predict the outcomes of being in dangerous situations.
- _____ Employ refusal skills and negotiating skills to avoid becoming involved in potentially harmful situations.
- _____ Discuss long- and short-term goal setting and the importance of each.
- _____ Describe the components of a well-written goal (is specific, is measurable, has an action plan, is realistic, has a timeframe).