

7TH GRADE HEALTH CHECKLIST
Goals 19 - 24
Illinois Learning Standards A-C
Performance Descriptors

PRINCIPLES OF HEALTH PROMOTION

- _____ Compare and contrast bacteria and viruses.
- _____ Show awareness of rules, regulations, and safety procedures to be followed while engaged in physical activity.
- _____ Describe safety rules to be followed when engaged in physical activity.
- _____ Talk about various careers that promote health and safety or prevent illness.
- _____ Apply basic first aid procedures (e.g., bleeding).
- _____ Describe behaviors/choices that reduce health risks (sleep, nutrition, activity, stress management, hygiene).
- _____ Recognize that prolonged exposure to stress can be detrimental to health.
- _____ Predict the consequences of not being immunized.

INFLUENCES ON HEALTH

- _____ Recognize emergency situations that can impact health and well-being (e.g., tornado, flood, fire).
- _____ Recall actions and procedures that need to be taken in order to lessen the impact of emergencies on a person's health.
- _____ Evaluate the reliability of health-related information.
- _____ Discuss how peers affect health-related choices.
- _____ Recognize the seriousness of signs and symptoms of illnesses.

HEALTH AND ENVIRONMENT

- _____ Research waste disposal and how it may affect future generations and the environment.
- _____ Identify specific agencies within the community that are responsible for specific environmental concerns/problems.
- _____ Name organisms that cause food borne illnesses.

_____ Recognize food borne illnesses and diseases caused by environmental factors.

_____ List chemicals found in cigarette smoke that pollute the body and the environment.

BODY SYSTEMS

_____ Discover how oxygen travels throughout the body.

_____ Analyze what happens to food once it has been digested.

_____ Describe how blood circulates throughout the body.

_____ List ways that the body's systems work together.

_____ Explain the basic functions of the reproductive system.

_____ Recognize the importance of establishing an ongoing exercise plan in order to sustain the health of the body's systems.

_____ Identify the components of a healthy lifestyle.

_____ Evaluate a personal daily diet.

_____ List choices that have a positive influence on health.

_____ List choices that have a negative influence on health.

_____ Describe the short-term effects of tobacco use on the body's systems.

GROWTH AND DEVELOPMENT

_____ Describe situations and/or choices affecting the use, misuse, or abuse of substances that will affect physical, mental, emotional, and social growth and development.

_____ Investigate options for healthy weight loss and gain.

_____ Discuss physical, mental, emotional, and social changes that occur during puberty.

_____ Recognize the relationships between diet (excesses and deficiencies) and the body's systems.

_____ Describe the principles of energy balance (calorie intake and expenditure).

_____ Describe how peers influence one's life.

_____ Discuss dating as one way of exploring friendships and learning new social skills.

_____ Identify criteria for acceptable dating behavior.

_____ Identify and develop effective coping skills.

_____ Investigate the impact that significant people have on the health choices/lifestyles of others.

COMMUNICATION AND CONFLICT

_____ Examine how positive communication skills help to build and maintain relationships.

_____ Handle disagreements by using conflict mediation skills.

_____ Formulate strategies to promote a safe school environment.

_____ Analyze how emotions are communicated.

_____ Evaluate positive and negative communication skills in peer relationships.

_____ Critique different types of communications skills.

_____ Infer consequences of bullying.

_____ List possible causes of violence and consequences.

_____ Discover acceptable methods of asserting yourself in peer group situations.

_____ Analyze the media's influence on specific behaviors.

_____ Interpret the methods for addressing interpersonal differences without harm.

DECISION MAKING SKILLS

_____ Discuss how emotional and social changes that occur during puberty affect decision-making.

_____ Apply the decision-making model to solve a health problem.

ESSENTIAL HEALTH SKILLS

_____ Find school and community health-related resources available for assistance when in need.

_____ Analyze the possible outcomes of being in dangerous situations (e.g., riding without a helmet, riding in a car with someone who is intoxicated) and suggest different options that could have been chosen.

_____ Apply refusal skills to potentially harmful situations (e.g., substance use, gangs, peer pressure).