



**VIRGINIA  
IS FOR  
LEARNERS**

## 2020 VIRGINIA STANDARDS OF LEARNING (SOLS) FOR MENTAL WELLNESS/SOCIAL AND EMOTIONAL SKILLS

### KINDERGARTEN

Kindergarten students recognize basic facts and concepts about their bodies and begin to acquire health skills and practices, including social and emotional skills, that keep them safe and healthy. Students learn to seek help and advice from parents/guardians and other trusted adults and begin to learn how to seek reliable health information. They understand how to make good decisions about simple health issues, respect others, follow school safety rules, and be responsible.

#### Essential Health Concepts

K.1 The student will identify and describe key health and safety concepts.

##### *Mental Wellness/Social and Emotional Skills*

- n. Identify a variety of feelings (e.g., happiness, sadness, anger, fear, frustration, calmness).
- o. Describe what it means to be a friend and how to show kindness, consideration, and concern for others (i.e., self-awareness, social awareness, and relationship skills).
- p. Describe personal space.

#### Healthy Decisions

K.2 The student will identify healthy decisions.

##### *Mental Wellness/Social and Emotional Skills*

- n. Describe how feelings can influence actions.
- o. Identify strategies for making friends and how to show kindness, consideration, and concern for others, including how to cooperate and share with others.
- p. Identify ways to tell someone they are entering one's personal space.

#### Advocacy and Health Promotion

K.3 The student will describe and demonstrate behaviors that promote health and prevent injury and disease.

##### *Mental Wellness/Social and Emotional Skills*

- n. Demonstrate how to use words to express feelings.
- o. Demonstrate strategies for making friends and showing kindness, consideration, and concern for others.
- p. Demonstrate how to tell someone they are entering one's personal space and when to ask an adult for help.

# GRADE ONE

Students in grade one learn about personal safety and their body's major organs. They begin to understand how behaviors can impact health and wellness now and in the future. Students begin to relate choices with consequences, which relates to responsible decision making and supports social and emotional development. They begin to examine the influence of social media (increasing self-awareness as well as social awareness) on health decisions (responsible decision making) and to identify ways to access reliable information. They exhibit respect for self, others, and the environment, which supports social and emotional development specifically in terms of self-awareness and social awareness.

## Essential Health Concepts

1.1 The student will identify the basic components and functions of human body systems and the importance of safe practices, positive interpersonal relationships, and environmental health.

### *Mental Wellness/Social and Emotional Skills*

- k. Identify comfortable and uncomfortable feelings and when one might experience these feelings.
- l. Describe positive characteristics that are unique to each individual.
- m. Identify effective listening skills.
- n. Identify cooperative and responsible behaviors, such as respect for others, adherence to school rules, acceptance of responsibility, and respect for the property of others.

## Healthy Decisions

1.2 The student will explain that good health is related to healthy decisions.

### *Mental Wellness/Social and Emotional Skills*

- k. Identify appropriate ways a person may express feelings (e.g., happy, unhappy, mad) and trusted adults to share feelings with at school and at home.
- l. Explain the importance of showing kindness, consideration, and concern for others.
- m. Explain how listening is important for effective communication.
- n. Identify strategies for respecting others' personal space, boundaries, and belongings.

## Advocacy and Health Promotion

1.3 The student will identify specific rules and practices to promote personal safety and socially responsible behaviors.

### *Mental Wellness/Social and Emotional Skills*

- k. Demonstrate ways to express feelings appropriately.
- l. Demonstrate cooperation with friends and classmates.
- m. Demonstrate effective listening skills.
- n. Apply strategies for establishing and respecting others' personal space, boundaries, and belongings.

# GRADE TWO

Students in grade two continue to learn about the basic structures and functions of the human body systems. Focusing on preventing illness and disease, the students begin to understand the relationship between health behaviors, choices, and consequences (responsible decision making). They learn about food sources, healthy food and beverage choices, the factors that influence health decisions, the harmful effects of drugs, and how to communicate consideration and respect for others (social awareness and relationship skills).

## Essential Health Concepts

2.1 The student will identify the major body systems, healthy food and beverage choices, emotions, and social skills and explain how each is connected to personal health.

### *Mental Wellness/Social and Emotional Skills*

- i. Identify feelings associated with disappointment, loss, and grief.
- j. Describe personal strengths and identify how individuals are unique.
- k. Describe characteristics of a trusted friend and a trusted adult.

## Healthy Decisions

2.2 The student will identify personal health decisions and health habits that influence health and wellness throughout life.

### *Mental Wellness/Social and Emotional Skills*

- i. Explain healthy ways to express feelings associated with disappointment, loss, and grief.
- j. Discuss how empathy, compassion, and acceptance help one understand others.
- k. Identify trusted adults at school and at home.

## Advocacy and Health Promotion

2.3 The student will describe the influences and factors that impact health and wellness.

### *Mental Wellness/Social and Emotional Skills*

- i. Identify adults who can help with disappointment, loss, and grief.
- j. Identify and discuss how to show respect for similarities and differences between individuals.
- k. Identify situations where trusted friends and adults can help.

# GRADE THREE

Students in grade three learn how health habits impact growth and development. They learn to compare and contrast healthy and unhealthy practices. Skill building continues as students learn to apply the knowledge of health-risk reduction to the promotion of health. Students access valid information and begin to understand the relationship between personal decisions (responsible decision making) and the impact of personal decisions on oneself and others (self-awareness and social awareness).

## Essential Health Concepts

3.1 The student will explain that health habits and practices impact personal growth and development.

### *Mental Wellness/Social and Emotional Skills*

- m. Describe feelings/emotions that result from experiencing change, such as the arrival of a new family member, making new friends, going to a new school, being accepted by peers, and losing a loved one.
- n. Describe the benefits of friendship and list the qualities of a good friend.
- o. Define conflict and identify possible situations where conflict can occur with family and friends.

## Healthy Decisions

3.2 The student will demonstrate the ability to use essential health concepts to improve personal health.

### *Mental Wellness/Social and Emotional Skills*

- m. Explain how to identify, express, and respond to emotions in a healthy way.
- n. Describe how to make and keep a friend and behaviors that may cause the friendship to end (e.g., being unaware of the attitudes and feelings of others, using inappropriate language and behavior, excluding a friend from activities, breaking promises).
- o. Describe how to make healthy decisions when dealing with conflict, including when help from an adult is needed.

## Advocacy and Health Promotion

3.3 The student will promote health and safety at school and at home.

### *Mental Wellness/Social and Emotional Skills*

- m. Design and demonstrate effective strategies for expressing and managing emotions, which may include physical activity, talking about feelings, reading, or creative expressions such as writing, art, music, and dance.
- n. Demonstrate behaviors to make and keep friends (e.g., effective communication skills; awareness of the attitudes, feelings, and opinions of others; appropriate language and behavior; sharing; reciprocal helping behavior).
- o. Demonstrate healthy ways to resolve conflict, including determining when adult help is needed.

# GRADE FOUR

Students in grade four learn and apply health skills to the following health areas: disease prevention, nutrition, healthy relationships (relationship skills), and drug-abuse prevention, including alcohol, tobacco, and other harmful substances. Students distinguish fact from fiction and set simple goals (self-management) for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community, which aligns with responsible decision making as a critical part of healthy social and emotional development.

## Essential Health Concepts

4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.

### *Mental Wellness/Social and Emotional Skills*

- l. Identify feelings and emotions associated with loss and grief and their impact on one's health.
- m. Describe self-concept and how it can be influenced by internal and external factors.
- n. Identify effective verbal and nonverbal communication skills (e.g., speaking, listening, eye contact, body language).
- o. Recognize that every person is different and has different needs.

## Healthy Decisions

4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury and that promote positive relationships.

### *Mental Wellness/Social and Emotional Skills*

- l. Describe healthy coping skills for handling the emotions of loss and grief.
- m. Describe how developing a healthy self-concept is an ongoing and essential life skill.
- n. Explain how bullying impacts individuals and affects one's health.
- o. Analyze positive strategies for resolving conflict.

## Advocacy and Health Promotion

4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.

### *Mental Wellness/Social and Emotional Skills*

- l. Identify strategies and resources, including understanding the role of school counselors, psychologists, and social workers, to manage feelings that may result from loss and grief.
- m. Explain how challenges and successes provide learning experiences to help develop a healthy self-concept.
- n. Practice initiating, sustaining, and ending conversations.
- o. Describe ways to show compassion for others.

# GRADE FIVE

Students in grade five distinguish reliable from unreliable health information and resources. Students' practices and behaviors demonstrate health knowledge and skills. Emphasis is placed on demonstrating interpersonal skills (relationship skills), assuming responsibility for personal health habits (self-awareness, self-management, and responsible decision making), and practicing behaviors that promote active, healthy lifestyles (self-management). Students analyze the influences of advertising and various media on personal and community health (social awareness).

## Essential Health Concepts

5.1 The student will analyze the impact of positive health behaviors and risky behaviors on personal health.

### *Mental Wellness/Social and Emotional Skills*

- l. Define stress and identify physical and emotional responses caused by stress.
- m. Define positive self-image.
- n. Identify components of healthy relationships and the social skills that are essential for building and sustaining relationships with family and friends.

## Healthy Decisions

5.2 The student will demonstrate responsibility for developing personal health habits and practicing behaviors that promote an active, healthy lifestyle.

### *Mental Wellness/Social and Emotional Skills*

- l. Identify positive and negative ways to manage stress in a variety of situations.
- m. Recognize the importance of developing and maintaining a positive self-image.
- n. Describe the benefits of healthy relationships with family, friends, and other adult mentors.

## Advocacy and Health Promotion

5.3 The student will explain how peers, families, and community groups work together to promote health, prevent disease, and create a healthy community.

### *Mental Wellness/Social and Emotional Skills*

- l. Practice strategies for managing stress.
- m. Analyze positive and negative influences on self-image (e.g., media, peers).
- n. Identify healthy activities that students can do with friends and family to build positive relationships.

# GRADE SIX

Students in grade six develop more sophistication in understanding health issues and practicing health skills. They apply physical, emotional, social, and environmental health skills and strategies to improve or maintain personal and family health (self-awareness, social awareness, self-management, responsible decision making, and relationship skills). Students begin to understand adolescent health issues and concerns and the relationship between choices and consequences (responsible decision making). They understand how to be a positive role model (social awareness and relationship skills) and the impact of positive and negative peer pressure (social awareness and relationship skills). Students demonstrate injury-prevention behaviors at school and elsewhere (self-management).

## Essential Health Concepts

6.1 The student will apply critical thinking skills and personal management strategies to address issues and concerns related to personal health and wellness.

### *Mental Wellness/Social and Emotional Skills*

- p. Define body image and explain the importance of having a positive body image.
- q. Analyze factors that contribute to group success (e.g., respecting individual differences and opinions, accepting responsibility, contributing positively, knowing when to lead and when to follow, dealing with conflict, using effective face-to-face and online communication skills).
- r. Define mental health and describe what it means to be mentally healthy.
- s. Describe personal strengths and areas for growth.
- t. Identify potential positive and negative responses to stress and criticism.
- u. Explain the importance of personal boundaries for physical, emotional, and social health.

## Healthy Decisions

6.2 The student will describe the influence of family, peers, and media on personal health decisions.

### *Mental Wellness/Social and Emotional Skills*

- p. Describe how culture, media, and other external factors influence perceptions about body image.
- q. Explain the importance of understanding the feelings and perspectives of others.
- r. Identify protective and risk factors for mental illnesses and challenges.
- s. Describe strategies to work through adversity and challenges.
- t. Analyze internal factors, such as responses to criticism or stress, which influence emotional and social health.
- u. Identify ways to set and communicate personal boundaries and how to respect the boundaries of others.

## Advocacy and Health Promotion

6.3 The student will develop personal strategies and skills for personal, social, and community health.

### *Mental Wellness/Social and Emotional Skills*

- p. Analyze the influence of media on issues related to body image.
- q. Demonstrate ways to show respect for individual differences, opinions, and beliefs.
- r. Compile and promote personal, family, and community resources that can help oneself and others with mental illnesses and challenges.
- s. Ability to set and monitor a personal goal to address one area of growth.
- t. Ability to create a plan to manage stress.
- u. Practice ways to communicate personal boundaries for privacy, safety, and expression of emotions and opinions.

# GRADE SEVEN

Students in grade seven generate and choose positive alternatives to risky behaviors (responsible decision making). They use skills to resist peer pressure (relationship skills) and manage stress and anxiety (self-management). Students are able to relate health choices to alertness, feelings, and performance at school or during physical activity (self-awareness). Students exhibit a healthy lifestyle, interpret health information, and promote good health.

## Essential Health Concepts

7.1 The student will identify and explain essential health concepts to understand personal health.

### *Mental Wellness/Social and Emotional Skills*

- o. Identify the body's physical and psychological responses to stress.
- p. Identify the characteristics of healthy interpersonal relationships.
- q. Recognize the impact of disappointment or adversity on physical, social, and emotional health and how to cope effectively and change one's feelings.
- r. Describe situations that can cause a range of emotions and feelings, and describe how to recognize these feelings and emotions and predict how long they may last.
- s. Identify healthy verbal, nonverbal, written, and visual communication.
- t. Define disordered eating and describe types of eating disorders.
- u. Define depression and describe the warning signs, risk factors, and protective factors for anxiety and depression.

## Healthy Decisions

7.2 The student will use decision-making skills to promote health and personal wellness.

### *Mental Wellness/Social and Emotional Skills*

- o. Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health.
- p. Explain how empathy, compassion, and acceptance of others support healthy relationships.
- q. Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity.
- r. Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support.
- s. Describe the relationship between healthy communication skills and healthy relationships.
- t. Describe the warning signs, risk factors, and protective factors for eating disorders.
- u. Explain when mental illnesses and mental challenges require support or assistance (e.g., when they affect one's relationships, responsibilities, and involvement in activities).

## Advocacy and Health Promotion

7.3 The student will promote healthy schools, families, and communities.

### *Mental Wellness/Social and Emotional Skills*

- o. Develop achievable goals for handling stressors in healthy ways.
- p. Design ways to demonstrate empathy, compassion, and acceptance for others to support healthy relationships.
- q. Promote strategies for coping with disappointment and adversity.
- r. Promote help-seeking for mental health concerns.
- s. Demonstrate healthy verbal, nonverbal, written, and visual communication skills.
- t. Identify school and community resources for help and support with eating disorders.
- u. Identify personal, family, school, community, and healthcare professional resources that can help oneself and others with mental illnesses and challenges.

# GRADE EIGHT

Students in grade eight have an understanding of the origins and causes of diseases, including the relationship between family history and certain health risks (self-awareness and social awareness). They begin to relate short- and long-term consequences of health choices (responsible decision making) and apply health skills to specific personal, family, and community health concerns (self-management, responsible decision making, and relationship skills). Students can discern relationships among all components of health and wellness and knowledgeably use consumer information.

## Essential Health Concepts

8.1 The student will identify and explain essential health concepts to demonstrate an understanding of personal health.

### *Mental Wellness/Social and Emotional Skills*

- p. Describe characteristics of healthy and unhealthy relationships, including establishing and communicating boundaries.
- q. Describe the warning signs, risk factors, and protective factors for self-harm behaviors, depression, and suicide.
- r. Identify factors that can influence mental health (e.g., family, environment, trauma, genetics, brain chemistry, health behaviors, nutrition, personal values, peers, media, technology, culture, community).
- s. Identify and describe careers associated with mental health care (e.g., social worker, psychologist, psychiatrist).

## Healthy Decisions

8.2 The student will apply health concepts and skills to the management of personal and family health.

### *Mental Wellness/Social and Emotional Skills*

- p. Explain the importance of developing relationships that are positive and promote wellness.
- q. Explain why mental health issues such as self-harm behaviors, depression, and suicide ideation cannot be managed independently and require support/assistance.
- r. Explain how negative perceptions of mental health promote a stigma about mental illnesses and emotional challenges.
- s. Describe the role of mental health professionals in schools (e.g., school counselors, psychologists, social workers).

## Advocacy and Health Promotion

8.3 The student will undertake health-promotion activities that demonstrate an understanding of the relationship between nutrition, physical activity, and emotional and physical health.

### *Mental Wellness/Social and Emotional Skills*

- p. Ability to develop safe, respectful, and responsible relationships.
- q. Identify and recognize family, school, and community resources for helping oneself and others with mental health needs.
- r. Explain the effects of stigma on accessing help and assistance for mental illnesses and emotional challenges.
- s. Promote the availability of school and community mental health resources.

# GRADE NINE

Students in grade nine integrate a variety of health concepts, skills, and behaviors to plan for their personal, lifelong health goals (self-management and responsible decision making). These include awareness and consequences of risky behaviors, disease prevention, overall wellness, and identification of community health resources (social awareness and responsible decision making). Students demonstrate competence in their knowledge and skills. They see themselves as having an active role in creating a healthy lifestyle for themselves, for their families, and for the community (relationship skills and responsible decision making).

## Essential Health Concepts

9.1 The student will apply health knowledge and skills to achieve and maintain long-term health and wellness.

### *Mental Wellness/Social and Emotional Skills*

- o. Describe the positive and negative effects of social media and of sharing personal information online.
- p. Identify signs and symptoms of mental illnesses or challenges (e.g., anxiety, depression, suicide, eating disorders, self-harm behaviors).
- q. Identify causes of conflict with friends and family and feelings/emotions both sides might experience.
- r. Identify types of gangs, gang-related behaviors, and associated consequences.

## Healthy Decisions

9.2 The student will explain the impact of health risks and identify strategies and resources to limit risk.

### *Mental Wellness/Social and Emotional Skills*

- o. Analyze how time management might contribute to stress reduction.
- p. Explain limitations to effective communication online.
- q. Identify school and community mental health resources to help and assist with mental illnesses or challenges.
- r. Identify strategies for peaceful resolution of conflict.

## Advocacy and Health Promotion

9.3 The student will demonstrate skills to advocate for personal and community health.

### *Mental Wellness/Social and Emotional Skills*

- o. Create strategies to manage deadlines for a school-related activity (e.g., studying for a test, completing a project).
- p. Create strategies to manage personal information and communicate effectively online, and balance technology use with offline activities.
- q. Promote access to mental health resources to help oneself and others.
- r. Apply appropriate conflict-resolution skills to prevent, manage, de-escalate, defuse, and/or resolve conflict in a variety of situations.

# GRADE TEN

Students in grade ten demonstrate comprehensive health and wellness knowledge and skills. Their behaviors reflect a conceptual understanding of the issues associated with maintaining good personal health. They serve the community through the practice of health-enhancing behaviors that promote wellness throughout life (self-awareness, social awareness, self-management, responsible decision making, and relationship skills).

## Essential Health Concepts

10.1 The student will demonstrate an understanding of health concepts, behaviors, and skills that reduce health risks and enhance the health and wellness of oneself and of others throughout life.

### *Mental Wellness/Social and Emotional Skills*

- k. Identify factors that can influence an individual's mental health, including family, social environment, trauma, genetics, brain chemistry, health behaviors, personal values, peers, media, technology, culture, and community.
- l. Identify characteristics of healthy, unhealthy, and abusive peer, family, and dating relationships.
- m. Identify health professionals and types of services available for mental illnesses and emotional challenges.
- n. Identify different personal relationships teens are involved in and the characteristics of each.

## Healthy Decisions

10.2 The student will analyze, synthesize, and evaluate the protective factors needed to make healthy decisions throughout life.

### *Mental Wellness/Social and Emotional Skills*

- k. Describe the stigma surrounding mental illnesses and challenges and the impact of stigma and discrimination on help-seeking behavior.
- l. Explain the role of respecting the experiences of others; accepting differences; and establishing, communicating, and respecting boundaries for healthy relationships.
- m. Identify help-seeking strategies and resources and when to seek support for oneself and others with signs of mental illnesses or challenges (e.g., depression, suicide ideation).
- n. Evaluate potentially harmful and abusive relationships, including dangerous dating situations.

## Advocacy and Health Promotion

10.3 The student will advocate for personal health and well-being and promote health-enhancing behaviors for others.

### *Mental Wellness/Social and Emotional Skills*

- k. Explain how demonstrating empathy, compassion, and acceptance can support others who are dealing with mental illnesses and challenges and help reduce stigma.
- l. Promote resources and strategies to address unhealthy and abusive peer, family, and dating relationships.
- m. Advocate for the use of and the additional need for mental health resources at school and in the community.
- n. Describe strategies to set personal boundaries to reduce and prevent relationship and dating violence.