

Grade 4

2020 Health Standards and Health Smart Virginia Lesson Crosswalk

The Virginia Standards of Learning (SOLs) address several overarching health topic areas (Body Systems; Nutrition; Physical Health; Disease Prevention and Health Promotion; Substance Abuse Prevention; Safety and Injury Prevention; Mental Wellness and Social Emotional Skills; Violence Prevention; Community and Environmental Health) and catalyze outcomes across the 3 following areas:

1. Essential Health Concepts

Demonstrate the knowledge and skills to make healthy decisions that reduce health risks and enhance the health of oneself and others.

2. Healthy Decisions

Demonstrate the ability to access, evaluate, and use health information, products, and services that influence health and wellness in a positive manner.

3. Advocacy and Health Promotion

Demonstrate the use of appropriate health practices and behaviors to promote a safe and healthy community when alone, with family, at school, and in other group settings.

Essential Health Concepts	Healthy Decisions	Advocacy and Health Promotion	Related Health Smart Virginia Lessons
4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.	4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury and that promote positive relationships.	4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.	
Body Systems SOLs			Locate a Lesson Plan
a) Identify the major structures and functions of the immune system.	a) Describe how the immune system defends the body against germs and disease.	a) Describe the effects of nutrition, personal hygiene, and sleep on the immune system.	
Nutrition SOLs			Locate a Lesson Plan
b) Identify foods that contain saturated and trans-fat. c) Describe the importance of protein for growth and development. d) Determine how serving sizes, additives, preservatives, sodium, and added sugar content for a variety of foods and beverages affect health.	b) Describe the effects of saturated and trans -fat on overall health. c) Identify a variety of animal and plant-based protein foods. d) Compare the serving sizes, additives, preservatives, sodium, and added sugar content of a variety of foods and beverages.	b) Identify ways to moderate intake of foods high in saturated and trans fats, including understanding the role of serving sizes. c) Design snack options that include protein, vegetables, and fruit. d) Explain how serving sizes, additives, preservatives, and added sugar affect one’s health over time (e.g., increased vulnerability to disease and obesity).	
Physical Health/Disease Prevention/Health Promotion SOLs			Locate a Lesson Plan
e) Describe the benefits of rest, sleep, and a physically active lifestyle. f) Describe causes of communicable disease (i.e., how viruses, bacteria, parasites, and fungi are spread). g) Describe the types and causes of noncommunicable/chronic diseases.	e) Explain how physical activity, rest, and sleep affect physical and mental health. f) Analyze strategies for preventing communicable diseases. g) Explain the role of heredity in some chronic diseases.	e) Identify ways to moderate intake of foods high in saturated and trans fats, including understanding the role of serving sizes. f) Design snack options that include protein, vegetables, and fruit. g) Explain how serving sizes, additives, preservatives, and added sugar affect one’s health over time (e.g., increased	

		<p>vulnerability to disease and obesity).</p> <p>h) Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.</p> <p>i) Develop a plan to prevent the spread of communicable disease.</p> <p>j) Explore methods to reduce risks associated with noncommunicable/ chronic disease.</p>	
Substance Abuse Prevention SOLs			Locate a Lesson Plan
<p>h) Compare the short- and long-term consequences of the use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.</p> <p>i) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.</p>	<p>h) Examine factors that can influence an individual's decision to use or avoid alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.</p> <p>i) Describe the effects of peer pressure on use of alcohol, tobacco, nicotine products, marijuana, inhalants, and other drugs.</p>	<p>k) Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.</p> <p>l) Demonstrate effective refusal skills for situations involving peer pressure to use harmful substances.</p>	
Safety/Injury Prevention SOLs			Locate a Lesson Plan
<p>j) Explain appropriate protective gear when engaged in physical activities such as cycling, rollerblading, skateboarding, and water sports.</p> <p>k) Describe safe and unsafe use of the Internet, including online gaming.</p>	<p>j) Explain the health consequences of not following safety practices for recreational activities.</p> <p>k) Explain the consequences of unsafe Internet use.</p>	<p>m) Promote safe participation in recreational activities.</p> <p>n) Develop strategies for safe Internet and online gaming use.</p>	
Mental Wellness/Social Emotional Skills SOLs			Locate a Lesson Plan
<p>l) Identify feelings and emotions associated with loss and grief and their impact on one's health.</p> <p>m) Describe self-concept and how it can be influenced by internal and external factors.</p> <p>n) Identify effective verbal and nonverbal communication skills (e.g., speaking, listening, eye contact, body language).</p> <p>o) Recognize that every person is different and has different needs.</p>	<p>l) Describe healthy coping skills for handling the emotions of loss and grief.</p> <p>m) Describe how developing a healthy self-concept is an ongoing and essential life skill.</p> <p>n) Explain how bullying impacts individuals and affects one's health.</p> <p>o) Analyze positive strategies for resolving conflict.</p>	<p>o) 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.</p> <p>p) Explain how challenges and successes provide learning experiences to help develop a healthy self-concept.</p> <p>q) Practice initiating, sustaining, and ending conversations.</p> <p>r) Describe ways to show compassion for others.</p>	

Violence Prevention SOLs			Locate a Lesson Plan
<p>p) Explain the difference between teasing and taunting and when teasing and taunting can be considered bullying.</p> <p>q) Describe steps to resolve a conflict.</p> <p>r) Recognize harmful or abusive relationships.</p>	<p>p) Explain the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.</p> <p>q) Demonstrate effective communication skills.</p> <p>r) Explain why bullying or teasing someone who may have different needs or abilities is inappropriate.</p>	<p>s) Promote strategies to report bullying and aggressive behaviors and to safely advocate and stand up for others.</p> <p>t) Demonstrate strategies to resolve conflict in a variety of situations.</p> <p>u) Identify trusted adults at home, in school, and in the community, who can help with unsafe or uncomfortable situations.</p>	
Community/Environmental Health SOLs			Locate a Lesson Plan
<p>s) Describe the effects of water pollution on health.</p> <p>t) Identify community health issues.</p>	<p>s) Explain the health consequences associated with water pollution.</p> <p>t) Discuss the benefits of volunteering and identify local volunteer opportunities.</p>	<p>v) Identify possible solutions for a community health issue and volunteer opportunities to address the issue.</p> <p>w) Develop strategies to help reduce water pollution</p>	

Legend:

BOD = Body Systems

NUTR = Nutrition

DPHP= Physical Health, Disease Prevention, Health Promotion

SAP = Substance Abuse Prevention

SAF= Safety/Injury Prevention

SES = Mental Wellness/Social Emotional Skills

VP = Violence Prevention

CEH = Community/Environmental Health