

Grade 7

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
7.1	The student will identify and explain essential health concepts to understand personal health.	7.2	The student will use decision-making skills to promote health and personal wellness.	7.3	The student will promote healthy schools, families, and communities.	
Body Systems SOLs						Locate a Lesson Plan
a)	Identify and describe the major structures and functions of the circulatory system.	a)	Describe how healthy food choices and physical activity keep the circulatory system healthy.	a)	<u>Body Systems</u> Promote strategies for maintaining a healthy circulatory system.	
Nutrition SOLs						Locate a Lesson Plan
b)	Describe the value of nutrient-dense foods.	b)	Analyze the effects of nutrition on daily performance (i.e., mind and body).	b)	Encourage nutrient-dense food choices at home, at school, and in restaurants.	
c)	Describe the benefit of eating foods to meet recommendations for iron, calcium, potassium, vitamin D, and dietary fiber.	c)	Explain the cognitive and physical benefits of eating a healthy breakfast.	c)	Educate peers and family members on the importance of eating a healthy breakfast and being physically active.	
d)	Identify decision-making steps for selecting healthy foods and beverages.	d)	Use a decision-making process to evaluate daily food intake and nutritional requirements.	d)	Explore opportunities to engage with local school wellness policy committees to advocate for nutritional food and beverage choices for all school-sponsored events.	
e)	Explain how allergens cause an allergic reaction.	e)	Discuss the concept of an allergen-safe zone.	e)	Promote understanding of the importance of handwashing, not sharing food, and allergen safe-zones.	
Physical Health/Disease Prevention/Health Promotion SOLs						Locate a Lesson Plan
f)	Explain the concept of active transportation (e.g., walking, biking).	f)	Analyze the physical and mental health benefits of active transportation.	f)	Design and promote safe walking and bike routes to and from school or another location in the community.	
g)	Evaluate the impact of sleep and rest on physical, social, and emotional health and on cognitive performance.	g)	Compare current personal sleep and rest habits with recommended guidelines for teenagers.	g)	Engage family to create a personal plan to meet recommended guidelines for sleep and rest.	
h)	Explain the impact of weather- or climate-	h)	Describe ways to prevent weather- or climate-related physical environmental	h)	Determine strategies to protect against the harmful	

<p>related physical conditions on individuals, including allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.</p> <p>i) Describe how the school and the community can impact personal health practices and behaviors, including the availability of physical, emotional, and social health services; emergency response systems; healthcare products; and recreational and leisure opportunities.</p> <p>j) Identify government agencies that provide consumer protections for health products and services.</p>	<p>conditions, such as allergies, asthma, sunburn, dehydration, heatstroke, heat exhaustion, and hypothermia.</p> <p>i) Identify resources in the community that are dedicated to promoting health.</p> <p>j) Identify state and federal laws that provide consumer protections.</p>	<p>effects of the sun, heat, and cold.</p> <p>i) Define public health, and describe the associated health and medical careers and the training required for these occupations.</p> <p>j) Evaluate and promote a healthcare product or service for students, families, schools, or communities that will help others to make positive health choices.</p>	
Substance Abuse Prevention SOLs			Locate a Lesson Plan
<p>k) Explain the link between addiction to alcohol, tobacco, and other drugs; chronic disease; and engaging in risky behaviors.</p> <p>l) Define prescriptions, controlled substances, nicotine vaping products, hemp, and marijuana-derived cannabidiol (CBD) products, and explain their uses.</p> <p>m) Identify the types of behavior associated with drug use and abuse that reflect positive norms (e.g., drug use is not cool, drunken driving is stupid, most teens do not use drugs).</p>	<p>k) Understand that addiction is a compulsive physiological need for and use of a habit-forming substance.</p> <p>l) Explain the purpose of the Food and Drug Administration (FDA), and differentiate between FDA-approved and non-FDA-approved substances.</p> <p>m) Identify short term, social and negative consequences of engaging in risky behaviors, including the use of alcohol, tobacco, nicotine products, marijuana, and other drugs.</p>	<p>k) Identify ways to participate in school and community efforts to promote a drug-free lifestyle.</p> <p>l) Create strategies to identify types of advertising techniques used in a variety of media, including social media that may influence adolescents' decisions concerning alcohol, tobacco and nicotine products, and other drugs.</p> <p>m) Identify and demonstrate strategies and skills for avoiding alcohol, tobacco, inhalants, and other harmful substances (e.g., effective refusal skills).</p>	
Safety/Injury Prevention SOLs			Locate a Lesson Plan
<p>n) Identify potential safety issues related to babysitting, caring for younger siblings, being alone at home, in the neighborhood (e.g., water sports, recreation areas, shopping areas), and being online.</p>	<p>n) Explain the importance of recognizing harmful and risky behaviors related to personal safety.</p>	<p>n) Describe ways to maintain a safe and healthy environment at school, in the community, at home, and online.</p>	

Mental Wellness/Social Emotional Skills SOLs			Locate a Lesson Plan
<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> n. Analyze and explain the benefits of emotional flexibility, stress management, and stress-reduction techniques for physical and emotional health. o) Explain how empathy, compassion, and acceptance of others support healthy relationships. p) Develop strategies for coping with disappointment, stress, anxiety, anger, and adversity. q) Develop healthy ways to identify, express, and respond to emotions and identify resources for help and support. r) Describe the relationship between healthy communication skills and healthy relationships. s) Describe the warning signs, risk factors, and protective factors for eating disorders. t) Explain when mental illnesses and mental challenges require support or assistance (e.g., when they affect one’s relationships, responsibilities, and involvement in activities). 	<ul style="list-style-type: none"> 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. 	
Violence Prevention SOLs			Locate a Lesson Plan
<ul style="list-style-type: none"> v) List the characteristics of and how to contribute to a positive (i.e., emotionally safe) school climate. w) Describe the role of empathy in preventing bullying and cyberbullying. x) Explain the myths and facts about gangs and gang-related behaviors. 	<ul style="list-style-type: none"> u. Explain how violence, bullying, and harassment affect personal health and school safety. v) Explain why it is important to be able to identify bullying behavior to prevent bullying and cyberbullying. w) Explain why people may join gangs, including the relationship between self-image and gang-related behaviors. 	<ul style="list-style-type: none"> v) Assess your school’s safety protocols (e.g., reporting processes, support provided for a positive climate) and recommend suggestions for improvement. w) Create a campaign to prevent/stop bullying or cyberbullying. x) Create strategies to promote awareness of consequences associated with gang involvement and healthy alternatives to gang involvement. 	
Community/Environmental Health SOLs			Locate a Lesson Plan
<ul style="list-style-type: none"> y) Describe human behaviors that contribute to air, water, soil, and noise pollution. 	<ul style="list-style-type: none"> x) Explain how environmental health is essential to personal and community health. 	<ul style="list-style-type: none"> y) ways to conserve and promote the conservation of natural resources.. 	

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