

Grade 4	<p>Grade 4 Crosswalk – Virginia 2015 Health Standards of Learning</p> <p>Students in grade four learn and apply health skills to the following health areas: disease prevention, nutrition, healthy relationships, and drug-abuse prevention (including alcohol, tobacco, and other harmful substances).</p> <p>Students distinguish fact from fiction and set simple goals for promoting personal health and preventing disease. Students assume personal responsibility for helping promote health at school and in the community.</p>					
	<p>Essential Health Concepts <i>What Students Should Know</i></p>		<p>Healthy Decisions <i>What Students Should Understand</i></p>		<p>Advocacy and Health Promotion <i>What Students Should be Able to Do to Advocate for Their Health and the Health of Others</i></p>	
	<p>4.1 The student will explain how nutrition and other health-enhancing behaviors affect personal health and academic achievement.</p>	<p>Lesson (Grade Topic-#)</p>	<p>4.2 The student will describe health concepts and behaviors that prevent illness, disease, and injury, and that promote positive relationships.</p>	<p>Lesson (Grade Topic-#)</p>	<p>4.3 The student will describe the importance of identifying and accessing health resources for personal and community health.</p>	<p>Lesson (Grade Topic-#)</p>
<p>Alcohol, Tobacco and Drug Use Prevention</p>	<p>l) Compare the short- and long-term consequences of alcohol, tobacco, inhalant, and other drug use.</p>	<p>4 ATOD-1 4 ATOD-2 4 ATOD-3 4 ATOD-4</p>	<p>e) Describe why individuals choose to use or avoid alcohol, tobacco, inhalants, and other drugs.</p>	<p>4 ATOD-1 4 ATOD-2 4 ATOD-3 4 ATOD-4</p>	<p>d) Analyze prevention resources for avoiding alcohol, tobacco, inhalants, and other drugs.</p>	<p>4 ATOD-1 4 ATOD-2 4 ATOD-4</p>
	<p>m) Identify effective verbal and nonverbal communication skills to resist/refuse alcohol, tobacco, inhalants, and other drugs.</p>	<p>4 ATOD-1 4 ATOD-2 4 ATOD-4</p>	<p>f) Describe the effects of peer pressure on use of alcohol, tobacco, inhalants, and other drugs.</p>	<p>4 ATOD-1 4 ATOD-2 4 ATOD-4</p>	<p>e) Determine the importance of resistance/refusal skills in saying no to alcohol, tobacco, inhalants, and other drugs.</p>	<p>4 ATOD-1 4 ATOD-2 4 ATOD-4</p>
			<p>g) Demonstrate refusal skills.</p>	<p>4 ATOD-1 4 ATOD-2</p>		
<p>Body Systems</p>	<p>a) Identify the major structures and functions of the immune system.</p>	<p>4 BOD-1 4 BOD-2</p>	<p>a) Describe how the immune system defends against germs.</p>	<p>4 BOD-1 4 BOD-2</p>	<p>a) Identify ways to boost the immune system to reduce risk of communicable or non-communicable disease.</p>	<p>4 BOD-1 4 BOD-2</p>
	<p>j) Describe how viruses, bacteria, parasites, and fungi are spread.</p>	<p>4 BOD-1 4 BOD-2 4 BOD-3</p>				
	<p>k) Compare and contrast communicable and non-communicable diseases.</p>	<p>4 BOD-1 4 BOD-4 4 BOD-5</p>				
<p>Community Involvement</p>					<p>m) Identify problems and possible solutions for community health issues.</p>	<p>4 HP-3</p>
					<p>n) Discuss the benefits of volunteering, and identify local volunteer opportunities.</p>	<p>4 HP-3</p>
<p>Healthy Environment</p>	<p>r) Describe the effects of air pollution on health.</p>	<p>4 HE-1 4 HE-2 4 HE-3 4 HE-4</p>	<p>s) Explain the health consequences associated with air pollution.</p>	<p>4 HE-1 4 HE-2 4 HE-3 4 HE-4</p>	<p>o) Develop strategies to reduce air pollution.</p>	<p>4 HE-1 4 HE-2 4 HE-3 4 HE-4</p>

Health Promotion including Nutrition and Physical Activity	b) Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep.	4 HP-2 4 HP-5	c) Compare serving sizes of restaurant or packaged foods to the quantity of food needed to keep the body healthy.	4 HP-1	b) Compare recommended serving size and actual package size for foods or beverages.	4 HP-1
	c) Evaluate the importance of balance, variety, and moderation in a meal plan.	4 HP-1 4 HP-4	d) Compare the serving sizes and added sugar content of foods served at meals and various family celebrations.	4 HP-1	c) Create a plan to meet the daily requirement for physical activity, rest, and sleep, using valid and reliable resources.	4 HP-2
	d) Determine the nutrients needed for proper brain function.	4 HP-1	b) Explain how physical activity, rest, and sleep affect health.	4 HP-2 4 HP-5	f) Describe the importance of early detection of health problems.	4 HP-1
	e) Describe the impact of fats, carbohydrates, and proteins on mental and physical performance.	4 HP-1	h) Explain ways to take personal responsibility for exhibiting healthy practices within the school and community setting.	4 HP-2	g) Identify accurate and inaccurate health information.	4 HP-1
	f) Analyze the impact of nutrients on growth and development.	4 HP-1 4 HP-4			h) Analyze resources for personal and community health from health care agencies, printed materials, broadcast media, the Internet, and audiovisual materials.	4 HP-3
	g) Determine how the serving sizes and sugar content for a variety of foods and beverages affect health.	4 HP-1				
	h) Identify the effects of malnutrition.	4 HP-1				
	i) Recognize effects of malnutrition and overnutrition (obesity) on the immune system.	4 HP-1				
Safety and Injury Prevention	b) Describe the benefits of a physically active lifestyle, safe behaviors, healthy food choices, and sleep.	4 SAF-1	i) Explain the health consequences of not following safety practices (e.g., seat belt and helmet use, home fire escape plan, swimming safety, sports safety).	4 SAF-1		
Social Emotional Health	n) Identify feelings and emotions associated with loss and grief and their impact on health.	4 SE-1	j) Describe coping skills for handling the emotions of loss and grief.	4 SE-1	i) Identify strategies and resources to manage feelings that may result from loss and grief.	4 SE-1
	q) Examine the impact of self-concept on health and academic achievement.	4 SE-1	k) Identify adults who can help manage feelings and emotions resulting from loss and grief.	4 SE-1	l) Describe the relationship of positive self-concept, meeting academic goals, and participation in co-curricular and extracurricular activities.	4 SE-1
			q) Describe how developing a healthy self-concept is an essential life skill.	4 SE-1		
			r) Describe how to exhibit self-control.	4 SE-1 4 SE-2		

Violence Prevention and Healthy Relationships	o) Explain the difference between teasing and taunting.	4 VP-1 4 VP-4	l) Explain how teasing and taunting affects health.	4 VP-1	j) Analyze positive strategies for resolving conflict.	4 VP-1
	p) Describe steps to resolve a conflict.	4 VP-1 4 VP-2 4 VP-3	m) Identify strategies for reporting bullying and aggressive behaviors.	4 VP-1	k) Practice communication skills to overcome common communication difficulties.	4 VP-1 4 VP-2 4 VP-3
			n) Recognize harmful or abusive relationships.	4 VP-1		
			o) Recognize the importance of seeking assistance from a trusted adult when in unsafe or uncomfortable situations.	4 VP-1		
			p) Identify obstacles to effective communication, and describe how to overcome them.	4 VP-1		

ATOD = Alcohol, Tobacco, or Other Drugs

BOD = Body Systems

HE = Healthy Environment

HP = Health Promotion

SAF = Safety and Injury Prevention

SE = Social Emotional

VP = Violence Prevention and Healthy Relationships