

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

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