National Curriculum Standards & Indicators

Fourth Grade

Content Area: Health	Healthy Steps for Healthy Lives™ Instructional Activities for Grades 3-6									
	A Drop in the Bucket	All About Moving Healthy	Get to Know the Food Groups	Healthy Steps for Healthy Decisions	Healthy Travels	Move Healthy Your Way	Moves You Can Use	MyPlate My Plan	Think Healthy Thoughts	What's On Your Plate?
National Health Education Standards (Grades 3 – 5)										
Standard 1: Students will comprehend concepts related to health promotion and disease prevention to enhance health.										
1.5.1 Describe the relationship between healthy behaviors and personal health.	•	•	•	•	•	•	•	•	•	•
1.5.2 Identify examples of emotional, intellectual, physical, and social health.	•	•	•	•	•	•	•	•	•	•
1.5.3 Describe ways in which safe and healthy school and community environments can promote personal health.									•	
1.5.4 Describe ways to prevent common childhood injuries and health problems.	•	•	•	•	•	•	•	•	•	•
1.5.5 Describe when it is important to seek health care.									•	
Standard 2: Students will analyze the influence of family, peers, culture, media, technology, and other factors on health behaviors.										
2.5.1 Describe how family influences personal health practices and behaviors.	•	•	•	•	•	•	•	•	•	•
2.5.3 Identify how peers can influence healthy and unhealthy behaviors.	•	•	•	•	•	•	•	•	•	•
Standard 3: Students will demonstrate the ability to access valid information, products, and services to enhance health.										
3.5.1 Identify characteristics of valid health information, products, and services.	•	•	•	•						•
3.5.2 Locate resources from home, school, and community that provide valid health information.	•	•	•	•						•
Standard 4: Students will demonstrate the ability to use interpersonal communication skills to enhance health and avoid or reduce health risks.										
4.5.1 Demonstrate effective verbal and nonverbal communication skills to enhance health.	•	•	•	•	•	•	•	•	•	•
Standard 5: Students will demonstrate the ability to use decision-making skills to enhance health.										
5.5.1 Identify health-related situations that might require a thoughtful decision.	•	•	•	•	•	•	•	•	•	•
Standard 6: Students will demonstrate the ability to use goal-setting skills to enhance health.										
6.5.1 Set a personal health goal and track progress toward its achievement.	•							•		
6.5.2 Identify resources to assist in achieving a personal health goal.	•							•		
Standard 7: Students will demonstrate the ability to practice health-enhancing behaviors and avoid or reduce health risks.										
7.5.1 Identify responsible personal health behaviors.	•	•	•	•	•	•	•	•	•	•
7.5.2 Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.		•				•	•	•		
7.5.3 Demonstrate a variety of behaviors to avoid or reduce health risks.	•	•				•	•	•		

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National Health Education Standards (Grades 3 – 5)										
Standard 8: Students will demonstrate the ability to advocate for personal, family, and community health.										
8.5.1 Express opinions and give accurate information about health issues.	•	•	•	•	•	•	•	•	•	•
8.5.2 Encourage others to make positive health choices.	•	•	•	•	•	•	•	•	•	•
Mid-continent Research for Education and Learning Benchmarks for Health Level I (Grades 3 – 5)										
Standard 5: Student knows essential concepts and practices concerning injury prevention and safety.										
Knows safety rules and practices to be used in home, school, and community settings (e.g., using a seat belt or helmet, protecting ears from exposure to excessive noise, wearing appropriate clothing and protective equipment for sports, using sunscreen or a hat in bright sunlight).		•			•	•	•	•	•	
Standard 6: Student understands essential concepts about nutrition and diet.										
Knows the nutritional value of different foods.	•		•	•				•	•	•
Knows healthy eating practices (e.g., eating a nutritious breakfast, eating a variety of foods, eating nutritious meals and snacks at regular intervals to satisfy individual energy and growth needs).	•	•	•	•	•	•	•	•	•	•

National Curriculum Standards & Indicators — Fourth Grade

Content Area: English Language Arts	Healthy Steps for Healthy Lives™ Instructional Activities for Grades 3-6									
	A Drop in the Bucket	All About Moving Healthy	Get to Know the Food Groups	Healthy Steps for Healthy Decisions	Healthy Travels	Move Healthy Your Way	Moves You Can Use	MyPlate My Plan	Think Healthy Thoughts	What's On Your Plate?
Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (Fourth Grade)										
Speaking & Listening: Comprehension and Collaboration										
Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.	•	•	•	•	•	•	•	•	•	•
Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.	•	•	•	•	•	•	•	•	•	•
Identify the reasons and evidence a speaker provides to support particular points.	•	•	•	•	•	•	•	•	•	•
Speaking & Listening: Presentation of Knowledge and Ideas										
Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.		•			•	•		•	•	•
Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		•			•	•		•	•	•
Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 here for specific expectations.)	•	•	•	•	•	•	•	•	•	•
Language: Conventions of Standard English										
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•
Language: Vocabulary Acquisition and Use										
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	•	•	•	•	•	•	•	•	•	•
Standards for the English Language Arts (Grades K - 12)										
Standard 4: Students adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.	•	•	•	•	•	•	•	•	•	•
Standard 5: Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.	•	•	•		•	•	•	•	•	•
Standard 6: Students apply knowledge of language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre to create, critique, and discuss print and nonprint texts.	•	•	•		•	•	•	•	•	•

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Standards for the English Language Arts (Grades K - 12)										
Standard 7: Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources (e.g., print and nonprint texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.					•					
Standard 12: Students use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).	•	•	•	•	•	•	•	•	•	•

National Curriculum Standards & Indicators — Fourth Grade

Content Area: Math	Healthy Steps for Healthy Lives™ Instructional Activities for Grades 3-6									
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Common Core State Standards for Mathematics (Fourth Grade)										
Standards for Mathematical Practice										
Make sense of problems and persevere in solving them.	•	•	•	•		•	•	•	•	•
Model with mathematics.				•			•	•		•
Content Standard: Number Operations - Fractions										
Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators, e.g., by using visual fraction models and equations to represent the problem.	•	•	•	•		•	•	•		•
Content Standard: Measurement and Data										
Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit. Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.	•	•	•	•		•	•	•		•
Standards for School Mathematics (Grades PK - 12)										
Content Standard: Numbers and Operations										
Understand numbers, ways of representing numbers, relationships among numbers, and number systems.										
Count with understanding and recognize "how many" in sets of objects.	•	•	•	•		•	•	•		•
Develop a sense of whole numbers and represent and use them in flexible ways, including relating, composing, and decomposing numbers.	•	•	•	•		•	•	•		•
Connect number words and numerals to the quantities they represent, using various physical models and representations.	•	•	•	•		•	•	•		•
Understand and represent commonly used fractions, such as 1/4, 1/3, and 1/2.	•		•	•			•	•		•
Compute fluently and make reasonable estimates.										
Use a variety of methods and tools to compute, including objects, mental computation, estimation, paper and pencil, and calculators.	•	•	•	•		•	•	•		•
Content Standard: Data Analysis and Probability										
Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them.										
Sort and classify objects according to their attributes and organize data about the objects.		•	•	•		•	•	•		•

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Standards for School Mathematics (Grades PK - 12)										
Process Standard: Problem Solving										
Build new mathematical knowledge through problem solving.	•	•	•	•	•	•	•	•	•	•
Solve problems that arise in mathematics and in other contexts.	•	•	•	•	•	•	•	•	•	•
Apply and adapt a variety of appropriate strategies to solve problems.	•	•	•	•	•	•	•	•	•	•
Process Standard: Communication										
Organize and consolidate their mathematical thinking through communication.	•	•	•	•	•	•	•	•	•	•
Communicate their mathematical thinking coherently and clearly to peers, teachers, and others.	•	•	•	•	•	•	•	•	•	•
Process Standard: Connections										
Recognize and apply mathematics in contexts outside of mathematics.	•	•	•	•	•	•	•	•	•	•

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Additional Content Areas	Healthy Steps for Healthy Lives™ Instructional Activities for Grades 3-6									
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Next Generation Science Standards (K – 12)										
Life Sciences										
Organization for matter and energy flow in organisms.	•	•	•	•	•	•	•	•	•	•
National Curriculum Standards for the Social Studies (Early Grades)										
Individual Development and Identity										
Learners will understand concepts such as: growth, change, learning, self, family, and groups.	•	•	•	•	•	•	•	•	•	•
Learners will understand that individual choices are influenced by personal and social factors.	•	•	•	•	•	•	•	•	•	•
Learners will be able to describe their personal characteristics including their interests, capabilities, and perceptions.	•	•	•	•	•	•	•	•	•	•
Mid-continent Research for Education and Learning Life Skills Standards (Grades K -12)										
Working with Others										
Contributes to the overall effort of a group.	•	•	•	•	•	•	•	•	•	•
Displays effective interpersonal communication skills.	•	•	•	•	•	•	•	•	•	•
National Standards for Arts Education (Grades K - 12)										
Visual Arts Content Standard 1: Understanding and applying media, techniques, and processes.										
Students use different media, techniques, and processes to communicate ideas, experiences, and stories.	•	•	•	•	•	•	•	•	•	•
Students use art materials and tools in a safe and responsible manner.	•	•	•	•	•	•	•	•	•	•
National Standards for Physical Education (Grades K - 12)										
Participates regularly in physical activity.	•	•	•	•	•	•	•	•	•	•
Values physical activity for health, enjoyment, challenge, self-expression, and/or social interaction.	•	•	•	•	•	•	•	•	•	•

Sources for National Standards

- Achieve, Inc. on behalf of the twenty-six states and partners that collaborated on the NGSS, Next Generation Science Standards, 2013
- Consortium of National Arts Education Associations, National Standards for Arts Education, 1994
- Joint Committee on National Health Education Standards and American Cancer Society, National Health Education Standards, 2007
- Mid-continent Research for Education and Learning, Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education, 2004
- National Academies of Sciences, National Research Council, National Science Education Standards, 1996
- National Association for Sport and Physical Education, National Standards for Physical Education, 2003
- National Council for the Social Studies, National Curriculum Standards for Social Studies, 2010
- National Council of Teachers of Mathematics, Standards for School Mathematics, 2001 • National Council of Teachers of English and International Reading Association,
- National Governors Association Center for Best Practices and the Council of Chief State School Officers, Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, 2010
- National Governors Association Center for Best Practices and the Council of Chief State School Officers, Common Core State Standards for Mathematics, 2010
- Standards for the English Language Arts, 1996