

Health Standards for California

Grade Four

Nutrition and Physical Activity

Standard 1: Essential Concepts

- 1.2.N State the recommended number of servings and serving sizes for different food groups.
 - 1.3.N Describe the relationship between food intake, physical activity, and good health.
 - 1.5.N Explain how food can contain germs that cause illness.
 - 1.6.N Explain the importance of drinking plenty of water, especially during vigorous physical activity.
 - 1.7.N Describe the benefits of moderate and vigorous physical activity.
 - 1.8.N Identify ways to increase and monitor physical activity.
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Standard 3: Accessing Valid Information

- 3.1.N Identify resources for valid information about safe and healthy foods.
 - 3.2.N Use food labels to determine nutrient and sugar content.
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Standard 5: Decision Making

- 5.1.N Describe how to use a decision-making process to select nutritious foods and beverages.
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Standard 6: Goal Setting

- 6.1.N Make a plan to choose healthy foods and beverages.

6.2.N Make a plan to choose physical activities at school and at home.

Standard 7: Practicing Health-Enhancing Behaviors

- 7.1.N Practice how to take personal responsibility for eating healthy foods.
 - 7.2.N Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages.
 - 7.3.N Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet.
 - 7.4.N Practice how to take personal responsibility for engaging in physical activity.
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Standard 8: Health Promotion

- 8.1.N Support others in making positive food and physical activity choices.

Injury Prevention and Safety

Standard 1: Essential Concepts

- 1.9.S Explain the importance of wearing helmets, pads, mouth guards, water safety vests, and other safety equipment during athletic and outdoor activities.
- 1.13.S Demonstrate proper lifting and carrying techniques for handling heavy backpacks and book bags.
- 1.14.S Identify personal protection equipment needed for sports and recreational activities (e.g., mouthpieces, pads, helmets).
- 1.17.S Identify ways to prevent vision and hearing damage.
- 1.18.S Explain how courtesy, compassion, and respect toward others reduce conflict and promote nonviolent behavior.

Standard 2: Analyzing Influences

2.3.S Explain that most young people do not use violence to deal with problems.

Standard 6: Goal Setting

6.1.S Make a personal commitment to use appropriate protective gear while engaging in activities.

Physical Education Model Content Standards for California

GRADE FOUR

STANDARD 1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Body Management

1.1 Perform simple balance stunts with a partner while sharing a common base of support.

STANDARD 3

Students assess and maintain a level of physical fitness to improve health and performance.

Fitness Concepts

3.1 Participate in appropriate warm-up and cool-down exercises for particular physical activities.

3.2 Demonstrate the correct body position for pushing and pulling large objects.

Flexibility

3.6 Demonstrate basic stretches using proper alignment for hamstrings, quadriceps, hip flexors, triceps, back, shoulders, hip abductors, and calves.

STANDARD 4

Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.

Fitness Concepts

4.1 Identify the correct body alignment for performing lower-body stretches.

4.4 Identify healthful choices for meals and snacks that help improve physical performance.

4.5 Explain why the body needs water before, during, and after physical activity.

4.7 Explain the purpose of warm-up and cool-down periods.

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Flexibility

4.16 Explain the value of increased flexibility when participating in physical activity.

Body Composition

4.17 Explain the effect of regular, sustained physical activity on the body's ability to consume calories and burn fat for energy.

k-4th

Science in Personal and Social Perspectives

Content Standard F

As a result of activities in grades K-4, all students should develop understanding of

- Personal health
- Characteristics and changes in populations
- Types of resources
- Changes in environments
- Science and technology in local challenges

Developing Student Understanding

Students in elementary school should have a variety of experiences that provide initial understandings for various science-related personal and societal challenges. Central ideas related to health, populations, resources, and environments provide the foundations for students' eventual understandings

Common Core Standards in Literacy English Language Arts Standards- Science & Technical Subjects

Grade 4

Key Ideas and Details

CCSS.ELA-Literacy.RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

Craft and Structure

CCSS.ELA-Literacy.RI.4.4 Determine the meaning of general academic and domain- specific words or phrases in a text relevant to a *grade 4 topic or subject area*.

CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

CCSS.ELA-Literacy.RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.

Integration of Knowledge and Ideas

CCSS.ELA-Literacy.RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.

Comprehension and Collaboration-Speaking and Listening

Grade 4

CCSS.ELA-Literacy.SL.4.1d Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. CCSS.ELA-Literacy.SL.4.2 Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.SL.4.3 Identify the reasons and evidence a speaker provides to support particular points.