

Grade 4 Program: *Nutrition Pathfinder*  
Alignment to California Education Standards, Grade 4

CALIFORNIA STANDARDS	Grade 4: <i>Nutrition Pathfinders</i>									
	Lesson 1: Healthy Me!	Lesson 2: Nutrient Power	Lesson 3: Serving Superstars	Lesson 4: Label and Nutrient Trackers	Lesson 5: Dinner Detectives and Smart Snackers	Lesson 6: Fuel Up With Breakfast!	Lesson 7: Healthy Habits-- Putting It Together	Website Interactive Chef for the Day	Website Interactive Mealtime	Website Interactive Snack Shack
<b>CALIFORNIA'S HEALTH EDUCATION CONTENT STANDARDS (2008)—GRADE 4</b>										
<b>Nutrition and Physical Activity</b>										
<b>Standard 1: Essential Concepts</b>										
1.1.N Identify and define key nutrients and their functions.		•	•	•	•	•	•	•	•	•
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.	•	•	•	•	•	•	•	•	•	•
1.6.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.		•			•	•	•			
<b>Standard 2: Analyzing Influences</b>										
2.1.N Identify internal and external influences that affect food choices.		•	•	•	•	•		•	•	•
2.2.N Analyze advertising and marketing techniques used for food and beverages.				•				•	•	•
2.3.N Identify internal and external influences that affect physical activity.		•	•		•	•	•			
<b>Standard 3: Accessing Valid Information</b>										
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.				•						
<b>Standard 5: Decision Making</b>										
5.1.N Describe how to use a decision-making process to select nutritious foods and beverages.		•	•	•	•	•	•	•	•	•
5.2.N Describe how to use a decision-making process to select healthy options for physical activity.		•			•	•	•			
<b>Standard 6: Goal Setting</b>										

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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.		•			•		•			
<b>Standard 7: Practicing Health-Enhancing Behaviors</b>										
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.		•			•	•	•			
<b>Standard 8: Health Promotion</b>										
8.1.N Support others in making positive food and physical activity choices.		•	•	•	•	•		•	•	•
<b>NUTRITION COMPETENCIES FOR CALIFORNIA PUBLIC SCHOOLS, K-12, DEPARTMENT OF EDUCATION , 2010 GRADES 3-4</b>										
<i>Nutrition Education Competency 1:</i> <b>Students will know the relationships among nutrition, physiology, and enhancing health.</b>										
<b>1a. Know the six nutrient groups and their functions.</b>										
– Identify and define key nutrients and their functions. (1.1.N)		•	•	•	•	•	•	•	•	•
<b>1b. Know nutrition and health guidelines.</b>										
– State the recommended number of servings and serving sizes for different food groups. (1.2.N)			•	•			•	•	•	•
– Identify at least one key nutrient provided by recommended food groups.		•	•		•	•	•	•	•	•
– Explain the importance of drinking plenty of water, especially during vigorous physical activity. (1.6.N)		•								
– List recommendations for maintaining a healthy body and positive self-esteem.	•	•	•	•	•	•	•	•	•	•

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<b>1c. Know factors affecting energy balance.</b>										
– Explain reasons for the differences in the amount of food required by individuals.							•			
– Describe the benefits of moderate and vigorous physical activity. (1.7.N)	•	•				•	•			
<b>1d. Describe how nutritional needs vary throughout the life cycle.</b>										
– Describe generally the amounts and types of food people need at different ages.			•	•		•	•	•	•	•
<b>1f. Explain the influence of nutrition and physical activity on health.</b>										
– Describe the relationship between food intake, physical activity, and good health. (1.3.N)	•	•	•	•	•	•	•	•	•	•
– Identify ways to increase and monitor physical activity. (1.8.N)		•			•	•	•			
– Name and explain benefits of eating fruits and vegetables.		•	•	•	•	•	•	•	•	•
– Identify the benefits of eating whole grains.		•	•		•	•	•	•	•	•
– Name and explain two disadvantages of beverages high in sugar.	•	•		•	•		•		•	•
<b>1g. Know principles of handling (growing, harvesting, transporting, processing, storing, and preparing) foods for optimal food quality and safety.</b>										
– Identify a variety of ways to include fruits, vegetables, and whole grains in daily meals and snacks.			•		•	•	•	•	•	•
<b>Nutrition Education Competency 2: Students will demonstrate the ability to analyze internal and external factors influencing food choices and health outcomes.</b>										
– Identify internal and external influences that affect food choices. (2.1.N)		•	•	•	•	•		•	•	•
– Analyze advertising and marketing techniques used for food and beverages. (2.2.N)				•				•	•	•
– Describe the effects of peer influence and social environments on food choices.		•			•		•	•	•	•

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– Identify examples of a food item associated with a neighborhood, city, state, or country.		•	•	•	•	•	•	•	•	•
– Identify internal and external influences that affect physical activity. (2.3.N)		•	•		•	•	•	•	•	•
<b><i>Nutrition Education Competency 3:</i></b> <b>Students will demonstrate the ability to access nutrition information, products, and services and determine the accuracy and validity of nutrition claims.</b>										
– Identify resources for valid information about safe and healthy foods. (3.1.N)	•	•	•	•	•	•	•	•	•	•
– Use food labels to determine nutrient and sugar content. (3.2.N)				•						
<b><i>Nutrition Education Competency 4:</i></b> <b>Students will demonstrate the ability to use interpersonal communication skills to optimize food choices and health outcomes.</b>										
– Demonstrate the ability to respect differences in body shapes and sizes.								•	•	•
<b><i>Nutrition Education Competency 5:</i></b> <b>Students will demonstrate the ability to use decision-making skills to optimize food choices and health outcomes.</b>										
– Describe how to use a decision-making process to select nutritious foods and beverages. (5.1.N)		•	•	•	•	•	•	•	•	•
– Compare nutritional values of a variety of similar food items.				•				•	•	•
– Describe how to use a decision-making process to select healthy options for physical activity. (5.2.N)		•			•	•	•			
<b><i>Nutrition Education Competency 6:</i></b> <b>Students will demonstrate the ability to use goal-setting skills to enhance nutrition and health.</b>										
– Make a plan to choose healthy foods and beverages. (6.1.N)					•		•	•	•	•
– Make a plan to choose physical activities at school and home. (6.2.N)		•			•		•			

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<b><i>Nutrition Education Competency 7:</i></b> <b>Students will demonstrate the ability to practice nutrition-related behaviors that reduce risk and promote health.</b>										
– Practice how to take personal responsibility for eating healthy foods. (7.1.N)			•	•	•	•	•	•	•	•
– Practice how to take personal responsibility for limiting sugar consumption in foods, snacks, and beverages. (7.2.N)				•	•		•	•	•	•
– Demonstrate the preparation of a nutritious snack.										•
– Practice how to take personal responsibility for engaging in physical activity. (7.4.N)	•				•	•	•			
– Identify ways to establish and maintain healthy eating practices consistent with current research-based guidelines for a nutritionally balanced diet. (7.3.N)			•	•	•	•	•	•	•	•
<b><i>Nutrition Education Competency 8:</i></b> <b>Students will demonstrate the ability to promote and support a sustainable, nutritious food supply and healthy lifestyles for families and communities.</b>										
– Support others in making positive food and physical activity choices. (8.1.N)		•	•	•	•	•		•	•	•
<b>PHYSICAL EDUCATION MODEL CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS, KINDERGARTEN THROUGH GRADE TWELVE(2005)—GRADE 4</b>										
<b>STANDARD 4</b> <b>Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</b>										
<i>Fitness Concepts</i>										
4.2 Explain the principles of physical fitness: frequency, intensity, time, and type.	•	•			•	•	•			
4.3 Set personal short-term goals for aerobic endurance, muscular strength and endurance, and flexibility and monitor progress by measuring and recording personal fitness scores.							•			

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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.		•								
<i>Aerobic Capacity</i>										
4.10 Identify two characteristics of physical activity that build aerobic capacity.	•				•	•	•			
4.11 Determine the intensity of personal physical activity by using the concept of perceived exertion.		•			•	•	•			
<b>STANDARD 5</b> <b>Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</b>										
<i>Self-Responsibility</i>										
5.1 Set a personal goal to improve an area of health-related physical fitness and work toward that goal in nonschool time.						•	•			
5.2 Collect data and record progress toward attainment of a personal fitness goal.						•	•			
<b>CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS &amp; LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS (2010)—GRADE 4</b> <small>College and Career Readiness (CCR) Anchor Standards from the Common Core State Standards are included. California's additions are in bold and underlined font.</small>										
<b>Reading Standards for Informational Text</b>										
<b>Key Ideas and Details</b>										
<b>R.CCR Anchor Standard 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</b>										

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1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	•	•	•	•	•	•	•	•	•	•
<b>Craft and Structure</b>										
<b>R.CCR Anchor Standard 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</b>										
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.	•	•	•	•	•	•	•	•	•	•
<b>Integration of Knowledge and Ideas</b>										
<b>R.CCR Anchor Standard 7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</b>										
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.	•	•	•	•	•	•	•	•	•	•
<b>R.CCR Anchor Standard 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</b>										
9. Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	•	•	•	•	•	•	•			
<b>Range of Reading and Level of Text Complexity</b>										
<b>R.CCR Anchor Standard 10. Read and comprehend complex literary and informational texts independently and proficiently.</b>										
10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	•	•	•	•	•	•	•	•	•	•

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Reading Standards: Foundational Skills										
<b>Phonics and Word Recognition</b>										
3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	•	•	•	•	•	•	•	•	•	•
<b>Fluency</b>										
4. Read with sufficient accuracy and fluency to support comprehension. a. Read on-level text with purpose and understanding.	•	•	•	•	•	•	•	•	•	•
<b>Writing Standards</b>										
<b>Text Types and Purposes</b>										
<b>W.CCR Anchor Standard 1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</b>										
1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information. b. Provide reasons that are supported by facts and details.		•		•	•	•				
<b>W.CCR Anchor Standard 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</b>										
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	•		•	•	•		•			
<b>Production and Distribution of Writing</b>										
<b>W.CCR Anchor Standard 4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</b>										
4. Produce clear and coherent writing ( <b>including multiple-paragraph texts</b> ) in which the development and organization are appropriate to task, purpose, and audience.	•	•	•	•	•	•	•			
<b>W.CCR Anchor Standard 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information</b>										



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<b>while avoiding plagiarism.</b>										
8. Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, <b>paraphrase</b> , and categorize information, and provide a list of sources.	•	•	•	•	•	•	•			
<b>W.CCR Anchor Standard 9. Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>										
9. Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”). b. Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	•	•	•	•	•	•	•			
<b>Range of Writing</b>										
<b>W.CCR Anchor Standard 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</b>										
10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	•	•	•	•	•	•	•			
<b>Speaking and Listening Standards</b>										
<b>Comprehension and Collaboration</b>										
<b>SL.CCR Anchor Standard 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others’ ideas and expressing their own clearly and persuasively.</b>										

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1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i> , building on others' ideas and expressing their own clearly. c. Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.	•	•	•	•	•	•	•			
<b>Presentation of Knowledge and Ideas</b>										
<b>SL.CCR Anchor Standard 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</b>										
5. Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.		•								
<b>SL.CCR Anchor Standard 6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</b>										
6. 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.	•	•	•	•	•	•	•			
<b>Language Standards</b>										
<b>Conventions of Standard English</b>										
<b>L.CCR Anchor Standard 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>										
1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. g. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.	•	•	•	•	•	•	•			
<b>L.CCR Anchor Standard 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b>										

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2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. d. Spell grade-appropriate words correctly, consulting references as needed.	•	•	•	•	•	•	•			
<b>Knowledge of Language</b>										
<b>L.CCR Anchor Standard 3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</b>										
3. Use knowledge of language and its conventions when writing, speaking, reading, or listening. a. Choose words and phrases to convey ideas precisely. c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).	•	•	•	•	•	•	•			
<b>Vocabulary Acquisition and Use</b>										
<b>L.CCR Anchor Standard 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</b>										
4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies. a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases <b>and to identify alternate word choices in all content areas.</b>	•	•	•	•	•	•	•	•	•	•

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<b>L.CCR Anchor Standard 5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b>										
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i> ) in context. b. Recognize and explain the meaning of common idioms, adages, and proverbs.	•	•	•	•	•	•	•	•	•	•
<b>L.CCR Anchor Standard 6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</b>										
6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed, whined, stammered</i> ) and that are basic to a particular topic (e.g., <i>wildlife, conservation, and endangered</i> when discussing animal preservation).	•	•	•	•	•	•	•	•	•	•
<b>K-12 CALIFORNIA’S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS (2010)—GRADE 4</b>										
<b>Operations and Algebraic Thinking</b>										
<b>Use the four operations with whole numbers to solve problems.</b>										
2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.			•	•						

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3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding <i>and explain why a rounded solution is appropriate.</i>			•	•	•	•	•			•
<b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>										
4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.						•	•			•
<b>Number and Operations—Fractions</b>										
<b>Extend understanding of fraction equivalence and ordering.</b>										
2. Compare two fractions with different numerators and different denominators, e.g., by creating common denominators or numerators, or by comparing to a benchmark fraction such as 1/2. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with symbols >, =, or <, and justify the conclusions, e.g., by using a visual fraction model.			•	•						
<b>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b>										
3. Understand a fraction $a/b$ with $a > 1$ as a sum of fractions $1/b$ . a. Understand addition and subtraction of fractions as joining and separating parts referring to the same whole. d. 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.			•		•	•		•	•	

Grade 4 Program: *Nutrition Pathfinder*  
Alignment to California Education Standards, Grade 4

CALIFORNIA STANDARDS	Grade 4: <i>Nutrition Pathfinders</i>									
	Lesson 1: Healthy Me!	Lesson 2: Nutrient Power	Lesson 3: Serving Superstars	Lesson 4: Label and Nutrient Trackers	Lesson 5: Dinner Detectives and Smart Snackers	Lesson 6: Fuel Up With Breakfast!	Lesson 7: Healthy Habits-- Putting It Together	Website Interactive Chef for the Day	Website Interactive Mealtime	Website Interactive Snack Shack
4. Apply and extend previous understandings of multiplication to multiply a fraction by a whole number. c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. <i>For example, if each person at a party will eat 3/8 of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?</i>			•							
<b>Measurement and Data</b>										
<b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>										
1. Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec. Within a single system of measurement, express measurements in a larger unit in terms of a smaller unit. Record measurement equivalents in a two-column table. <i>For example, know that 1 ft is 12 times as long as 1 in. Express the length of a 4 ft snake as 48 in. Generate a conversion table for feet and inches listing the number pairs (1, 12), (2, 24), (3, 36), ...</i>			•	•						
2. 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.			•			•	•			•