There's Ag on MyPlate! – Grade 4

Next Generation Science

- 4.LS1.1 Structure and Processes: Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. [Clarification Statement: Examples of structures could include thorns, stems, roots, colored petals, heart, stomach, lung, brain, and skin.]
- 4.LS1.A Structure and Function: Plants and animals have both internal and external structures that serve various functions in growth, survival, behavior, and reproduction.

Social Science

- 4.EC.2.4 Economics and Financial Literacy: Describe how goods and services are produced using human, natural, and capital resources (e.g. tools and machines).

ELA-Literacy

- K-12.SL.2 Comprehension and Collaboration: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- K-12.L.R.4 Vocabulary Acquisition and Use: 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.
- K-12.L.R.6 Vocabulary Acquisition and Use: 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 considering a word or phrase important to comprehension or expression.
- 4.L.3 Knowledge of Language: Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- 4.L.4 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.
- 4.R.I.4 Craft and Structure: Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.
- 4.R.I.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
- 4.SL.1 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.
- 4.SL.1.b Comprehension and Collaboration: Follow agreed-upon rules for discussions and carry out assigned roles.
- 4.SL.1.c Comprehension and Collaboration: 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.
- 4.SL.1.d Comprehension and Collaboration: Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

- 4.SL.3 Comprehension and Collaboration: Identify the reasons and evidence a speaker provides to support particular points.
- 4.W.2.d Text Types and Purposes: Use precise language and domain-specific vocabulary to inform about or explain the topic.

Math
- 4.MD.1 Measurement and Data Know relative sizes of measurement units within one system of units including km, m, cm; kg, g; lb, oz.; l, ml; hr, min, sec.
- MP.1 Make sense of problems and persevere in solving them.
- MP.2 Reason abstractly and quantitatively.
- MP.3 Construct viable arguments and critique the reasoning of others.
- 4.NF.4 Number and Operations-Fractions Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

Physical Development and Health
- 22.A Students who meet the standard can describe and explain the factors that influence health among individuals, groups, and communities.
  - E.4 Recall positive health behaviors, choices, and skills.
  - I.1 Discuss laws that have been written to govern the production and dissemination of health information and products (e.g., food labels).
- 23.B Differentiate between positive and negative effects of health-related actions on body systems (e.g., drug use, exercise, diet).
  - A.4 Recognize the importance of eating breakfast.
  - A.5 Identify healthy snacks.
  - A.6 Recognize that food (nutrients) is needed for growth and development.
  - A.7 Name healthy behaviors that relate to personal hygiene, nutrition, and exercise.
  - B.4 Observe and discuss the consequences of behavior choices.
  - B.5 Explain the importance of eating a variety of foods.
  - B.7 Recognize the importance of calcium to bones.
  - B.8 Memorize the USDA food guidelines.
  - C.3 Define the word 'nutrient'.
  - C.4 Identify major nutrients and their food sources.
  - C.5 Distinguish between 'good' food and 'junk' food.
  - D.5 Choose healthy foods.
  - D.6 Explain how health choices affect the performance of the body's systems.
  - D.7 Explain the functions of major nutrients.
  - E.7 Classify foods into groups based on their major nutrient contribution.
  - G.2 Identify the components of a healthy lifestyle.
  - G.3 Evaluate a personal daily diet.
  - I.7 Evaluate a diet in terms of sugar, sodium, fats, and fiber.
  - J.2 Design and construct a diet based on the Dietary Guidelines for Americans and the USDA food guidelines.
    - List choices that have a positive influence on health.
    - List choices that have a negative influence on health.

- <u>23.C</u> Identify physical, mental, social and cultural factors affecting growth and development of children (e.g., nutrition, self-esteem, family, and illness).
  - E.10 Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
  - E.11 Recognize reliable sources of food and dietary information.
  - F.4 Identify portion size and number of servings suggested to fulfill basic nutritional needs.
    - Discuss how health-related choices made today can affect a person's physical, mental, emotional, and social growth and development in the future.