

Arkansas > Curriculum Framework > Social Studies (2006)				
Lesson	Title	State ID	Grade Descr	State Text
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	foods
Arkansas > Curriculum Framework > Science (2005)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV		Grade 4	bar graphs
21	Freeze My TV		Grade 5	bar graphs
21	Freeze My TV		Grade 5	stem and leaf plots
27	Freeze My TV		Grade 4	T-charts
27	Freeze My TV		Grade 4	bar graphs
27	Freeze My TV		Grade 4	line graphs
27	Freeze My TV	NS.1.4.7	Grade 4	Collect and interpret measurable empirical evidence in teams and as individuals
27	Freeze My TV		Grade 5	data tables/charts
27	Freeze My TV		Grade 5	bar graphs
27	Freeze My TV		Grade 5	line graphs
27	Freeze My TV		Grade 5	stem and leaf plots

Arkansas > Curriculum Framework > Mathematics (2004)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	DAP.14.4.1	Grade 4	Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs and bar graphs
12	Brilliant Breakfast	DAP.15.4.1	Grade 4	Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one
12	Brilliant Breakfast	DAP.15.5.1	Grade 5	Interpret graphs such as line graphs, double bar graphs, and circle graphs
15	Keeping the Balance	NO.3.4.1	Grade 4	Demonstrate, with and without appropriate technology, computational fluency in multi-digit addition and subtraction in contextual problems
15	Keeping the Balance	NO.3.4.4	Grade 4	Solve simple problems using operations involving addition, subtraction, and multiplication using a variety of methods and tools (e.g., objects, mental computation, paper and pencil and with and without appropriate technology)
17	Hunting for Hidden Fat	DAP.14.4.1	Grade 4	Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs and bar graphs
17	Hunting for Hidden Fat	DAP.15.4.1	Grade 4	Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one
17	Hunting for Hidden Fat	DAP.14.5.2	Grade 5	Collect numerical and categorical data using surveys, observations and experiments that would result in bar graphs, line graphs, line plots and stem-and-leaf plots
17	Hunting for Hidden Fat	DAP.14.5.3	Grade 5	Construct and interpret frequency tables, charts, line plots, stem-and-leaf plots and bar graphs
21	Freeze My TV	DAP.14.4.1	Grade 4	Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs and bar graphs
21	Freeze My TV	DAP.15.4.1	Grade 4	Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one
21	Freeze My TV	DAP.14.5.2	Grade 5	

				Collect numerical and categorical data using surveys, observations and experiments that would result in bar graphs, line graphs, line plots and stem-and-leaf plots
21	Freeze My TV	DAP.14.5.3	Grade 5	Construct and interpret frequency tables, charts, line plots, stem-and-leaf plots and bar graphs
24	Breakfast Bonanza	DAP.14.4.1	Grade 4	Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs and bar graphs
24	Breakfast Bonanza	DAP.15.4.1	Grade 4	Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one
24	Breakfast Bonanza	DAP.14.5.2	Grade 5	Collect numerical and categorical data using surveys, observations and experiments that would result in bar graphs, line graphs, line plots and stem-and-leaf plots
27	Freeze My TV	A.6.4.1	Grade 4	Create a chart or table to organize given information and to understand relationships and explain the results
27	Freeze My TV	DAP.14.4.1	Grade 4	Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs and bar graphs
27	Freeze My TV	DAP.15.4.1	Grade 4	Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one
27	Freeze My TV	DAP.17.4.2	Grade 4	Conduct simple probability experiments, record the data and draw conclusions about the likelihood of possible outcome (roll number cubes, pull tiles from a bag, spin spinner, or determine the fairness of the game)
27	Freeze My TV	A.6.5.1	Grade 5	Draw conclusions and make predictions, with and without appropriate technology, from models, tables and line graphs
27	Freeze My TV	DAP.14.5.2	Grade 5	Collect numerical and categorical data using surveys, observations and experiments that would result in bar graphs, line graphs, line plots and stem-and-leaf plots
27	Freeze My TV	DAP.14.5.3	Grade 5	Construct and interpret frequency tables, charts, line plots, stem-and-leaf plots and bar graphs
27	Freeze My TV	DAP.15.5.1	Grade 5	Interpret graphs such as line graphs, double bar graphs, and circle graphs
28	Get 3 At School and 5+ A Day	DAP.14.4.1	Grade 4	Create a data collection plan after being given a topic and collect, organize, display, describe and interpret simple data using frequency tables or line plots, pictographs and bar graphs

28	Get 3 At School and 5+ A Day	DAP.15.4.1	Grade 4	Represent and interpret data using pictographs, bar graphs and line graphs in which symbols or intervals are greater than one
28	Get 3 At School and 5+ A Day	DAP.14.5.2	Grade 5	Collect numerical and categorical data using surveys, observations and experiments that would result in bar graphs, line graphs, line plots and stem-and-leaf plots
4	Balancing Act	A.6.4.1	Grade 4	Create a chart or table to organize given information and to understand relationships and explain the results
4	Balancing Act	DAP.15.4.2	Grade 4	Match a set of data with a graphical representation of the data
4	Balancing Act	A.6.5.1	Grade 5	Draw conclusions and make predictions, with and without appropriate technology, from models, tables and line graphs
4	Balancing Act	DAP.14.5.3	Grade 5	Construct and interpret frequency tables, charts, line plots, stem-and-leaf plots and bar graphs
5	Fast-Food Frenzy	A.6.4.1	Grade 4	Create a chart or table to organize given information and to understand relationships and explain the results
5	Fast-Food Frenzy		Grade 5	part-to-100
Arkansas > Curriculum Framework > Social Studies (2000)				
Lesson	Title	State ID	Grade Descr	State Text
Arkansas > Curriculum Framework > Physical Education and Health (2005)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth

1	Healthy Living	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
1	Healthy Living	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
1	Healthy Living	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
1	Healthy Living	PEL.2.5.1	Grade 5	Calculate the intensity of exercise (e.g., heart rate, breathing, perceived exertion, recovery rate)
1	Healthy Living	PEL.2.5.9	Grade 5	Participate in high- intensity and low-intensity exercises
1	Healthy Living	HW.5.5.2	Grade 5	Identify the basic physical, social, and emotional changes that occur during life cycles
1	Healthy Living	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
1	Healthy Living	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
1	Healthy Living	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
10	Chain Five	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
10	Chain Five	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
10	Chain Five	HW.6.4.2	Grade 4	Explain the importance of prevention or early detection and treatment of diseases
10	Chain Five	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
10	Chain Five	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
10	Chain Five	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
10	Chain Five	HW.11.4.5	Grade 4	Examine the Nutrition Facts Label to locate specific components (e.g., fats, proteins)
10	Chain Five	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
10	Chain Five	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)

10	Chain Five	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
10	Chain Five	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
10	Chain Five	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
11	Alphabet Fruit (and Vegetables)	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
11	Alphabet Fruit (and Vegetables)	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
11	Alphabet Fruit (and Vegetables)	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
11	Alphabet Fruit (and Vegetables)	HW.6.5.3	Grade 5	Define cancer and identify common types of cancer (e.g., lung, breast, skin)
11	Alphabet Fruit (and Vegetables)	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
11	Alphabet Fruit (and Vegetables)	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
11	Alphabet Fruit (and Vegetables)	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
12	Brilliant Breakfast	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
12	Brilliant Breakfast	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
12	Brilliant Breakfast	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
12	Brilliant Breakfast	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
12	Brilliant Breakfast	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
12	Brilliant Breakfast	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)

12	Brilliant Breakfast	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
13	Fitness Walking	PEL.2.4.4	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half- mile run, PACER, heart rate recovery, walk test)
13	Fitness Walking	PEL.2.4.8	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of body composition (e.g., body mass index (BMI), body fat percentage, waist-hip ratio, skin fold assessment)
13	Fitness Walking	PEL.2.4.10	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of flexibility (e.g., v-sit, back-saver, sit and reach, trunk lift, shoulder stretch)
13	Fitness Walking	PEL.2.4.12	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g. push-ups, modified push-ups, pull-ups, bicep strength, grip strength)
13	Fitness Walking	PEL.2.4.14	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, partial curl-ups)
13	Fitness Walking	PEL.2.5.3	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half- mile run, PACER, heart rate recovery, walk test)
13	Fitness Walking	PEL.2.5.5	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of body composition (e.g., body mass index (BMI), body fat percentage, waist-hip ratio, skin fold assessment)
13	Fitness Walking	PEL.2.5.11	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, grip endurance, push-ups, step-ups)
13	Fitness Walking	PEL.2.5.14	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of flexibility (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)
14	Healthy Living, Healthy Eating	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts

14	Healthy Living, Healthy Eating	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
14	Healthy Living, Healthy Eating	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
14	Healthy Living, Healthy Eating	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
14	Healthy Living, Healthy Eating	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
14	Healthy Living, Healthy Eating	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
14	Healthy Living, Healthy Eating	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
15	Keeping the Balance	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
15	Keeping the Balance	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
15	Keeping the Balance	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
15	Keeping the Balance	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
15	Keeping the Balance	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
15	Keeping the Balance	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
15	Keeping the Balance	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
16	The Safe Workout: A Review	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
16	The Safe Workout: A Review		Grade 4	avoid smoking or using smokeless tobacco
16	The Safe Workout: A Review	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)

16	The Safe Workout: A Review	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
16	The Safe Workout: A Review	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
16	The Safe Workout: A Review	PEL.2.5.1	Grade 5	Calculate the intensity of exercise (e.g., heart rate, breathing, perceived exertion, recovery rate)
16	The Safe Workout: A Review	PEL.2.5.9	Grade 5	Participate in high- intensity and low-intensity exercises
16	The Safe Workout: A Review		Grade 5	say NO
16	The Safe Workout: A Review		Grade 5	suggest an alternative
16	The Safe Workout: A Review		Grade 5	walk away
16	The Safe Workout: A Review	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
16	The Safe Workout: A Review	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
16	The Safe Workout: A Review	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
17	Hunting for Hidden Fat	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
17	Hunting for Hidden Fat	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
17	Hunting for Hidden Fat	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
17	Hunting for Hidden Fat	HW.11.4.5	Grade 4	Examine the Nutrition Facts Label to locate specific components (e.g., fats, proteins)
17	Hunting for Hidden Fat	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
17	Hunting for Hidden Fat	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
17	Hunting for Hidden Fat	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
17	Hunting for Hidden Fat	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
17	Hunting for Hidden Fat	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels

18	Beverage Buzz: Sack the Sugar	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
18	Beverage Buzz: Sack the Sugar	HW.11.4.2	Grade 4	Explain the relationship among food intake, physical activity, and weight management (e.g., explain how caloric intake impacts exercise and how exercise affects caloric output)
18	Beverage Buzz: Sack the Sugar	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
18	Beverage Buzz: Sack the Sugar	HW.11.4.5	Grade 4	Examine the Nutrition Facts Label to locate specific components (e.g., fats, proteins)
18	Beverage Buzz: Sack the Sugar	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
18	Beverage Buzz: Sack the Sugar	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
18	Beverage Buzz: Sack the Sugar	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
19	Snack Decisions	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
19	Snack Decisions	HW.7.4.3	Grade 4	Discuss the messages of media sources that contribute to health information
19	Snack Decisions	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
19	Snack Decisions	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
19	Snack Decisions	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
19	Snack Decisions	HW.11.4.5	Grade 4	Examine the Nutrition Facts Label to locate specific components (e.g., fats, proteins)
19	Snack Decisions	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
19	Snack Decisions	HW.9.5.12	Grade 5	Recognize and analyze media messages concerning drug use
19	Snack Decisions		Grade 5	media / advertising influence
19	Snack Decisions	HW.11.5.1	Grade 5	Demonstrate how healthy snacks fit into a daily diet

19	Snack Decisions	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
19	Snack Decisions	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
2	Carb Smart	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
2	Carb Smart	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
2	Carb Smart	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
2	Carb Smart	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
2	Carb Smart	HW.11.4.5	Grade 4	Examine the Nutrition Facts Label to locate specific components (e.g., fats, proteins)
2	Carb Smart	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
2	Carb Smart	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
2	Carb Smart	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
20	Snacking and Inactivity	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
20	Snacking and Inactivity	HW.9.4.7	Grade 4	Identify and examine physical, psychological, and social consequences of alcohol use
20	Snacking and Inactivity	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
20	Snacking and Inactivity	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
20	Snacking and Inactivity	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
20	Snacking and Inactivity	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
20	Snacking and Inactivity	HW.5.5.2	Grade 5	Identify the basic physical, social, and emotional changes that occur during life cycles
20	Snacking and Inactivity		Grade 5	physical
20	Snacking and Inactivity	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria =

				acid; acid + tooth = decay)
20	Snacking and Inactivity	HW.11.5.1	Grade 5	Demonstrate how healthy snacks fit into a daily diet
20	Snacking and Inactivity	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
20	Snacking and Inactivity	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
20	Snacking and Inactivity	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
21	Freeze My TV	HW.11.4.2	Grade 4	Explain the relationship among food intake, physical activity, and weight management (e.g., explain how caloric intake impacts exercise and how exercise affects caloric output)
21	Freeze My TV	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
22	Menu Monitoring	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
22	Menu Monitoring	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
22	Menu Monitoring	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
22	Menu Monitoring	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
22	Menu Monitoring	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
22	Menu Monitoring	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
22	Menu Monitoring	HW.6.5.3	Grade 5	Define cancer and identify common types of cancer (e.g., lung, breast, skin)
22	Menu Monitoring	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
22	Menu Monitoring	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
22	Menu Monitoring	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
22	Menu Monitoring	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels

23	Veggiemania	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
23	Veggiemania	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
23	Veggiemania	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
23	Veggiemania	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
23	Veggiemania	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
23	Veggiemania	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
23	Veggiemania	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
23	Veggiemania	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
24	Breakfast Bonanza	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
24	Breakfast Bonanza	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
24	Breakfast Bonanza	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
24	Breakfast Bonanza	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
24	Breakfast Bonanza	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
24	Breakfast Bonanza	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
25		HW.11.4.4	Grade 4	

	Foods From Around the World; Italy, China, Mexico, and Ethiopia			Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HW.7.5.2	Grade 5	Discuss cultural beliefs about health behaviors and the use of health services
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
26	Fitness Walking	PEL.2.4.4	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half-mile run, PACER, heart rate recovery, walk test)
26	Fitness Walking	PEL.2.4.8	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of body composition (e.g., body mass index (BMI), body fat percentage, waist-hip ratio, skin fold assessment)
26	Fitness Walking	PEL.2.4.10	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of flexibility (e.g., v-sit, back-saver, sit and reach, trunk lift, shoulder stretch)
26	Fitness Walking	PEL.2.4.12	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g. push-ups, modified push-ups, pull-ups, bicep strength, grip strength)

26	Fitness Walking	PEL.2.4.14	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, partial curl-ups)
26	Fitness Walking	PEL.2.5.3	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half- mile run, PACER, heart rate recovery, walk test)
26	Fitness Walking	PEL.2.5.5	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of body composition (e.g., body mass index (BMI), body fat percentage, waist-hip ratio, skin fold assessment)
26	Fitness Walking	PEL.2.5.11	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, grip endurance, push-ups, step-ups)
26	Fitness Walking	PEL.2.5.14	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of flexibility (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)
27	Freeze My TV	HW.11.4.2	Grade 4	Explain the relationship among food intake, physical activity, and weight management (e.g., explain how caloric intake impacts exercise and how exercise affects caloric output)
28	Get 3 At School and 5+ A Day	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
28	Get 3 At School and 5+ A Day	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
28	Get 3 At School and 5+ A Day	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
28	Get 3 At School and 5+ A Day	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
28	Get 3 At School and 5+ A Day	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
28	Get 3 At School and 5+ A Day	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values

29	Class Walking Clubs	PEL.2.4.4	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half- mile run, PACER, heart rate recovery, walk test)
29	Class Walking Clubs	PEL.2.4.8	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of body composition (e.g., body mass index (BMI), body fat percentage, waist-hip ratio, skin fold assessment)
29	Class Walking Clubs	PEL.2.4.10	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of flexibility (e.g., v-sit, back-saver, sit and reach, trunk lift, shoulder stretch)
29	Class Walking Clubs	PEL.2.4.12	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular strength (e.g. push-ups, modified push-ups, pull-ups, bicep strength, grip strength)
29	Class Walking Clubs	PEL.2.4.14	Grade 4	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, partial curl-ups)
29	Class Walking Clubs	PEL.2.5.3	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of cardio-respiratory endurance (e.g., mile run, half- mile run, PACER, heart rate recovery, walk test)
29	Class Walking Clubs	PEL.2.5.5	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of body composition (e.g., body mass index (BMI), body fat percentage, waist-hip ratio, skin fold assessment)
29	Class Walking Clubs	PEL.2.5.11	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving muscular endurance (e.g., curl-ups, grip endurance, push-ups, step-ups)
29	Class Walking Clubs	PEL.2.5.14	Grade 5	Participate in a nationally recognized health-fitness assessment for the purpose of setting age-appropriate personal goals and improving levels of flexibility (e.g., v-sit, back-saver sit and reach, trunk lift, shoulder stretch, body rotation)
3	The Safe Workout: An Introduction	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
3			Grade 4	avoid smoking or using smokeless tobacco

	The Safe Workout: An Introduction			
3	The Safe Workout: An Introduction	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
3	The Safe Workout: An Introduction	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
3	The Safe Workout: An Introduction	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
3	The Safe Workout: An Introduction	PEL.2.5.1	Grade 5	Calculate the intensity of exercise (e.g., heart rate, breathing, perceived exertion, recovery rate)
3	The Safe Workout: An Introduction	PEL.2.5.9	Grade 5	Participate in high- intensity and low-intensity exercises
3	The Safe Workout: An Introduction	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
3	The Safe Workout: An Introduction	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
30	Tour de Health	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
30	Tour de Health	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
30	Tour de Health	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
30	Tour de Health	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
30	Tour de Health	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
30	Tour de Health	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
30	Tour de Health	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)

30	Tour de Health	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
4	Balancing Act	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
4	Balancing Act	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
4	Balancing Act	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
4	Balancing Act	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
4	Balancing Act	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
4	Balancing Act	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
4	Balancing Act	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
4	Balancing Act	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
4	Balancing Act	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
5	Fast-Food Frenzy	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
5	Fast-Food Frenzy	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
5	Fast-Food Frenzy	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
5	Fast-Food Frenzy	HW.11.4.2	Grade 4	Explain the relationship among food intake, physical activity, and weight management (e.g., explain how caloric intake impacts exercise and how exercise affects caloric output)
5	Fast-Food Frenzy	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
5	Fast-Food Frenzy	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
5	Fast-Food Frenzy	HW.11.4.5	Grade 4	Examine the Nutrition Facts Label to locate specific components (e.g., fats, proteins)

5	Fast-Food Frenzy	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
5	Fast-Food Frenzy	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
5	Fast-Food Frenzy	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
5	Fast-Food Frenzy	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
5	Fast-Food Frenzy	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
6	Snack Attack	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
6	Snack Attack	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)
6	Snack Attack	HW.11.4.2	Grade 4	Explain the relationship among food intake, physical activity, and weight management (e.g., explain how caloric intake impacts exercise and how exercise affects caloric output)
6	Snack Attack	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
6	Snack Attack	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
6	Snack Attack	HW.11.4.5	Grade 4	Examine the Nutrition Facts Label to locate specific components (e.g., fats, proteins)
6	Snack Attack	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
6	Snack Attack	HW.11.5.1	Grade 5	Demonstrate how healthy snacks fit into a daily diet
6	Snack Attack	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
6	Snack Attack	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
7	Sugar Water: Think About Your Drink	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
7	Sugar Water: Think About Your Drink	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
7		HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)

	Sugar Water: Think About Your Drink			
7	Sugar Water: Think About Your Drink	HW.11.4.2	Grade 4	Explain the relationship among food intake, physical activity, and weight management (e.g., explain how caloric intake impacts exercise and how exercise affects caloric output)
7	Sugar Water: Think About Your Drink	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
7	Sugar Water: Think About Your Drink	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
7	Sugar Water: Think About Your Drink	HW.11.4.5	Grade 4	Examine the Nutrition Facts Label to locate specific components (e.g., fats, proteins)
7	Sugar Water: Think About Your Drink	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
7	Sugar Water: Think About Your Drink	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
7	Sugar Water: Think About Your Drink	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
7	Sugar Water: Think About Your Drink	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
7	Sugar Water: Think About Your Drink	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PEL.2.4.5	Grade 4	Understand that the Body Mass Index (BMI) is a height/weight ratio that can be affected as a result of nutrition, exercise practices, and growth
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	PEL.2.4.7	Grade 4	Recognize that body functions are unique and each person requires similar nutrients but in different amounts
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HW.11.4.1	Grade 4	Plan healthy meals and snacks using MyPyramid Guidelines (www.mypyramid.gov)

8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HW.11.4.4	Grade 4	Explain how nutrients in foods contribute to health (e.g., calcium for good bones and teeth, carbohydrates for energy)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HW.11.4.6	Grade 4	Identify the important nutrients in each of the food groups of the MyPyramid guide
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HW.10.5.5	Grade 5	Identify the process of tooth decay as it relates to nutritional habits (e.g., sugar + bacteria = acid; acid + tooth = decay)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HW.11.5.1	Grade 5	Demonstrate how healthy snacks fit into a daily diet
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HW.11.5.3	Grade 5	Compare and explain how personal food choices relate to MyPyramid Guidelines (www.mypyramid.gov)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HW.11.5.4	Grade 5	Evaluate food intake patterns and their nutritional benefits and values
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HW.11.5.5	Grade 5	Compare nutrient information on a variety of food labels
9	Prime-Time Smartness	HW.7.4.3	Grade 4	Discuss the messages of media sources that contribute to health information
9	Prime-Time Smartness	HW.11.4.3	Grade 4	Record in a food diary healthy and unhealthy choices
9	Prime-Time Smartness	HW.9.5.12	Grade 5	Recognize and analyze media messages concerning drug use
9	Prime-Time Smartness		Grade 5	media / advertising influence

Arkansas > Curriculum Framework > Language Arts (2003)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	R.9.5.19	Grade 5	Summarize information including main idea and significant supporting details
10	Chain Five	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
10	Chain Five	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
10	Chain Five	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
11	Alphabet Fruit (and Vegetables)	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
11	Alphabet Fruit (and Vegetables)	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
11	Alphabet Fruit (and Vegetables)	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
11	Alphabet Fruit (and Vegetables)	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
13	Fitness Walking	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
13	Fitness Walking	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
13	Fitness Walking	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
13	Fitness Walking	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
14	Healthy Living, Healthy Eating	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events

14	Healthy Living, Healthy Eating	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
14	Healthy Living, Healthy Eating	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
14	Healthy Living, Healthy Eating	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
15	Keeping the Balance	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
15	Keeping the Balance	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
15	Keeping the Balance	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
15	Keeping the Balance	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
16	The Safe Workout: A Review	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
16	The Safe Workout: A Review	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
16	The Safe Workout: A Review	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
16	The Safe Workout: A Review	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
17	Hunting for Hidden Fat	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
17	Hunting for Hidden Fat	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
17	Hunting for Hidden Fat	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
17	Hunting for Hidden Fat	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
18	Beverage Buzz: Sack the Sugar	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
18		OV.1.4.12	Grade 4	

	Beverage Buzz: Sack the Sugar			Ask and answer relevant questions and make contributions in small or large group discussions
18	Beverage Buzz: Sack the Sugar	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
18	Beverage Buzz: Sack the Sugar	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
19	Snack Decisions	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
19	Snack Decisions	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
19	Snack Decisions	IR.12.4.7	Grade 4	Develop notes, learning logs, etc. to identify and support main ideas from text
19	Snack Decisions	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
19	Snack Decisions	W.4.5.3	Grade 5	Demonstrate an awareness of purpose and audience with emphasis on expository and letter writing
19	Snack Decisions	R.9.5.12	Grade 5	Identify main ideas and supporting evidence in short reading passages
19	Snack Decisions	R.9.5.19	Grade 5	Summarize information including main idea and significant supporting details
19	Snack Decisions	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
19	Snack Decisions	IR.12.5.6	Grade 5	Develop notes to identify support, and paraphrase main ideas from text
20	Snacking and Inactivity	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
20	Snacking and Inactivity	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
20	Snacking and Inactivity	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
20	Snacking and Inactivity	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
21	Freeze My TV	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events

21	Freeze My TV	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
21	Freeze My TV	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
21	Freeze My TV	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
22	Menu Monitoring	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
22	Menu Monitoring	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
22	Menu Monitoring	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
22	Menu Monitoring	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
23	Veggiemania	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
23	Veggiemania	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
23	Veggiemania	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
23	Veggiemania	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
24	Breakfast Bonanza	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
24	Breakfast Bonanza	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
24	Breakfast Bonanza	R.10.4.8	Grade 4	Read a variety of informational texts, including comparative formats
24	Breakfast Bonanza	IR.12.4.7	Grade 4	Develop notes, learning logs, etc. to identify and support main ideas from text
24	Breakfast Bonanza	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
24	Breakfast Bonanza	R.9.5.12	Grade 5	Identify main ideas and supporting evidence in short reading passages
24	Breakfast Bonanza	R.9.5.13	Grade 5	Use the text features to locate and recall information, with emphasis on fonts/effects and illustrations/photographs

24	Breakfast Bonanza	R.9.5.19	Grade 5	Summarize information including main idea and significant supporting details
24	Breakfast Bonanza	IR.12.5.6	Grade 5	Develop notes to identify support, and paraphrase main ideas from text
26	Fitness Walking	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
26	Fitness Walking	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
26	Fitness Walking	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
26	Fitness Walking	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
27	Freeze My TV	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
27	Freeze My TV	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
27	Freeze My TV	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
27	Freeze My TV	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
3	The Safe Workout: An Introduction	R.10.4.8	Grade 4	Read a variety of informational texts, including comparative formats
4	Balancing Act	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
4	Balancing Act	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
4	Balancing Act	R.10.4.8	Grade 4	Read a variety of informational texts, including comparative formats
4	Balancing Act	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
4	Balancing Act	R.9.5.13	Grade 5	Use the text features to locate and recall information, with emphasis on fonts/effects and illustrations/photographs
4	Balancing Act	R.10.5.4	Grade 5	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials

4	Balancing Act	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
4	Balancing Act	IR.12.5.2	Grade 5	Use reference features (e.g., table of contents, indices, and glossaries, etc.) and text features (e.g., format, graphics, sequence, diagrams, table of contents, etc.) to access information
5	Fast-Food Frenzy	R.10.4.8	Grade 4	Read a variety of informational texts, including comparative formats
5	Fast-Food Frenzy	R.9.5.19	Grade 5	Summarize information including main idea and significant supporting details
6	Snack Attack	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
6	Snack Attack	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
6	Snack Attack	R.10.4.8	Grade 4	Read a variety of informational texts, including comparative formats
6	Snack Attack	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
6	Snack Attack	R.9.5.13	Grade 5	Use the text features to locate and recall information, with emphasis on fonts/effects and illustrations/photographs
6	Snack Attack	R.10.5.4	Grade 5	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials
6	Snack Attack	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
7	Sugar Water: Think About Your Drink	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
7	Sugar Water: Think About Your Drink	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
7	Sugar Water: Think About Your Drink	R.10.4.18	Grade 4	Read a variety of functional/practical texts, including brochures, newspaper, and magazine articles
7	Sugar Water: Think About Your Drink	R.10.4.19	Grade 4	Utilize functional texts, including brochures, newspaper, articles and magazines, to accomplish tasks
7	Sugar Water: Think About Your Drink	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
7		R.10.5.13	Grade 5	Read and utilize functional/practical texts, including catalogs, schedules, and diagrams

	Sugar Water: Think About Your Drink			
7	Sugar Water: Think About Your Drink	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary
9	Prime-Time Smartness	OV.1.4.8	Grade 4	Participate in formal and informal discussions about a variety of topics including state and/or national events
9	Prime-Time Smartness	OV.1.4.12	Grade 4	Ask and answer relevant questions and make contributions in small or large group discussions
9	Prime-Time Smartness	R.10.4.8	Grade 4	Read a variety of informational texts, including comparative formats
9	Prime-Time Smartness	OV.1.5.6	Grade 5	Contribute appropriately to class discussion
9	Prime-Time Smartness	W.5.5.8	Grade 5	Write in response to literature
9	Prime-Time Smartness	R.9.5.13	Grade 5	Use the text features to locate and recall information, with emphasis on fonts/effects and illustrations/photographs
9	Prime-Time Smartness	R.10.5.4	Grade 5	Read a variety of informational text, including textbooks, newspapers, magazines, and other instructional materials
9	Prime-Time Smartness	R.11.5.6	Grade 5	Use resources to determine meaning of technical and specialized vocabulary

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Lesson	Title	State ID	Grade Descr	State Text