

Illinois > Learning Standards > Social Science (1997)				
Lesson	Title	State ID	Grade Descr	State Text
Illinois > Learning Standards > English Language Arts (1997)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	1.C.2f	Late Elementary	Connect information presented in tables, maps and charts to printed or electronic text.
1	Healthy Living	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
10	Chain Five	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
10	Chain Five	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
11	Alphabet Fruit (and Vegetables)	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
11	Alphabet Fruit (and Vegetables)	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
12	Brilliant Breakfast	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
12	Brilliant Breakfast	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
13	Fitness Walking	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
13	Fitness Walking	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.

14	Healthy Living, Healthy Eating	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
14	Healthy Living, Healthy Eating	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
15	Keeping the Balance	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
15	Keeping the Balance	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
16	The Safe Workout: A Review	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
16	The Safe Workout: A Review	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
17	Hunting for Hidden Fat	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
17	Hunting for Hidden Fat	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
18	Beverage Buzz: Sack the Sugar	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
18	Beverage Buzz: Sack the Sugar	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
19	Snack Decisions	1.A.2b	Late Elementary	Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
19	Snack Decisions	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
19	Snack Decisions	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
2	Carb Smart	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.

20	Snacking and Inactivity	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
20	Snacking and Inactivity	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
21	Freeze My TV	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
21	Freeze My TV	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
22	Menu Monitoring	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
22	Menu Monitoring	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
23	Veggiemania	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
23	Veggiemania	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
24	Breakfast Bonanza	1.A.2b	Late Elementary	Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
24	Breakfast Bonanza	1.B.2b	Late Elementary	Identify structure (e.g., description, compare/contrast, cause and effect, sequence) of nonfiction texts to improve comprehension.
24	Breakfast Bonanza	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
24	Breakfast Bonanza	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.

26	Fitness Walking	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
26	Fitness Walking	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
27	Freeze My TV	1.C.2f	Late Elementary	Connect information presented in tables, maps and charts to printed or electronic text.
27	Freeze My TV	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
27	Freeze My TV	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
28	Get 3 At School and 5+ A Day	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
3	The Safe Workout: An Introduction	1.C.2f	Late Elementary	Connect information presented in tables, maps and charts to printed or electronic text.
30	Tour de Health	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
4	Balancing Act	1.C.2f	Late Elementary	Connect information presented in tables, maps and charts to printed or electronic text.
4	Balancing Act	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
4	Balancing Act	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
5	Fast-Food Frenzy	1.C.2f	Late Elementary	Connect information presented in tables, maps and charts to printed or electronic text.
6	Snack Attack	1.C.2f	Late Elementary	Connect information presented in tables, maps and charts to printed or electronic text.
6	Snack Attack	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.

6	Snack Attack	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
7	Sugar Water: Think About Your Drink	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
7	Sugar Water: Think About Your Drink	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.C.2f	Late Elementary	Connect information presented in tables, maps and charts to printed or electronic text.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
9	Prime-Time Smartness	1.A.2b	Late Elementary	Clarify word meaning using context clues and a variety of resources including glossaries, dictionaries and thesauruses.
9	Prime-Time Smartness	1.C.2f	Late Elementary	Connect information presented in tables, maps and charts to printed or electronic text.
9	Prime-Time Smartness	4.B.2b	Late Elementary	Use speaking skills and procedures to participate in group discussions.
9	Prime-Time Smartness	4.B.2d	Late Elementary	Identify main verbal and nonverbal communication elements and strategies to maintain communications and to resolve conflict.
Illinois > Learning Standards > Mathematics (1997)				

Lesson	Title	State ID	Grade Descr	State Text
17	Hunting for Hidden Fat	10.A.2a	Late Elementary	Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.
17	Hunting for Hidden Fat	10.B.2b	Late Elementary	Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.
21	Freeze My TV	10.A.2a	Late Elementary	Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.
21	Freeze My TV	10.B.2b	Late Elementary	Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.
24	Breakfast Bonanza	10.A.2a	Late Elementary	Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.
24	Breakfast Bonanza	10.B.2b	Late Elementary	Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.
27	Freeze My TV	10.A.2a	Late Elementary	Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.
27	Freeze My TV	10.B.2a	Late Elementary	Formulate questions of interest and select methods to systematically collect data.
27	Freeze My TV	10.B.2b	Late Elementary	Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.
27	Freeze My TV	10.B.2d	Late Elementary	Interpret results or make relevant decisions based on the data gathered.
28	Get 3 At School and 5+ A Day	10.A.2a	Late Elementary	Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.
28	Get 3 At School and 5+ A Day	10.B.2b	Late Elementary	Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.
4	Balancing Act	10.A.2a	Late Elementary	Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.
4	Balancing Act	10.B.2b		

			Late Elementary	Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.
5	Fast-Food Frenzy	10.A.2a	Late Elementary	Organize and display data using pictures, tallies, tables, charts, bar graphs, line graphs, line plots and stem-and-leaf graphs.
5	Fast-Food Frenzy	10.B.2b	Late Elementary	Collect, organize and display data using tables, charts, bar graphs, line graphs, circle graphs, line plots and stem-and-leaf graphs.
Illinois > Learning Standards > Science (1997)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	11.A.2b	Late Elementary	Collect data for investigations using scientific process skills including observing, estimating and measuring.
27	Freeze My TV	11.A.2c	Late Elementary	Construct charts and visualizations to display data.
Illinois > Performance Descriptors > Social Science (2002)				
Lesson	Title	State ID	Grade Descr	State Text
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1	Stage C	Define culture.
Illinois > Performance Descriptors > English Language Arts (2002)				
Lesson	Title	State ID	Grade Descr	State Text

1	Healthy Living	9	Stage C	Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction.
1	Healthy Living	12	Stage D	Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.
1	Healthy Living	11	Stage E	Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.
1	Healthy Living	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
1	Healthy Living	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
10	Chain Five	13	Stage C	Contribute relevant, appropriate information to discussions.
10	Chain Five	14	Stage C	Demonstrate respect for other participants and their ideas.
10	Chain Five	6	Stage D	Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
10	Chain Five	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
10	Chain Five	6	Stage E	Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).
10	Chain Five	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
10	Chain Five	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
11	Alphabet Fruit (and Vegetables)	13	Stage C	Contribute relevant, appropriate information to discussions.

11	Alphabet Fruit (and Vegetables)	14	Stage C	Demonstrate respect for other participants and their ideas.
11	Alphabet Fruit (and Vegetables)	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
11	Alphabet Fruit (and Vegetables)	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
11	Alphabet Fruit (and Vegetables)	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
12	Brilliant Breakfast	13	Stage C	Contribute relevant, appropriate information to discussions.
12	Brilliant Breakfast	14	Stage C	Demonstrate respect for other participants and their ideas.
12	Brilliant Breakfast	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
12	Brilliant Breakfast	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
13	Fitness Walking	13	Stage C	Contribute relevant, appropriate information to discussions.
13	Fitness Walking	14	Stage C	Demonstrate respect for other participants and their ideas.
13	Fitness Walking	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
13	Fitness Walking	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
13	Fitness Walking	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned

				vocabulary, appropriate rate and volume).
14	Healthy Living, Healthy Eating	13	Stage C	Contribute relevant, appropriate information to discussions.
14	Healthy Living, Healthy Eating	14	Stage C	Demonstrate respect for other participants and their ideas.
14	Healthy Living, Healthy Eating	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
14	Healthy Living, Healthy Eating	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
14	Healthy Living, Healthy Eating	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
15	Keeping the Balance	13	Stage C	Contribute relevant, appropriate information to discussions.
15	Keeping the Balance	14	Stage C	Demonstrate respect for other participants and their ideas.
15	Keeping the Balance	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
15	Keeping the Balance	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
15	Keeping the Balance	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
16	The Safe Workout: A Review	13	Stage C	Contribute relevant, appropriate information to discussions.
16	The Safe Workout: A Review	14	Stage C	Demonstrate respect for other participants and their ideas.

16	The Safe Workout: A Review	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
16	The Safe Workout: A Review	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
16	The Safe Workout: A Review	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
17	Hunting for Hidden Fat	13	Stage C	Contribute relevant, appropriate information to discussions.
17	Hunting for Hidden Fat	14	Stage C	Demonstrate respect for other participants and their ideas.
17	Hunting for Hidden Fat	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
17	Hunting for Hidden Fat	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
17	Hunting for Hidden Fat	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
18	Beverage Buzz: Sack the Sugar	13	Stage C	Contribute relevant, appropriate information to discussions.
18	Beverage Buzz: Sack the Sugar	14	Stage C	Demonstrate respect for other participants and their ideas.
18	Beverage Buzz: Sack the Sugar	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).

18	Beverage Buzz: Sack the Sugar	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
18	Beverage Buzz: Sack the Sugar	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
19	Snack Decisions	5	Stage C	Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
19	Snack Decisions	4	Stage C	Identify explicit main ideas.
19	Snack Decisions	7	Stage C	Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
19	Snack Decisions	13	Stage C	Contribute relevant, appropriate information to discussions.
19	Snack Decisions	14	Stage C	Demonstrate respect for other participants and their ideas.
19	Snack Decisions	6	Stage D	Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
19	Snack Decisions	7	Stage D	Identify explicit and implicit main ideas.
19	Snack Decisions	8	Stage D	Recognize main ideas and secondary ideas in expository text.
19	Snack Decisions	6	Stage D	Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
19	Snack Decisions	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
19	Snack Decisions	3	Stage D	Distinguish between main ideas and supporting details.
19	Snack Decisions	5	Stage E	Use root words and context to determine the denotative and connotative meanings of unknown words.
19	Snack Decisions	5	Stage E	Distinguish between significant and minor details.
19	Snack Decisions	6	Stage E	Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).

19	Snack Decisions	7	Stage E	Synthesize key points (ideas) and supporting details to form conclusions.
19	Snack Decisions	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
19	Snack Decisions	6	Stage F	Distinguish between significant and minor details.
19	Snack Decisions	7	Stage F	Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.
19	Snack Decisions	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
2	Carb Smart	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
2	Carb Smart	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
20	Snacking and Inactivity	13	Stage C	Contribute relevant, appropriate information to discussions.
20	Snacking and Inactivity	14	Stage C	Demonstrate respect for other participants and their ideas.
20	Snacking and Inactivity	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
20	Snacking and Inactivity	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
20	Snacking and Inactivity	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).

21	Freeze My TV	13	Stage C	Contribute relevant, appropriate information to discussions.
21	Freeze My TV	14	Stage C	Demonstrate respect for other participants and their ideas.
21	Freeze My TV	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
21	Freeze My TV	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
21	Freeze My TV	3	Stage E	Use information from footnotes, illustrations, diagrams, charts, and graphs.
21	Freeze My TV	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
21	Freeze My TV	3	Stage F	Use information from footnotes, illustrations, diagrams, charts, and graphs.
22	Menu Monitoring	13	Stage C	Contribute relevant, appropriate information to discussions.
22	Menu Monitoring	14	Stage C	Demonstrate respect for other participants and their ideas.
22	Menu Monitoring	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
22	Menu Monitoring	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
22	Menu Monitoring	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
23	Veggiemania	13	Stage C	Contribute relevant, appropriate information to discussions.
23	Veggiemania	14	Stage C	Demonstrate respect for other participants and their ideas.
23	Veggiemania	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful,

				relevant responses; appropriate language and vocabulary).
23	Veggiemania	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
23	Veggiemania	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
24	Breakfast Bonanza	5	Stage C	Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
24	Breakfast Bonanza	4	Stage C	Identify explicit main ideas.
24	Breakfast Bonanza	7	Stage C	Use text structure (e.g., sequential order, chronological order, problem/solution) to determine most important information.
24	Breakfast Bonanza	9	Stage C	Classify types of expository text structures (e.g., description, sequence, comparison, cause/effect, problem/solution).
24	Breakfast Bonanza	13	Stage C	Contribute relevant, appropriate information to discussions.
24	Breakfast Bonanza	14	Stage C	Demonstrate respect for other participants and their ideas.
24	Breakfast Bonanza	6	Stage D	Demonstrate an accurate understanding of information in the text by focusing on the key ideas presented explicitly or implicitly and making connections text to text, text to self, text to world.
24	Breakfast Bonanza	7	Stage D	Identify explicit and implicit main ideas.
24	Breakfast Bonanza	8	Stage D	Recognize main ideas and secondary ideas in expository text.
24	Breakfast Bonanza	6	Stage D	Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
24	Breakfast Bonanza	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
24	Breakfast Bonanza	3	Stage D	Distinguish between main ideas and supporting details.
24	Breakfast Bonanza	5	Stage E	Use root words and context to determine the denotative and connotative meanings of unknown words.

24	Breakfast Bonanza	5	Stage E	Distinguish between significant and minor details.
24	Breakfast Bonanza	6	Stage E	Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).
24	Breakfast Bonanza	7	Stage E	Identify structure (e.g., description, compare, cause/effect, sequence) of nonfiction text to improve comprehension.
24	Breakfast Bonanza	8	Stage E	Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
24	Breakfast Bonanza	7	Stage E	Synthesize key points (ideas) and supporting details to form conclusions.
24	Breakfast Bonanza	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
24	Breakfast Bonanza	6	Stage F	Distinguish between significant and minor details.
24	Breakfast Bonanza	7	Stage F	Connect and clarify main ideas and concepts, and identify their relationship to other sources and topics.
24	Breakfast Bonanza	9	Stage F	Demonstrate understanding of structure through the use of graphic organizers and outlining (e.g., mapping, time lines, Venn diagrams).
24	Breakfast Bonanza	9	Stage F	Interpret nonfiction text and informational materials.
24	Breakfast Bonanza	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	11	Stage E	Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).

25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
26	Fitness Walking	13	Stage C	Contribute relevant, appropriate information to discussions.
26	Fitness Walking	14	Stage C	Demonstrate respect for other participants and their ideas.
26	Fitness Walking	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
26	Fitness Walking	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
26	Fitness Walking	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
27	Freeze My TV	9	Stage C	Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction.
27	Freeze My TV	13	Stage C	Contribute relevant, appropriate information to discussions.
27	Freeze My TV	14	Stage C	Demonstrate respect for other participants and their ideas.
27	Freeze My TV	12	Stage D	Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.
27	Freeze My TV	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
27	Freeze My TV	9	Stage D	Use diagrams, charts, or illustrations appropriate to the text.
27	Freeze My TV	11	Stage E	Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.
27	Freeze My TV	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful,

				relevant responses; appropriate language and vocabulary).
27	Freeze My TV	3	Stage E	Use information from footnotes, illustrations, diagrams, charts, and graphs.
27	Freeze My TV	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
27	Freeze My TV	3	Stage F	Use information from footnotes, illustrations, diagrams, charts, and graphs.
28	Get 3 At School and 5+ A Day	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
28	Get 3 At School and 5+ A Day	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
3	The Safe Workout: An Introduction	11	Stage E	Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.
3	The Safe Workout: An Introduction	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
3	The Safe Workout: An Introduction	9	Stage F	Interpret nonfiction text and informational materials.
3	The Safe Workout: An Introduction	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
30	Tour de Health	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
30	Tour de Health	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
4	Balancing Act	9	Stage C	

				Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction.
4	Balancing Act	13	Stage C	Contribute relevant, appropriate information to discussions.
4	Balancing Act	14	Stage C	Demonstrate respect for other participants and their ideas.
4	Balancing Act	12	Stage D	Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.
4	Balancing Act	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
4	Balancing Act	11	Stage E	Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.
4	Balancing Act	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
4	Balancing Act	3	Stage E	Use information from footnotes, illustrations, diagrams, charts, and graphs.
4	Balancing Act	10	Stage F	Apply survey strategies (e.g., use of bold print, organization of content, key words, graphics).
4	Balancing Act	9	Stage F	Interpret nonfiction text and informational materials.
4	Balancing Act	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
4	Balancing Act	3	Stage F	Use information from footnotes, illustrations, diagrams, charts, and graphs.
5	Fast-Food Frenzy	9	Stage C	Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction.
5	Fast-Food Frenzy	12	Stage D	Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.
5	Fast-Food Frenzy	11	Stage E	Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.
5	Fast-Food Frenzy	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful,

				relevant responses; appropriate language and vocabulary).
5	Fast-Food Frenzy	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
6	Snack Attack	13	Stage C	Contribute relevant, appropriate information to discussions.
6	Snack Attack	14	Stage C	Demonstrate respect for other participants and their ideas.
6	Snack Attack	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
6	Snack Attack	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
6	Snack Attack	3	Stage E	Use information from footnotes, illustrations, diagrams, charts, and graphs.
6	Snack Attack	9	Stage F	Interpret nonfiction text and informational materials.
6	Snack Attack	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
6	Snack Attack	3	Stage F	Use information from footnotes, illustrations, diagrams, charts, and graphs.
7	Sugar Water: Think About Your Drink	13	Stage C	Contribute relevant, appropriate information to discussions.
7	Sugar Water: Think About Your Drink	14	Stage C	Demonstrate respect for other participants and their ideas.
7	Sugar Water: Think About Your Drink	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
7	Sugar Water: Think About Your Drink	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).

7	Sugar Water: Think About Your Drink	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	9	Stage C	Use information from simple tables, maps, and charts to increase comprehension of a variety of age-appropriate materials, both fiction and nonfiction.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	13	Stage C	Contribute relevant, appropriate information to discussions.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	14	Stage C	Demonstrate respect for other participants and their ideas.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	12	Stage D	Apply information obtained from age-appropriate fiction and nonfiction materials to simple tables, maps, and charts.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	11	Stage E	Interpret information from tables, maps, visual aids, and charts to enhance understanding of text.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).

8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	3	Stage E	Use information from footnotes, illustrations, diagrams, charts, and graphs.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	3	Stage F	Use information from footnotes, illustrations, diagrams, charts, and graphs.
9	Prime-Time Smartness	5	Stage C	Use a variety of decoding strategies (e.g., phonics, word patterns, structural analysis, context clues) to recognize new words when reading age-appropriate material.
9	Prime-Time Smartness	13	Stage C	Contribute relevant, appropriate information to discussions.
9	Prime-Time Smartness	14	Stage C	Demonstrate respect for other participants and their ideas.
9	Prime-Time Smartness	6	Stage D	Formulate relevant and focused questions and answers in a variety of settings (e.g., cooperative learning groups, class discussions, guest speakers, debates, assemblies).
9	Prime-Time Smartness	11	Stage D	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).
9	Prime-Time Smartness	5	Stage E	Use root words and context to determine the denotative and connotative meanings of unknown words.
9	Prime-Time Smartness	6	Stage E	Connect, clarify, and extend ideas through discussions, activities, and various classroom groupings (e.g., partners, small group, ability levels, interest levels).
9	Prime-Time Smartness	10	Stage E	Contribute meaningfully to small and large group discussions by following accepted guidelines for verbal interaction (e.g., appropriate volume and rate; courteous, turn-taking behavior; respectful, relevant responses; appropriate language and vocabulary).

9	Prime-Time Smartness	9	Stage F	Interpret nonfiction text and informational materials.
9	Prime-Time Smartness	10	Stage F	Contribute meaningfully to group discussions by following accepted guidelines of verbal interaction (e.g., appropriate turn-taking behavior, respectful and engaged responses, appropriately-aligned vocabulary, appropriate rate and volume).
Illinois > Performance Descriptors > Mathematics (2002)				
Lesson	Title	State ID	Grade Descr	State Text
15	Keeping the Balance	5	Stage C	Solve multiplication and division number sentences and word problems.
15	Keeping the Balance	5	Stage F	Recognize and use the inverse relationships of addition and subtraction, multiplication and division to simplify computations and solve problems.
17	Hunting for Hidden Fat	2	Stage C	Represent data using tables and graphs such as tallies and bar graphs.
17	Hunting for Hidden Fat	1	Stage E	Represent given data using double bar graphs, double line graphs, and stem and leaf plots with and without technology.
21	Freeze My TV	2	Stage C	Represent data using tables and graphs such as tallies and bar graphs.
21	Freeze My TV	3	Stage C	Describe the important features of a set of data displayed by a graph.
21	Freeze My TV	1	Stage E	Represent given data using double bar graphs, double line graphs, and stem and leaf plots with and without technology.
21	Freeze My TV	2	Stage E	Select an appropriate graph format to display given data.
21	Freeze My TV	3	Stage E	Read, interpret, infer, predict, draw conclusions, and evaluate data from any graph.
24	Breakfast Bonanza	1	Stage E	Represent given data using double bar graphs, double line graphs, and stem and leaf plots with and without technology.
27	Freeze My TV	1	Stage C	Organize, describe, and make predictions from existing data.
27	Freeze My TV	2	Stage C	Represent data using tables and graphs such as tallies and bar graphs.

27	Freeze My TV	3	Stage C	Describe the important features of a set of data displayed by a graph.
27	Freeze My TV	1	Stage D	Represent data using tables and graphs such as line plots and line graphs.
27	Freeze My TV	2	Stage D	Describe the shape and important features of a set of data and compare related data sets.
27	Freeze My TV	4	Stage D	Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.
27	Freeze My TV	2	Stage E	Represent and analyze patterns and functions using words, tables, and graphs.
27	Freeze My TV	4	Stage E	Identify, describe, and compare situations with constant and varying rates of change using words, tables, and graphs (e.g., two quantities that vary together are the length of the side of a square and its area).
27	Freeze My TV	1	Stage E	Represent given data using double bar graphs, double line graphs, and stem and leaf plots with and without technology.
27	Freeze My TV	2	Stage E	Select an appropriate graph format to display given data.
27	Freeze My TV	3	Stage E	Read, interpret, infer, predict, draw conclusions, and evaluate data from any graph.
27	Freeze My TV	1	Stage F	Construct, read, interpret, infer, predict, draw conclusions, and evaluate data from various displays, including circle graphs.
27	Freeze My TV	2	Stage F	Collect data over time with or without technology.
28	Get 3 At School and 5+ A Day	4	Stage D	Compare different representations of the same data and evaluate how well each representation shows important aspects of the data.
4	Balancing Act	2	Stage C	Represent data using tables and graphs such as tallies and bar graphs.
4	Balancing Act	3	Stage C	Describe the important features of a set of data displayed by a graph.
4	Balancing Act	1	Stage D	Represent data using tables and graphs such as line plots and line graphs.
4	Balancing Act	2	Stage E	Represent and analyze patterns and functions using words, tables, and graphs.
4	Balancing Act	4	Stage E	Identify, describe, and compare situations with constant and varying rates of change using words, tables, and graphs (e.g., two quantities that vary together are the length of the side of a square and its area).
4	Balancing Act	2	Stage E	Select an appropriate graph format to display given data.

4	Balancing Act	3	Stage E	Read, interpret, infer, predict, draw conclusions, and evaluate data from any graph.
5	Fast-Food Frenzy	2	Stage D	Solve addition or subtraction number sentences and word problems using fractions with like denominators.
5	Fast-Food Frenzy	2	Stage E	Model the concept of percent using manipulatives or drawings.
5	Fast-Food Frenzy	1	Stage F	Solve number sentences and word problems using percents.
5	Fast-Food Frenzy	2	Stage F	Demonstrate and explain the meaning of percents, including greater than 100 and less than 1.
6	Snack Attack	2	Stage C	Represent data using tables and graphs such as tallies and bar graphs.
6	Snack Attack	3	Stage C	Describe the important features of a set of data displayed by a graph.
6	Snack Attack	2	Stage E	Select an appropriate graph format to display given data.
6	Snack Attack	3	Stage E	Read, interpret, infer, predict, draw conclusions, and evaluate data from any graph.
Illinois > Performance Descriptors > Physical Development/Health (2002)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	5	Stage C	Distinguish between good food and junk food.
1	Healthy Living	6	Stage C	Cite ways to build physical activity into daily routines.
1	Healthy Living	7	Stage C	Recognize how feelings/emotions affect physical, mental, emotional, and social health.
1	Healthy Living	8	Stage C	Explain how eating and activity affect growth and development.
1	Healthy Living	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
1	Healthy Living	4	Stage C	Demonstrate the ability to make good choices.
1	Healthy Living	5	Stage D	Choose healthy foods.
1	Healthy Living	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.

1	Healthy Living	8	Stage D	Describe how family, friends, and peers affect food choices.
1	Healthy Living	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
1	Healthy Living	2	Stage E	Explain the relationship between diet and exercise to the body.
1	Healthy Living	7	Stage E	Classify foods into groups based on their major nutrient contribution.
1	Healthy Living	8	Stage E	List choices that have a positive influence on health.
1	Healthy Living	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
1	Healthy Living	8	Stage E	Identify characteristics of puberty and the effects of these changes on physical, mental, and social development.
1	Healthy Living	10	Stage E	Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
1	Healthy Living	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
1	Healthy Living	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
1	Healthy Living	5	Stage F	Identify the roles significant people in an individual's life play in providing a mental, emotional, and social support system.
1	Healthy Living	9	Stage F	Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being.
10	Chain Five	5	Stage C	List ways that people can prevent accidents.
10	Chain Five	3	Stage C	Define the word nutrient.
10	Chain Five	4	Stage C	Identify major nutrients and their food sources.
10	Chain Five	5	Stage C	Distinguish between good food and junk food.
10	Chain Five	8	Stage C	Explain how eating and activity affect growth and development.
10	Chain Five	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
10	Chain Five	4	Stage C	Demonstrate the ability to make good choices.
10	Chain Five	4	Stage D	Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.

10	Chain Five	5	Stage D	Choose healthy foods.
10	Chain Five	7	Stage D	Explain the functions of major nutrients.
10	Chain Five	8	Stage D	Explore the relationship between eating habits and the circulatory system.
10	Chain Five	7	Stage D	Recognize ingredients listed on food labels.
10	Chain Five	8	Stage D	Describe how family, friends, and peers affect food choices.
10	Chain Five	2	Stage E	Explain the relationship between diet and exercise to the body.
10	Chain Five	7	Stage E	Classify foods into groups based on their major nutrient contribution.
10	Chain Five	8	Stage E	List choices that have a positive influence on health.
10	Chain Five	2	Stage E	Recognize personal health behaviors and/or choices that reduce risks of health problems.
10	Chain Five	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
10	Chain Five	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
11	Alphabet Fruit (and Vegetables)	5	Stage C	Distinguish between good food and junk food.
11	Alphabet Fruit (and Vegetables)	8	Stage C	Explain how eating and activity affect growth and development.
11	Alphabet Fruit (and Vegetables)	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
11	Alphabet Fruit (and Vegetables)	4	Stage C	Demonstrate the ability to make good choices.
11	Alphabet Fruit (and Vegetables)	11	Stage D	Explain the relationship between prolonged exposure to the sun and cancer.
11	Alphabet Fruit (and Vegetables)	5	Stage D	Choose healthy foods.
11	Alphabet Fruit (and Vegetables)	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.

11	Alphabet Fruit (and Vegetables)	8	Stage D	Describe how family, friends, and peers affect food choices.
11	Alphabet Fruit (and Vegetables)	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
11	Alphabet Fruit (and Vegetables)	2	Stage E	Explain the relationship between diet and exercise to the body.
11	Alphabet Fruit (and Vegetables)	8	Stage E	List choices that have a positive influence on health.
11	Alphabet Fruit (and Vegetables)	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
11	Alphabet Fruit (and Vegetables)	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
11	Alphabet Fruit (and Vegetables)	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
12	Brilliant Breakfast	5	Stage C	Distinguish between good food and junk food.
12	Brilliant Breakfast	8	Stage C	Explain how eating and activity affect growth and development.
12	Brilliant Breakfast	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
12	Brilliant Breakfast	4	Stage C	Demonstrate the ability to make good choices.
12	Brilliant Breakfast	5	Stage D	Choose healthy foods.
12	Brilliant Breakfast	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
12	Brilliant Breakfast	2	Stage E	Explain the relationship between diet and exercise to the body.
12	Brilliant Breakfast	7	Stage E	Classify foods into groups based on their major nutrient contribution.
12	Brilliant Breakfast	8	Stage E	List choices that have a positive influence on health.
12	Brilliant Breakfast	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
12	Brilliant Breakfast	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.

12	Brilliant Breakfast	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
13	Fitness Walking	4	Stage C	Explain the relationship between fitness and physical activity.
13	Fitness Walking	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
13	Fitness Walking	4	Stage C	Demonstrate the ability to make good choices.
13	Fitness Walking	4	Stage D	Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.
13	Fitness Walking	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
13	Fitness Walking	4	Stage E	Recall positive health behaviors, choices, and skills.
13	Fitness Walking	8	Stage E	List choices that have a positive influence on health.
13	Fitness Walking	2	Stage E	Recognize personal health behaviors and/or choices that reduce risks of health problems.
13	Fitness Walking	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
14	Healthy Living, Healthy Eating	3	Stage C	Define the word <i>nutrient</i> .
14	Healthy Living, Healthy Eating	4	Stage C	Identify major nutrients and their food sources.
14	Healthy Living, Healthy Eating	5	Stage C	Distinguish between <i>good food</i> and <i>junk food</i> .
14	Healthy Living, Healthy Eating	8	Stage C	Explain how eating and activity affect growth and development.
14	Healthy Living, Healthy Eating	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
14	Healthy Living, Healthy Eating	4	Stage C	Demonstrate the ability to make good choices.
14	Healthy Living, Healthy Eating	4	Stage D	Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.
14		5	Stage D	Choose healthy foods.

	Healthy Living, Healthy Eating			
14	Healthy Living, Healthy Eating	7	Stage D	Explain the functions of major nutrients.
14	Healthy Living, Healthy Eating	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.
14	Healthy Living, Healthy Eating	8	Stage D	Describe how family, friends, and peers affect food choices.
14	Healthy Living, Healthy Eating	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
14	Healthy Living, Healthy Eating	2	Stage E	Explain the relationship between diet and exercise to the body.
14	Healthy Living, Healthy Eating	7	Stage E	Classify foods into groups based on their major nutrient contribution.
14	Healthy Living, Healthy Eating	8	Stage E	List choices that have a positive influence on health.
14	Healthy Living, Healthy Eating	2	Stage E	Recognize personal health behaviors and/or choices that reduce risks of health problems.
14	Healthy Living, Healthy Eating	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
14	Healthy Living, Healthy Eating	10	Stage E	Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
14	Healthy Living, Healthy Eating	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
14	Healthy Living, Healthy Eating	9	Stage F	Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being.
15	Keeping the Balance	3	Stage C	Define the word nutrient .
15	Keeping the Balance	4	Stage C	Identify major nutrients and their food sources.

15	Keeping the Balance	4	Stage C	Explain the relationship between fitness and physical activity.
15	Keeping the Balance	8	Stage C	Explain how eating and activity affect growth and development.
15	Keeping the Balance	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
15	Keeping the Balance	4	Stage D	Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.
15	Keeping the Balance	7	Stage D	Explain the functions of major nutrients.
15	Keeping the Balance	3	Stage D	Recognize characteristics of an individual that allow for a unique rate of growth and development.
15	Keeping the Balance	5	Stage D	Examine factors and behaviors that affect growth.
15	Keeping the Balance	7	Stage E	Classify foods into groups based on their major nutrient contribution.
15	Keeping the Balance	2	Stage E	Recognize personal health behaviors and/or choices that reduce risks of health problems.
15	Keeping the Balance	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
15	Keeping the Balance	10	Stage E	Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
15	Keeping the Balance	6	Stage F	Collect and analyze water from a variety of sources (tap, rain, river).
16	The Safe Workout: A Review	5	Stage C	Distinguish between good food and junk food.
16	The Safe Workout: A Review	6	Stage C	Cite ways to build physical activity into daily routines.
16	The Safe Workout: A Review	4	Stage C	Explain the relationship between fitness and physical activity.
16	The Safe Workout: A Review	8	Stage C	Explain how eating and activity affect growth and development.
16	The Safe Workout: A Review	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
16	The Safe Workout: A Review	5	Stage D	Choose healthy foods.

16	The Safe Workout: A Review	8	Stage D	Explore the relationship between eating habits and the circulatory system.
16	The Safe Workout: A Review	3	Stage D	Recognize characteristics of an individual that allow for a unique rate of growth and development.
16	The Safe Workout: A Review	5	Stage D	Examine factors and behaviors that affect growth.
16	The Safe Workout: A Review	8	Stage D	Describe how family, friends, and peers affect food choices.
16	The Safe Workout: A Review	2	Stage E	Explain the relationship between diet and exercise to the body.
16	The Safe Workout: A Review	7	Stage E	Classify foods into groups based on their major nutrient contribution.
16	The Safe Workout: A Review	1	Stage E	Describe the effects of drug use (caffeine, nicotine, alcohol, and other drugs) on growth and development of the body.
16	The Safe Workout: A Review	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
16	The Safe Workout: A Review	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
17	Hunting for Hidden Fat	5	Stage C	Distinguish between good food and junk food.
17	Hunting for Hidden Fat	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
17	Hunting for Hidden Fat	4	Stage C	Demonstrate the ability to make good choices.
17	Hunting for Hidden Fat	5	Stage D	Choose healthy foods.
17	Hunting for Hidden Fat	8	Stage D	Explore the relationship between eating habits and the circulatory system.

17	Hunting for Hidden Fat	7	Stage D	Recognize ingredients listed on food labels.
17	Hunting for Hidden Fat	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
17	Hunting for Hidden Fat	2	Stage E	Explain the relationship between diet and exercise to the body.
17	Hunting for Hidden Fat	7	Stage E	Classify foods into groups based on their major nutrient contribution.
17	Hunting for Hidden Fat	8	Stage E	List choices that have a positive influence on health.
17	Hunting for Hidden Fat	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
17	Hunting for Hidden Fat	10	Stage E	Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
17	Hunting for Hidden Fat	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
18	Beverage Buzz: Sack the Sugar	5	Stage C	Distinguish between good food and junk food.
18	Beverage Buzz: Sack the Sugar	8	Stage C	Explain how eating and activity affect growth and development.
18	Beverage Buzz: Sack the Sugar	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
18	Beverage Buzz: Sack the Sugar	4	Stage C	Demonstrate the ability to make good choices.
18	Beverage Buzz: Sack the Sugar	5	Stage D	Choose healthy foods.
18	Beverage Buzz: Sack the Sugar	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.

18	Beverage Buzz: Sack the Sugar	5	Stage D	Examine factors and behaviors that affect growth.
18	Beverage Buzz: Sack the Sugar	7	Stage D	Recognize ingredients listed on food labels.
18	Beverage Buzz: Sack the Sugar	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
18	Beverage Buzz: Sack the Sugar	2	Stage E	Explain the relationship between diet and exercise to the body.
18	Beverage Buzz: Sack the Sugar	7	Stage E	Classify foods into groups based on their major nutrient contribution.
18	Beverage Buzz: Sack the Sugar	8	Stage E	List choices that have a positive influence on health.
18	Beverage Buzz: Sack the Sugar	10	Stage E	Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
18	Beverage Buzz: Sack the Sugar	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
19	Snack Decisions	7	Stage C	Cite ways that the media influences health-related behavior.
19	Snack Decisions	3	Stage C	Define the word nutrient .
19	Snack Decisions	4	Stage C	Identify major nutrients and their food sources.
19	Snack Decisions	5	Stage C	Distinguish between good food and junk food .
19	Snack Decisions	4	Stage C	Demonstrate the ability to make good choices.
19	Snack Decisions	8	Stage D	Give examples of how the media influences health-related behavior.
19	Snack Decisions	5	Stage D	Choose healthy foods.
19	Snack Decisions	7	Stage D	Explain the functions of major nutrients.
19	Snack Decisions	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.

19	Snack Decisions	7	Stage D	Recognize ingredients listed on food labels.
19	Snack Decisions	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
19	Snack Decisions	6	Stage E	Describe how the media influences health-related behaviors, choices, and skills.
19	Snack Decisions	7	Stage E	Classify foods into groups based on their major nutrient contribution.
19	Snack Decisions	8	Stage E	List choices that have a positive influence on health.
19	Snack Decisions	10	Stage E	Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
19	Snack Decisions	13	Stage E	Describe and give examples of how media influences choices and behavior.
19	Snack Decisions	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
2	Carb Smart	3	Stage C	Define the word nutrient .
2	Carb Smart	4	Stage C	Identify major nutrients and their food sources.
2	Carb Smart	5	Stage C	Distinguish between good food and junk food.
2	Carb Smart	8	Stage C	Explain how eating and activity affect growth and development.
2	Carb Smart	5	Stage D	Choose healthy foods.
2	Carb Smart	7	Stage D	Explain the functions of major nutrients.
2	Carb Smart	8	Stage D	Explore the relationship between eating habits and the circulatory system.
2	Carb Smart	8	Stage D	Describe how family, friends, and peers affect food choices.
2	Carb Smart	2	Stage E	Explain the relationship between diet and exercise to the body.
2	Carb Smart	7	Stage E	Classify foods into groups based on their major nutrient contribution.
2	Carb Smart	10	Stage E	Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
2	Carb Smart	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
20	Snacking and Inactivity	3	Stage C	Define the word nutrient .
20	Snacking and Inactivity	4	Stage C	Identify major nutrients and their food sources.

20	Snacking and Inactivity	5	Stage C	Distinguish between good food and junk food.
20	Snacking and Inactivity	7	Stage C	Recognize how feelings/emotions affect physical, mental, emotional, and social health.
20	Snacking and Inactivity	4	Stage C	Explain the relationship between fitness and physical activity.
20	Snacking and Inactivity	8	Stage C	Explain how eating and activity affect growth and development.
20	Snacking and Inactivity	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
20	Snacking and Inactivity	4	Stage C	Demonstrate the ability to make good choices.
20	Snacking and Inactivity	1	Stage D	Discuss the effects of drug abuse on physical, mental, emotional, and social well-being.
20	Snacking and Inactivity	5	Stage D	Choose healthy foods.
20	Snacking and Inactivity	7	Stage D	Explain the functions of major nutrients.
20	Snacking and Inactivity	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.
20	Snacking and Inactivity	8	Stage D	Describe how family, friends, and peers affect food choices.
20	Snacking and Inactivity	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
20	Snacking and Inactivity	2	Stage E	Explain the relationship between diet and exercise to the body.
20	Snacking and Inactivity	7	Stage E	Classify foods into groups based on their major nutrient contribution.

20	Snacking and Inactivity	8	Stage E	List choices that have a positive influence on health.
20	Snacking and Inactivity	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
20	Snacking and Inactivity	8	Stage E	Identify characteristics of puberty and the effects of these changes on physical, mental, and social development.
20	Snacking and Inactivity	10	Stage E	Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
20	Snacking and Inactivity	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
20	Snacking and Inactivity	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
20	Snacking and Inactivity	9	Stage F	Recognize the effects of personal health practices/choices on physical, mental, emotional, and social well-being.
21	Freeze My TV	4	Stage C	Explain the relationship between fitness and physical activity.
21	Freeze My TV	8	Stage C	Explain how eating and activity affect growth and development.
21	Freeze My TV	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
21	Freeze My TV	4	Stage C	Demonstrate the ability to make good choices.
21	Freeze My TV	4	Stage D	Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.
21	Freeze My TV	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.
21	Freeze My TV	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
21	Freeze My TV	4	Stage E	Recall positive health behaviors, choices, and skills.
21	Freeze My TV	2	Stage E	Explain the relationship between diet and exercise to the body.
21	Freeze My TV	8	Stage E	List choices that have a positive influence on health.

21	Freeze My TV	2	Stage E	Recognize personal health behaviors and/or choices that reduce risks of health problems.
21	Freeze My TV	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
22	Menu Monitoring	3	Stage C	Define the word nutrient .
22	Menu Monitoring	4	Stage C	Identify major nutrients and their food sources.
22	Menu Monitoring	5	Stage C	Distinguish between good food and junk food.
22	Menu Monitoring	8	Stage C	Explain how eating and activity affect growth and development.
22	Menu Monitoring	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
22	Menu Monitoring	4	Stage C	Demonstrate the ability to make good choices.
22	Menu Monitoring	11	Stage D	Explain the relationship between prolonged exposure to the sun and cancer.
22	Menu Monitoring	5	Stage D	Choose healthy foods.
22	Menu Monitoring	7	Stage D	Explain the functions of major nutrients.
22	Menu Monitoring	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.
22	Menu Monitoring	8	Stage D	Describe how family, friends, and peers affect food choices.
22	Menu Monitoring	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
22	Menu Monitoring	2	Stage E	Explain the relationship between diet and exercise to the body.
22	Menu Monitoring	7	Stage E	Classify foods into groups based on their major nutrient contribution.
22	Menu Monitoring	8	Stage E	List choices that have a positive influence on health.
22	Menu Monitoring	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
22	Menu Monitoring	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
22	Menu Monitoring	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
23	Veggiemania	3	Stage C	Define the word nutrient .
23	Veggiemania	4	Stage C	Identify major nutrients and their food sources.

23	Veggiemania	5	Stage C	Distinguish between good food and junk food.
23	Veggiemania	8	Stage C	Explain how eating and activity affect growth and development.
23	Veggiemania	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
23	Veggiemania	4	Stage C	Demonstrate the ability to make good choices.
23	Veggiemania	4	Stage D	Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.
23	Veggiemania	5	Stage D	Choose healthy foods.
23	Veggiemania	7	Stage D	Explain the functions of major nutrients.
23	Veggiemania	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
23	Veggiemania	4	Stage E	Recall positive health behaviors, choices, and skills.
23	Veggiemania	7	Stage E	Classify foods into groups based on their major nutrient contribution.
23	Veggiemania	8	Stage E	List choices that have a positive influence on health.
23	Veggiemania	2	Stage E	Recognize personal health behaviors and/or choices that reduce risks of health problems.
23	Veggiemania	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
23	Veggiemania	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
24	Breakfast Bonanza	5	Stage C	Distinguish between good food and junk food.
24	Breakfast Bonanza	8	Stage C	Explain how eating and activity affect growth and development.
24	Breakfast Bonanza	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
24	Breakfast Bonanza	4	Stage C	Demonstrate the ability to make good choices.
24	Breakfast Bonanza	5	Stage D	Choose healthy foods.
24	Breakfast Bonanza	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
24	Breakfast Bonanza	7	Stage E	Classify foods into groups based on their major nutrient contribution.
24	Breakfast Bonanza	8	Stage E	List choices that have a positive influence on health.

24	Breakfast Bonanza	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
24	Breakfast Bonanza	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	3	Stage C	Define the word nutrient .
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	4	Stage C	Identify major nutrients and their food sources.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	5	Stage C	Distinguish between good food and junk food.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	8	Stage C	Explain how eating and activity affect growth and development.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	4	Stage C	Demonstrate the ability to make good choices.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	7	Stage D	Explain the functions of major nutrients.

25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	7	Stage E	Classify foods into groups based on their major nutrient contribution.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	8	Stage E	List choices that have a positive influence on health.
26	Fitness Walking	4	Stage C	Explain the relationship between fitness and physical activity.
26	Fitness Walking	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
26	Fitness Walking	4	Stage C	Demonstrate the ability to make good choices.
26	Fitness Walking	4	Stage D	Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.
26	Fitness Walking	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
26	Fitness Walking	4	Stage E	Recall positive health behaviors, choices, and skills.
26	Fitness Walking	8	Stage E	List choices that have a positive influence on health.
26	Fitness Walking	2	Stage E	Recognize personal health behaviors and/or choices that reduce risks of health problems.
26	Fitness Walking	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
27	Freeze My TV	4	Stage C	Explain the relationship between fitness and physical activity.
27	Freeze My TV	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
27	Freeze My TV	4	Stage D	Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.
27	Freeze My TV	4	Stage E	Recall positive health behaviors, choices, and skills.

27	Freeze My TV	2	Stage E	Recognize personal health behaviors and/or choices that reduce risks of health problems.
28	Get 3 At School and 5+ A Day	5	Stage C	Distinguish between good food and junk food.
28	Get 3 At School and 5+ A Day	8	Stage C	Explain how eating and activity affect growth and development.
28	Get 3 At School and 5+ A Day	4	Stage C	Demonstrate the ability to make good choices.
28	Get 3 At School and 5+ A Day	5	Stage D	Choose healthy foods.
28	Get 3 At School and 5+ A Day	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
28	Get 3 At School and 5+ A Day	7	Stage E	Classify foods into groups based on their major nutrient contribution.
28	Get 3 At School and 5+ A Day	8	Stage E	List choices that have a positive influence on health.
29	Class Walking Clubs	4	Stage C	Explain the relationship between fitness and physical activity.
29	Class Walking Clubs	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
29	Class Walking Clubs	4	Stage C	Demonstrate the ability to make good choices.
29	Class Walking Clubs	4	Stage D	Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.
29	Class Walking Clubs	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
29	Class Walking Clubs	4	Stage E	Recall positive health behaviors, choices, and skills.
29	Class Walking Clubs	8	Stage E	List choices that have a positive influence on health.
29	Class Walking Clubs	2	Stage E	Recognize personal health behaviors and/or choices that reduce risks of health problems.
29	Class Walking Clubs	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
3		5	Stage C	Distinguish between good food and junk food.

	The Safe Workout: An Introduction			
3	The Safe Workout: An Introduction	6	Stage C	Cite ways to build physical activity into daily routines.
3	The Safe Workout: An Introduction	4	Stage C	Explain the relationship between fitness and physical activity.
3	The Safe Workout: An Introduction	8	Stage C	Explain how eating and activity affect growth and development.
3	The Safe Workout: An Introduction	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
3	The Safe Workout: An Introduction	4	Stage C	Demonstrate the ability to make good choices.
3	The Safe Workout: An Introduction	3	Stage D	List the effects that caffeine and nicotine have on the body.
3	The Safe Workout: An Introduction	4	Stage D	Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.
3	The Safe Workout: An Introduction	5	Stage D	Choose healthy foods.
3	The Safe Workout: An Introduction	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.
3	The Safe Workout: An Introduction	8	Stage D	Describe how family, friends, and peers affect food choices.
3	The Safe Workout: An Introduction	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
3	The Safe Workout: An Introduction	4	Stage E	Recall positive health behaviors, choices, and skills.
3	The Safe Workout: An Introduction	1	Stage E	List the effects of alcohol, drugs, and tobacco on the body's systems.

3	The Safe Workout: An Introduction	2	Stage E	Explain the relationship between diet and exercise to the body.
3	The Safe Workout: An Introduction	7	Stage E	Classify foods into groups based on their major nutrient contribution.
3	The Safe Workout: An Introduction	8	Stage E	List choices that have a positive influence on health.
3	The Safe Workout: An Introduction	1	Stage E	Describe the effects of drug use (caffeine, nicotine, alcohol, and other drugs) on growth and development of the body.
3	The Safe Workout: An Introduction	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
3	The Safe Workout: An Introduction	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
3	The Safe Workout: An Introduction	3	Stage F	Demonstrate refusal skills within the context of dangerous situations (e.g., drugs, alcohol, tobacco, inappropriate touches).
30	Tour de Health	3	Stage C	Define the word <i>nutrient</i> .
30	Tour de Health	4	Stage C	Identify major nutrients and their food sources.
30	Tour de Health	5	Stage C	Distinguish between <i>good</i> food and <i>junk</i> food.
30	Tour de Health	4	Stage C	Explain the relationship between fitness and physical activity.
30	Tour de Health	8	Stage C	Explain how eating and activity affect growth and development.
30	Tour de Health	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
30	Tour de Health	5	Stage D	Choose healthy foods.
30	Tour de Health	7	Stage D	Explain the functions of major nutrients.
30	Tour de Health	2	Stage E	Explain the relationship between diet and exercise to the body.
30	Tour de Health	7	Stage E	Classify foods into groups based on their major nutrient contribution.
30	Tour de Health	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.

30	Tour de Health	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
4	Balancing Act	3	Stage C	Define the word nutrient .
4	Balancing Act	4	Stage C	Identify major nutrients and their food sources.
4	Balancing Act	5	Stage C	Distinguish between good food and junk food.
4	Balancing Act	8	Stage C	Explain how eating and activity affect growth and development.
4	Balancing Act	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
4	Balancing Act	4	Stage C	Demonstrate the ability to make good choices.
4	Balancing Act	5	Stage D	Choose healthy foods.
4	Balancing Act	7	Stage D	Explain the functions of major nutrients.
4	Balancing Act	8	Stage D	Describe how family, friends, and peers affect food choices.
4	Balancing Act	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
4	Balancing Act	2	Stage E	Explain the relationship between diet and exercise to the body.
4	Balancing Act	7	Stage E	Classify foods into groups based on their major nutrient contribution.
4	Balancing Act	8	Stage E	List choices that have a positive influence on health.
4	Balancing Act	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
4	Balancing Act	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
5	Fast-Food Frenzy	3	Stage C	Define the word nutrient .
5	Fast-Food Frenzy	4	Stage C	Identify major nutrients and their food sources.
5	Fast-Food Frenzy	5	Stage C	Distinguish between good food and junk food.
5	Fast-Food Frenzy	8	Stage C	Explain how eating and activity affect growth and development.
5	Fast-Food Frenzy	5	Stage D	Choose healthy foods.
5	Fast-Food Frenzy	7	Stage D	Explain the functions of major nutrients.

5	Fast-Food Frenzy	8	Stage D	Explore the relationship between eating habits and the circulatory system.
5	Fast-Food Frenzy	7	Stage D	Recognize ingredients listed on food labels.
5	Fast-Food Frenzy	8	Stage D	Describe how family, friends, and peers affect food choices.
5	Fast-Food Frenzy	2	Stage E	Explain the relationship between diet and exercise to the body.
5	Fast-Food Frenzy	5	Stage E	Define the word calorie .
5	Fast-Food Frenzy	6	Stage E	List foods that have high caloric content.
5	Fast-Food Frenzy	7	Stage E	Classify foods into groups based on their major nutrient contribution.
5	Fast-Food Frenzy	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
5	Fast-Food Frenzy	10	Stage E	Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
5	Fast-Food Frenzy	2	Stage F	Predict what will happen if someone eats too many high calorie foods.
5	Fast-Food Frenzy	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
6	Snack Attack	3	Stage C	Define the word nutrient .
6	Snack Attack	4	Stage C	Identify major nutrients and their food sources.
6	Snack Attack	5	Stage C	Distinguish between good food and junk food.
6	Snack Attack	8	Stage C	Explain how eating and activity affect growth and development.
6	Snack Attack	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
6	Snack Attack	4	Stage C	Demonstrate the ability to make good choices.
6	Snack Attack	5	Stage D	Choose healthy foods.
6	Snack Attack	7	Stage D	Explain the functions of major nutrients.
6	Snack Attack	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.
6	Snack Attack	7	Stage D	Recognize ingredients listed on food labels.
6	Snack Attack	8	Stage D	Describe how family, friends, and peers affect food choices.

6	Snack Attack	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
6	Snack Attack	2	Stage E	Explain the relationship between diet and exercise to the body.
6	Snack Attack	7	Stage E	Classify foods into groups based on their major nutrient contribution.
6	Snack Attack	8	Stage E	List choices that have a positive influence on health.
6	Snack Attack	10	Stage E	Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
6	Snack Attack	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
6	Snack Attack	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
7	Sugar Water: Think About Your Drink	3	Stage C	Define the word nutrient .
7	Sugar Water: Think About Your Drink	4	Stage C	Identify major nutrients and their food sources.
7	Sugar Water: Think About Your Drink	5	Stage C	Distinguish between good food and junk food.
7	Sugar Water: Think About Your Drink	8	Stage C	Explain how eating and activity affect growth and development.
7	Sugar Water: Think About Your Drink	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
7	Sugar Water: Think About Your Drink	4	Stage C	Demonstrate the ability to make good choices.
7	Sugar Water: Think About Your Drink	5	Stage D	Choose healthy foods.
7	Sugar Water: Think About Your Drink	7	Stage D	Explain the functions of major nutrients.
7	Sugar Water: Think About Your Drink	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.
7	Sugar Water: Think About Your Drink	7	Stage D	Recognize ingredients listed on food labels.

7	Sugar Water: Think About Your Drink	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
7	Sugar Water: Think About Your Drink	2	Stage E	Explain the relationship between diet and exercise to the body.
7	Sugar Water: Think About Your Drink	7	Stage E	Classify foods into groups based on their major nutrient contribution.
7	Sugar Water: Think About Your Drink	8	Stage E	List choices that have a positive influence on health.
7	Sugar Water: Think About Your Drink	10	Stage E	Identify ways of knowing how much sugar, fats, sodium, and fiber one consumes.
7	Sugar Water: Think About Your Drink	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
7	Sugar Water: Think About Your Drink	3	Stage F	Explain the effects of diet and exercise on body weight and composition.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	3	Stage C	Define the word nutrient .
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	4	Stage C	Identify major nutrients and their food sources.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5	Stage C	Distinguish between good food and junk food.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	4	Stage C	Explain the relationship between fitness and physical activity.

8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	8	Stage C	Explain how eating and activity affect growth and development.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	4	Stage C	Demonstrate the ability to make good choices.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5	Stage D	Choose healthy foods.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	7	Stage D	Explain the functions of major nutrients.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	8	Stage D	Describe how family, friends, and peers affect food choices.
8	The Safe Workout: Snacking's Just Fine, If you Choose the	3	Stage D	Conclude that good choices make a difference to your health and the health of others.

	Right Kind			
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	2	Stage E	Explain the relationship between diet and exercise to the body.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	7	Stage E	Classify foods into groups based on their major nutrient contribution.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	8	Stage E	List choices that have a positive influence on health.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5	Stage E	Understand how proper amounts of rest, work, sleep, exercise/activity/play, and nutrition promote physical, mental, and social well-being.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
9	Prime-Time Smartness	7	Stage C	Cite ways that the media influences health-related behavior.
9	Prime-Time Smartness	8	Stage C	List choices that have a positive influence on health.
9	Prime-Time Smartness	9	Stage C	List choices that have a negative influence on health.
9	Prime-Time Smartness	13	Stage C	Describe the effects healthy and unhealthy lifestyle choices have on growth and development.
9		4	Stage C	Demonstrate the ability to make good choices.

	Prime-Time Smartness			
9	Prime-Time Smartness	8	Stage D	Give examples of how the media influences health-related behavior.
9	Prime-Time Smartness	4	Stage D	Describe positive health behaviors and choices that may prevent common injuries, diseases, and illnesses.
9	Prime-Time Smartness	9	Stage D	List choices that have a positive influence on health.
9	Prime-Time Smartness	10	Stage D	List choices that have a negative influence on health.
9	Prime-Time Smartness	2	Stage D	Classify health choices that are learned from parents, peers, or the media as being healthy or unhealthy.
9	Prime-Time Smartness	3	Stage D	Conclude that good choices make a difference to your health and the health of others.
9	Prime-Time Smartness	4	Stage E	Recall positive health behaviors, choices, and skills.
9	Prime-Time Smartness	6	Stage E	Describe how the media influences health-related behaviors, choices, and skills.
9	Prime-Time Smartness	8	Stage E	List choices that have a positive influence on health.
9	Prime-Time Smartness	9	Stage E	List choices that have a negative influence on health.
9	Prime-Time Smartness	13	Stage E	Describe and give examples of how media influences choices and behavior.
9	Prime-Time Smartness	3	Stage F	Use a decision-making process to make a healthy choice in a peer pressure situation.
9	Prime-Time Smartness	3	Stage F	List choices that have a positive influence on health.

9	Prime-Time Smartness	4	Stage F	List choices that have a negative influence on health.
Illinois > Performance Descriptors > Science (2002)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	1	Stage F	Apply scientific inquiries or technological designs to study the impact of multiple factors that affect organisms in a habitat, describing how behaviors are influenced by internal and external factors, sketching the interrelationships among/between the land, water and air components to life in the system, predicting the consequences of the disruption of a food pyramid, identifying the interrelationships and variables that affect population sizes and behaviors, or identifying different niches and relationships found among organisms in an Illinois habitat.
21	Freeze My TV	4	Stage E	Organize and display data determining most appropriate visualization strategies for collected data, or using graphs (i.e., double bar, double line, stem and leaf plots) and technologies.
24	Breakfast Bonanza	1	Stage F	Apply scientific inquiries or technological designs to study the impact of multiple factors that affect organisms in a habitat, describing how behaviors are influenced by internal and external factors, sketching the interrelationships among/between the land, water and air components to life in the system, predicting the consequences of the disruption of a food pyramid, identifying the interrelationships and variables that affect population sizes and behaviors, or identifying different niches and relationships found among organisms in an Illinois habitat.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1	Stage F	Apply scientific inquiries or technological designs to study the impact of multiple factors that affect organisms in a habitat, describing how behaviors are influenced by internal and external factors, sketching the interrelationships among/between the land, water and air components to life in the system, predicting the consequences of the disruption of a food pyramid, identifying the interrelationships and variables that affect population sizes and behaviors, or identifying different niches and relationships found among organisms in an Illinois habitat.
27	Freeze My TV	3	Stage C	Collect data from inquiry investigations selecting and using the appropriate data-gathering instruments, or measurable unit, reading and recording data into student-created tables, charts, or journals.
27	Freeze My TV	1	Stage C	Apply uses of scientific technologies in scientific investigations and innovations comparing tools for

				measuring, collecting and recording data for accuracy and precision, examining how to care for animals in these investigations, or researching how advances in technologies have altered how scientists measure, collect and record data.
27	Freeze My TV	3	Stage D	Conduct inquiry investigation collecting quantitative and qualitative data from trials, using applicable metric units, observing appropriate and necessary safety precautions, or validating data for accuracy.
27	Freeze My TV	4	Stage D	Construct charts and visualizations to display data choosing appropriate display media for data analysis, or incorporating available/appropriate technology.
27	Freeze My TV	4	Stage D	Construct charts and visualizations to display data, selecting appropriate graphic display of data, recording appropriate quantitative and qualitative data from multiple trials, or incorporating technology.
27	Freeze My TV	5	Stage D	Analyze data to evaluate design selection or adaptability, synthesizing collected data, or comparing designs, processes, sources of error and success criteria.
27	Freeze My TV	6	Stage D	Communicate design solution, procedure, and explanations, preparing graphs and charts to report the results, generating future design modifications, or suggesting alternative applications for design.
27	Freeze My TV	1	Stage D	Apply scientific technologies, incorporating appropriate data collection, storage, retrieval and communication capabilities in classroom investigations, describing how these technologies have enabled scientists to observe phenomenon beyond the capabilities of unaided human senses (radar, microscopy, etc.).
27	Freeze My TV	3	Stage E	Collect qualitative and quantitative data from investigation using available technologies, determining the necessary required precision, or validating data for accuracy.
27	Freeze My TV	4	Stage E	Organize and display data determining most appropriate visualization strategies for collected data, or using graphs (i.e., double bar, double line, stem and leaf plots) and technologies.
27	Freeze My TV	3	Stage E	Test prototype conducting multiple trials, collecting reliable and precise data, or recording observations.
27	Freeze My TV	5	Stage E	Communicate design findings selecting graphs and charts that effectively report the data, preparing oral and written investigation conclusions, or generating alternative design modifications which can be tested from original investigated question.
27	Freeze My TV	1	Stage E	Apply scientific technologies collecting, storing, retrieving, and communicating data in classroom research and investigations, or researching the progression of technological advances in pure and

				applied scientific investigations and innovations.
27	Freeze My TV	3	Stage F	Collect and organize data accurately, using consistent measuring and recording techniques with necessary precision, using appropriate metric units, documenting data accurately from collecting instruments, or graphing data appropriately.
27	Freeze My TV	3	Stage F	Collect and record data accurately using consistent metric measuring and recording techniques with necessary precision, or documenting data from collecting instruments accurately in selected format.
28	Get 3 At School and 5+ A Day	1	Stage F	Apply scientific inquiries or technological designs to study the impact of multiple factors that affect organisms in a habitat, describing how behaviors are influenced by internal and external factors, sketching the interrelationships among/between the land, water and air components to life in the system, predicting the consequences of the disruption of a food pyramid, identifying the interrelationships and variables that affect population sizes and behaviors, or identifying different niches and relationships found among organisms in an Illinois habitat.
Illinois > Assessment Framework > Reading (2004)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	1.5.09	Grade 5	Use information in tables, maps, and charts to help understand a reading passage.
19	Snack Decisions	1.4.04	Grade 4	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
19	Snack Decisions	1.4.08	Grade 4	Determine the correct use of homonyms using context clues.
19	Snack Decisions	1.4.13	Grade 4	Distinguish between minor and significant details in a passage.
19	Snack Decisions	1.4.18	Grade 4	Distinguish the main ideas and supporting details in informational text.
19	Snack Decisions	1.5.02	Grade 5	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
19	Snack Decisions	1.5.11	Grade 5	Distinguish between minor and significant details in a passage.
19	Snack Decisions	1.5.17	Grade 5	Distinguish the main ideas and supporting details in any text.
21	Freeze My TV	1.4.11	Grade 4	Use information in charts, graphs, and diagrams to help understand a reading passage.
24	Breakfast Bonanza	1.4.04	Grade 4	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.

24	Breakfast Bonanza	1.4.08	Grade 4	Determine the correct use of homonyms using context clues.
24	Breakfast Bonanza	1.4.13	Grade 4	Distinguish between minor and significant details in a passage.
24	Breakfast Bonanza	1.4.18	Grade 4	Distinguish the main ideas and supporting details in informational text.
24	Breakfast Bonanza	1.5.02	Grade 5	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
24	Breakfast Bonanza	1.5.11	Grade 5	Distinguish between minor and significant details in a passage.
24	Breakfast Bonanza	1.5.17	Grade 5	Distinguish the main ideas and supporting details in any text.
27	Freeze My TV	1.4.11	Grade 4	Use information in charts, graphs, and diagrams to help understand a reading passage.
27	Freeze My TV	1.4.24	Grade 4	Draw conclusions from information in maps, charts, graphs, and diagrams.
27	Freeze My TV	1.5.09	Grade 5	Use information in tables, maps, and charts to help understand a reading passage.
27	Freeze My TV	1.5.24	Grade 5	Draw conclusions from information in maps, charts, graphs, and diagrams.
4	Balancing Act	1.4.11	Grade 4	Use information in charts, graphs, and diagrams to help understand a reading passage.
4	Balancing Act	1.4.12	Grade 4	Determine the purpose of features of informational text (e.g., bold print, key words, graphics).
4	Balancing Act	1.4.24	Grade 4	Draw conclusions from information in maps, charts, graphs, and diagrams.
4	Balancing Act	1.5.09	Grade 5	Use information in tables, maps, and charts to help understand a reading passage.
4	Balancing Act	1.5.10	Grade 5	Determine the purpose of features of informational text (e.g., bold print, organization of content, key words, graphics).
4	Balancing Act	1.5.24	Grade 5	Draw conclusions from information in maps, charts, graphs, and diagrams.
4	Balancing Act	1.5.25	Grade 5	Interpret an image based on information provided in a passage.
5	Fast-Food Frenzy	1.5.09	Grade 5	Use information in tables, maps, and charts to help understand a reading passage.
6	Snack Attack	1.4.11	Grade 4	Use information in charts, graphs, and diagrams to help understand a reading passage.
6	Snack Attack	1.5.25	Grade 5	Interpret an image based on information provided in a passage.
8	The Safe Workout: Snacking's Just Fine, If you Choose the	1.4.11	Grade 4	Use information in charts, graphs, and diagrams to help understand a reading passage.

	Right Kind			
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.5.09	Grade 5	Use information in tables, maps, and charts to help understand a reading passage.
9	Prime-Time Smartness	1.4.04	Grade 4	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
9	Prime-Time Smartness	1.4.08	Grade 4	Determine the correct use of homonyms using context clues.
9	Prime-Time Smartness	1.5.02	Grade 5	Determine the meaning of an unknown word using word, sentence, and cross-sentence clues.
9	Prime-Time Smartness	1.5.25	Grade 5	Interpret an image based on information provided in a passage.
	Illinois > Assessment Framework > Science (2004)			
Lesson	Title	State ID	Grade Descr	State Text
2	Carb Smart	12.4.04	Grade 4	Identify the basic needs of living things: animals need air, water, food, and shelter; plants need air, water, nutrients, and light.
21	Freeze My TV	11.4.02	Grade 4	Distinguish among and answer questions about performing the following: observing, drawing a conclusion based on observation, forming a hypothesis, conducting an experiment, organizing data, constructing and reading charts and graphs, and comparing data.
27	Freeze My TV	11.4.02	Grade 4	Distinguish among and answer questions about performing the following: observing, drawing a conclusion based on observation, forming a hypothesis, conducting an experiment, organizing data, constructing and reading charts and graphs, and comparing data.
30	Tour de Health	12.4.04	Grade 4	Identify the basic needs of living things: animals need air, water, food, and shelter; plants need air, water, nutrients, and light.
6	Snack Attack	12.4.04	Grade 4	

				Identify the basic needs of living things: animals need air, water, food, and shelter; plants need air, water, nutrients, and light.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	12.4.04	Grade 4	Identify the basic needs of living things: animals need air, water, food, and shelter; plants need air, water, nutrients, and light.
Illinois > Assessment Framework > Social Science (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Illinois > Assessment Framework > Writing (2006)				
Lesson	Title	State ID	Grade Descr	State Text
Illinois > Assessment Framework > Mathematics (2004)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	10.4.01	Grade 4	Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.
12	Brilliant Breakfast	10.5.01	Grade 5	Read, interpret, and make predictions from data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
17	Hunting for Hidden Fat	10.4.01	Grade 4	Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.
17	Hunting for Hidden Fat	10.4.02	Grade 4	Create a pictograph, bar graph, tally chart, or table for a given set of data.

17	Hunting for Hidden Fat	10.5.01	Grade 5	Read, interpret, and make predictions from data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
17	Hunting for Hidden Fat	10.5.02	Grade 5	Create a pictograph, bar graph, chart/table, or line graph for a given set of data.
21	Freeze My TV	10.4.01	Grade 4	Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.
21	Freeze My TV	10.4.02	Grade 4	Create a pictograph, bar graph, tally chart, or table for a given set of data.
21	Freeze My TV	10.5.01	Grade 5	Read, interpret, and make predictions from data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
21	Freeze My TV	10.5.02	Grade 5	Create a pictograph, bar graph, chart/table, or line graph for a given set of data.
21	Freeze My TV	10.5.03	Grade 5	Determine the mode, range, median (with an odd number of data points), and mean, given a set of data or a graph.
24	Breakfast Bonanza	10.4.01	Grade 4	Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.
24	Breakfast Bonanza	10.5.01	Grade 5	Read, interpret, and make predictions from data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
24	Breakfast Bonanza	10.5.02	Grade 5	Create a pictograph, bar graph, chart/table, or line graph for a given set of data.
27	Freeze My TV	10.4.01	Grade 4	Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.
27	Freeze My TV	10.4.02	Grade 4	Create a pictograph, bar graph, tally chart, or table for a given set of data.
27	Freeze My TV	10.5.01	Grade 5	Read, interpret, and make predictions from data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
27	Freeze My TV	10.5.02	Grade 5	Create a pictograph, bar graph, chart/table, or line graph for a given set of data.
27	Freeze My TV	10.5.03	Grade 5	Determine the mode, range, median (with an odd number of data points), and mean, given a set of data or a graph.
28	Get 3 At School and 5+ A Day	10.4.02	Grade 4	Create a pictograph, bar graph, tally chart, or table for a given set of data.

28	Get 3 At School and 5+ A Day	10.5.02	Grade 5	Create a pictograph, bar graph, chart/table, or line graph for a given set of data.
4	Balancing Act	8.4.04	Grade 4	Identify or represent situations with well defined patterns using words, tables, and graphs (e.g., represent temperature and time in a line graph).
4	Balancing Act	10.4.01	Grade 4	Read and interpret data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), tally chart, table, line graph, or circle graph.
4	Balancing Act	10.5.01	Grade 5	Read, interpret, and make predictions from data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
4	Balancing Act	10.5.02	Grade 5	Create a pictograph, bar graph, chart/table, or line graph for a given set of data.
4	Balancing Act	10.5.03	Grade 5	Determine the mode, range, median (with an odd number of data points), and mean, given a set of data or a graph.
5	Fast-Food Frenzy	6.5.04	Grade 5	Recognize, translate between, and model multiple representations of decimals, fractions less than one (halves, quarters, fifths, and tenths), and percents (0%, 25%, 50%, 75%, and 100%).
5	Fast-Food Frenzy	6.5.19	Grade 5	Read, write, recognize, and model percents (0%, 25%, 50%, 75%, and 100%).
5	Fast-Food Frenzy	10.5.01	Grade 5	Read, interpret, and make predictions from data represented in a pictograph, bar graph, line (dot) plot, Venn diagram (with two circles), chart/table, line graph, or circle graph.
5	Fast-Food Frenzy	10.5.02	Grade 5	Create a pictograph, bar graph, chart/table, or line graph for a given set of data.
6	Snack Attack	10.5.02	Grade 5	Create a pictograph, bar graph, chart/table, or line graph for a given set of data.
6	Snack Attack	10.5.03	Grade 5	Determine the mode, range, median (with an odd number of data points), and mean, given a set of data or a graph.