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| Indiana > Academic Standards > Social Studies (2007) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Indiana > Academic Standards > Mathematics (2000) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 12 | Brilliant Breakfast | 5.3.7 | Grade 5 | Use information taken from a graph or equation to answer questions about a problem situation. |
| 15 | Keeping the Balance | 4.2.1 | Grade 4 | Understand and use standard algorithms for addition and subtraction. |
| 21 | Freeze My TV | 4.7.4 | Grade 4 | Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models to solve problems, justify arguments, and make conjectures. |
| 21 | Freeze My TV | 5.3.7 | Grade 5 | Use information taken from a graph or equation to answer questions about a problem situation. |
| 27 | Freeze My TV | 4.6.1 | Grade 4 | Represent data on a number line and in tables, including frequency tables. |
| 27 | Freeze My TV | 4.6.2 | Grade 4 | Interpret data graphs to answer questions about a situation. |
| 27 | Freeze My TV | 4.6.3 | Grade 4 | Summarize and display the results of probability experiments in a clear and organized way. |
| 27 | Freeze My TV | 4.7.4 | Grade 4 | Use a variety of methods, such as words, numbers, symbols, charts, graphs, tables, diagrams, tools, and models to solve problems, justify arguments, and make conjectures. |
| 27 | Freeze My TV | 5.3.7 | Grade 5 | Use information taken from a graph or equation to answer questions about a problem situation. |
| 27 | Freeze My TV | 5.6.1 | Grade 5 | Explain which types of displays are appropriate for various sets of data. |
| 4 | Balancing Act | 4.6.1 | Grade 4 | Represent data on a number line and in tables, including frequency tables. |
| 4 | Balancing Act | 5.3.7 | Grade 5 | Use information taken from a graph or equation to answer questions about a problem situation. |
| 5 | Fast-Food Frenzy | 5.1.4 | Grade 5 | Interpret percents as a part of a hundred. Find decimal and percent equivalents for common fractions and explain why they represent the same value. |

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| 6 | Snack Attack | 5.3.7 | Grade 5 | Use information taken from a graph or equation to answer questions about a problem situation. |
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| Indiana > Academic Standards > Social Studies (2000) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Indiana > Academic Standards > Health and Wellness (2007) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Indiana > Academic Standards > Science (2000) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 17 | Hunting for Hidden Fat | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 18 | Beverage Buzz: Sack the Sugar | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |

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| 2 | Carb Smart | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 21 | Freeze My TV | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 21 | Freeze My TV | 4.5.4 | Grade 4 | Demonstrate how graphical displays of numbers may make it possible to spot patterns that are not otherwise obvious, such as comparative size and trends. |
| 21 | Freeze My TV | 5.6.2 | Grade 5 | Demonstrate how geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories can be used to represent objects, events, and processes in the real world, although such representation can never be exact in every detail. |
| 23 | Veggiemania | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 26 | Fitness Walking | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 27 | Freeze My TV | 4.1.5 | Grade 4 | Demonstrate how measuring instruments, such as microscopes, telescopes, and cameras, can be used to gather accurate information for making scientific comparisons of objects and events. Note that measuring instruments, such as rulers, can also be used for designing and constructing things that will work properly. |
| 27 | Freeze My TV | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 27 | Freeze My TV | 4.5.4 | Grade 4 | Demonstrate how graphical displays of numbers may make it possible to spot patterns that are not otherwise obvious, such as comparative size and trends. |

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| 27 | Freeze My TV | 5.5.8 | Grade 5 | Realize and explain that predictions may be more accurate if they are based on large collections of objects or events. |
| 27 | Freeze My TV | 5.5.9 | Grade 5 | Show how spreading data out on a number line helps to see what the extremes are, where they pile up, and where the gaps are. |
| 27 | Freeze My TV | 5.5.10 | Grade 5 | Explain the danger in using only a portion of the data collected to describe the whole. |
| 27 | Freeze My TV | 5.6.2 | Grade 5 | Demonstrate how geometric figures, number sequences, graphs, diagrams, sketches, number lines, maps, and stories can be used to represent objects, events, and processes in the real world, although such representation can never be exact in every detail. |
| 29 | Class Walking Clubs | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 3 | The Safe Workout: An Introduction | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 30 | Tour de Health | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 4 | Balancing Act | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 4.4.9 | Grade 4 | Explain that food provides energy and materials for growth and repair of body parts. Recognize that vitamins and minerals, present in small amounts in foods, are essential to keep everything working well. Further understand that as people grow up, the amounts and kinds of food and exercise needed by the body may change. |
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| Indiana > Academic Standards > English/Language Arts (2006) | | | | |
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| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 5.5.7 | Grade 5 | Write summaries that contain the main ideas of the reading selection and the most significant details. |
| 19 | Snack Decisions | 4.1.6 | Grade 4 | Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word). |
| 19 | Snack Decisions | 4.1.7 | Grade 4 | Use context to determine the meaning of unknown words. |
| 19 | Snack Decisions | 4.5.4 | Grade 4 | Write summaries that contain the main ideas of the reading selection and the most significant details. |
| 19 | Snack Decisions | 4.7.13 | Grade 4 | Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. |
| 19 | Snack Decisions | 5.1.6 | Grade 5 | Understand unknown words by using word, sentence, and paragraph clues to determine meaning. |
| 19 | Snack Decisions | 5.2.3 | Grade 5 | Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. |
| 19 | Snack Decisions | 5.5.7 | Grade 5 | Write summaries that contain the main ideas of the reading selection and the most significant details. |
| 24 | Breakfast Bonanza | 4.1.6 | Grade 4 | Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word). |
| 24 | Breakfast Bonanza | 4.1.7 | Grade 4 | Use context to determine the meaning of unknown words. |
| 24 | Breakfast Bonanza | 4.5.4 | Grade 4 | Write summaries that contain the main ideas of the reading selection and the most significant details. |
| 24 | Breakfast Bonanza | 4.7.13 | Grade 4 | Deliver oral summaries of articles and books that contain the main ideas of the event or article and the most significant details. |
| 24 | Breakfast Bonanza | 5.1.6 | Grade 5 | Understand unknown words by using word, sentence, and paragraph clues to determine meaning. |

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| 24 | Breakfast Bonanza | 5.2.1 | Grade 5 | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 24 | Breakfast Bonanza | 5.2.3 | Grade 5 | Recognize main ideas presented in texts, identifying and assessing evidence that supports those ideas. |
| 24 | Breakfast Bonanza | 5.5.7 | Grade 5 | Write summaries that contain the main ideas of the reading selection and the most significant details. |
| 3 | The Safe Workout: An Introduction | 5.2.1 | Grade 5 | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 4 | Balancing Act | 4.2.1 | Grade 4 | Use the organization of informational text to strengthen comprehension. |
| 4 | Balancing Act | 4.2.8 | Grade 4 | Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology. |
| 4 | Balancing Act | 5.2.1 | Grade 5 | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 5 | Fast-Food Frenzy | 5.5.7 | Grade 5 | Write summaries that contain the main ideas of the reading selection and the most significant details. |
| 6 | Snack Attack | 4.2.8 | Grade 4 | Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology. |
| 6 | Snack Attack | 5.2.1 | Grade 5 | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
| 9 | Prime-Time Smartness | 4.1.6 | Grade 4 | Distinguish and interpret words with multiple meanings (quarters) by using context clues (the meaning of the text around a word). |
| 9 | Prime-Time Smartness | 4.1.7 | Grade 4 | Use context to determine the meaning of unknown words. |
| 9 | Prime-Time Smartness | 4.2.8 | Grade 4 | Identify informational texts written in narrative form (sometimes with undeveloped characters and minimal dialogue) using sequence or chronology. |
| 9 | Prime-Time Smartness | | Grade 4 | demonstrate an understanding of a literary work. |
| 9 | Prime-Time Smartness | 5.1.6 | Grade 5 | Understand unknown words by using word, sentence, and paragraph clues to determine meaning. |
| 9 | Prime-Time Smartness | 5.2.1 | Grade 5 | |

| | | | | Use the features of informational texts, such as formats, graphics, diagrams, illustrations, charts, maps, and organization, to find information and support understanding. |
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| 9 | Prime-Time Smartness | | Grade 5 | demonstrate an understanding of a literary work. |
| 9 | Prime-Time Smartness | | Grade 5 | develop interpretations that exhibit careful reading and understanding. |
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| Indiana > Academic Standards > Health Education (2002) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 4.1.3 | Fourth Grade | Identify examples of mental, emotional, social, and physical health during childhood. |
| 1 | Healthy Living | 4.1.6 | Fourth Grade | Describe how physical, social, and emotional environments influence personal health. |
| 1 | Healthy Living | 5.1.3 | Fifth Grade | Describe the interrelationships of mental, emotional, social, and physical health. |
| 1 | Healthy Living | 5.1.5 | Fifth Grade | Describe how one's surroundings influence mental, emotional, social, and physical health. |
| 10 | Chain Five | 5.1.6 | Fifth Grade | Describe ways to reduce risks related to common health problems among adolescents. |
| 10 | Chain Five | 5.1.8 | Fifth Grade | Describe how pathogens are related to the cause or prevention of disease. |
| 13 | Fitness Walking | 4.1.1 | Fourth Grade | Identify responsible health behaviors. |
| 13 | Fitness Walking | 4.1.2 | Fourth Grade | Describes relationships between personal health behaviors and individual well-being. |
| 13 | Fitness Walking | 4.6.3 | Fourth Grade | Predict outcomes of positive health decisions. |

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| 13 | Fitness Walking | 5.1.1 | Fifth Grade | Explain the importance of assuming responsibility for personal health behaviors. |
| 13 | Fitness Walking | 5.1.2 | Fifth Grade | Explain the relationship between personal health behaviors and the prevention of injury, illness, disease, and premature death. |
| 13 | Fitness Walking | 5.3.6 | Fifth Grade | Demonstrate strategies to improve or maintain personal health. |
| 15 | Keeping the Balance | 5.1.1 | Fifth Grade | Explain the importance of assuming responsibility for personal health behaviors. |
| 16 | The Safe Workout: A Review | 5.1.1 | Fifth Grade | Explain the importance of assuming responsibility for personal health behaviors. |
| 16 | The Safe Workout: A Review | 5.3.3 | Fifth Grade | Demonstrates how to avoid and reduce threatening situations. |
| 19 | Snack Decisions | 4.2.3 | Fourth Grade | Explain how media influences the selection of health information, products, and services. |
| 19 | Snack Decisions | 4.4.3 | Fourth Grade | Explain how media influences thoughts, feelings, perceptions, and health behaviors. |
| 19 | Snack Decisions | 5.2.3 | Fifth Grade | Analyze how media influences the selection of health information, products, and services. |
| 19 | Snack Decisions | 5.4.3 | Fifth Grade | Analyze how messages from media and other sources influence health behaviors. |
| 20 | Snacking and Inactivity | 4.1.3 | Fourth Grade | Identify examples of mental, emotional, social, and physical health during childhood. |
| 20 | Snacking and Inactivity | 4.1.4 | Fourth Grade | Describe the relationship between physical health and emotional health. |
| 20 | Snacking and Inactivity | 4.1.6 | Fourth Grade | Describe how physical, social, and emotional environments influence personal health. |
| 20 | Snacking and Inactivity | 5.1.3 | Fifth Grade | Describe the interrelationships of mental, emotional, social, and physical health. |

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| 20 | Snacking and Inactivity | 5.1.5 | Fifth Grade | Describe how one's surroundings influence mental, emotional, social, and physical health. |
| 21 | Freeze My TV | 4.1.1 | Fourth Grade | Identify responsible health behaviors. |
| 21 | Freeze My TV | 4.1.2 | Fourth Grade | Describes relationships between personal health behaviors and individual well-being. |
| 21 | Freeze My TV | 4.4.4 | Fourth Grade | Describe ways technology can influence personal health behaviors. |
| 21 | Freeze My TV | 4.6.3 | Fourth Grade | Predict outcomes of positive health decisions. |
| 21 | Freeze My TV | 5.1.1 | Fifth Grade | Explain the importance of assuming responsibility for personal health behaviors. |
| 21 | Freeze My TV | 5.1.2 | Fifth Grade | Explain the relationship between personal health behaviors and the prevention of injury, illness, disease, and premature death. |
| 21 | Freeze My TV | 5.3.6 | Fifth Grade | Demonstrate strategies to improve or maintain personal health. |
| 21 | Freeze My TV | 5.4.4 | Fifth Grade | Analyze the influence of technology on personal and family health and health behaviors. |
| 23 | Veggiemania | 4.1.1 | Fourth Grade | Identify responsible health behaviors. |
| 23 | Veggiemania | 4.1.2 | Fourth Grade | Describes relationships between personal health behaviors and individual well-being. |
| 23 | Veggiemania | 4.6.3 | Fourth Grade | Predict outcomes of positive health decisions. |
| 23 | Veggiemania | 5.1.1 | Fifth Grade | Explain the importance of assuming responsibility for personal health behaviors. |
| 23 | Veggiemania | 5.1.2 | Fifth Grade | Explain the relationship between personal health behaviors and the prevention of injury, illness, disease, and premature death. |

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| 23 | Veggiemania | 5.3.6 | Fifth Grade | Demonstrate strategies to improve or maintain personal health. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 4.4.2 | Fourth Grade | Describe how culture influences personal health behavior. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 5.4.2 | Fifth Grade | Describe how culture influences personal health behavior. |
| 26 | Fitness Walking | 4.1.1 | Fourth Grade | Identify responsible health behaviors. |
| 26 | Fitness Walking | 4.1.2 | Fourth Grade | Describes relationships between personal health behaviors and individual well-being. |
| 26 | Fitness Walking | 4.6.3 | Fourth Grade | Predict outcomes of positive health decisions. |
| 26 | Fitness Walking | 5.1.1 | Fifth Grade | Explain the importance of assuming responsibility for personal health behaviors. |
| 26 | Fitness Walking | 5.1.2 | Fifth Grade | Explain the relationship between personal health behaviors and the prevention of injury, illness, disease, and premature death. |
| 26 | Fitness Walking | 5.3.6 | Fifth Grade | Demonstrate strategies to improve or maintain personal health. |
| 27 | Freeze My TV | 4.1.1 | Fourth Grade | Identify responsible health behaviors. |
| 27 | Freeze My TV | 4.1.2 | Fourth Grade | Describes relationships between personal health behaviors and individual well-being. |
| 27 | Freeze My TV | 4.4.4 | Fourth Grade | Describe ways technology can influence personal health behaviors. |
| 27 | Freeze My TV | 4.6.3 | Fourth Grade | Predict outcomes of positive health decisions. |

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| 27 | Freeze My TV | 5.1.1 | Fifth Grade | Explain the importance of assuming responsibility for personal health behaviors. |
| 27 | Freeze My TV | 5.1.2 | Fifth Grade | Explain the relationship between personal health behaviors and the prevention of injury, illness, disease, and premature death. |
| 27 | Freeze My TV | 5.3.6 | Fifth Grade | Demonstrate strategies to improve or maintain personal health. |
| 27 | Freeze My TV | 5.4.4 | Fifth Grade | Analyze the influence of technology on personal and family health and health behaviors. |
| 29 | Class Walking Clubs | 4.1.1 | Fourth Grade | Identify responsible health behaviors. |
| 29 | Class Walking Clubs | 4.1.2 | Fourth Grade | Describes relationships between personal health behaviors and individual well-being. |
| 29 | Class Walking Clubs | 4.6.3 | Fourth Grade | Predict outcomes of positive health decisions. |
| 29 | Class Walking Clubs | 5.1.1 | Fifth Grade | Explain the importance of assuming responsibility for personal health behaviors. |
| 29 | Class Walking Clubs | 5.1.2 | Fifth Grade | Explain the relationship between personal health behaviors and the prevention of injury, illness, disease, and premature death. |
| 29 | Class Walking Clubs | 5.3.6 | Fifth Grade | Demonstrate strategies to improve or maintain personal health. |
| 3 | The Safe Workout: An Introduction | 5.1.1 | Fifth Grade | Explain the importance of assuming responsibility for personal health behaviors. |
| 9 | Prime-Time Smartness | 4.1.1 | Fourth Grade | Identify responsible health behaviors. |
| 9 | Prime-Time Smartness | 4.2.1 | Fourth Grade | Identify characteristics of valid health information and health-promoting products and services. |
| 9 | Prime-Time Smartness | 4.2.3 | Fourth Grade | Explain how media influences the selection of health information, products, and services. |

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| 9 | Prime-Time Smartness | 4.4.3 | Fourth Grade | Explain how media influences thoughts, feelings, perceptions, and health behaviors. |
| 9 | Prime-Time Smartness | 4.4.4 | Fourth Grade | Describe ways technology can influence personal health behaviors. |
| 9 | Prime-Time Smartness | 4.6.3 | Fourth Grade | Predict outcomes of positive health decisions. |
| 9 | Prime-Time Smartness | 5.1.1 | Fifth Grade | Explain the importance of assuming responsibility for personal health behaviors. |
| 9 | Prime-Time Smartness | 5.2.3 | Fifth Grade | Analyze how media influences the selection of health information, products, and services. |
| 9 | Prime-Time Smartness | 5.3.6 | Fifth Grade | Demonstrate strategies to improve or maintain personal health. |
| 9 | Prime-Time Smartness | 5.4.3 | Fifth Grade | Analyze how messages from media and other sources influence health behaviors. |
| 9 | Prime-Time Smartness | 5.4.4 | Fifth Grade | Analyze the influence of technology on personal and family health and health behaviors. |
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