

| Kansas > Curriculum Standards > Listening, Viewing, Speaking and Related Areas (2006) | | | | |
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| Lesson | Title | State ID | Grade Descr | State Text |
| 10 | Chain Five | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 11 | Alphabet Fruit (and Vegetables) | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 11 | Alphabet Fruit (and Vegetables) | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 11 | Alphabet Fruit (and Vegetables) | 3 | Grades: K-12 Basic | contributes relevant information. |
| 11 | Alphabet Fruit (and Vegetables) | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 11 | Alphabet Fruit (and Vegetables) | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 11 | Alphabet Fruit (and Vegetables) | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 13 | Fitness Walking | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 13 | Fitness Walking | 3 | Grades: K-12 Basic | contributes relevant information. |
| 13 | Fitness Walking | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 13 | Fitness Walking | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 14 | | 3 | | participates in classroom routines/events for communicating. |

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| | Healthy Living, Healthy Eating | | Grades: K-12 Basic | |
| 14 | Healthy Living, Healthy Eating | 3 | Grades: K-12 Basic | contributes relevant information. |
| 14 | Healthy Living, Healthy Eating | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 14 | Healthy Living, Healthy Eating | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 15 | Keeping the Balance | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 15 | Keeping the Balance | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 15 | Keeping the Balance | 3 | Grades: K-12 Basic | contributes relevant information. |
| 15 | Keeping the Balance | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 15 | Keeping the Balance | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 15 | Keeping the Balance | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 16 | The Safe Workout: A Review | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 16 | The Safe Workout: A Review | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 16 | The Safe Workout: A Review | 3 | Grades: K-12 Basic | contributes relevant information. |
| 16 | The Safe Workout: A Review | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |

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| 16 | The Safe Workout: A Review | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 16 | The Safe Workout: A Review | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 17 | Hunting for Hidden Fat | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 17 | Hunting for Hidden Fat | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 17 | Hunting for Hidden Fat | 3 | Grades: K-12 Basic | contributes relevant information. |
| 17 | Hunting for Hidden Fat | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 17 | Hunting for Hidden Fat | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 17 | Hunting for Hidden Fat | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 18 | Beverage Buzz: Sack the Sugar | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 18 | Beverage Buzz: Sack the Sugar | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 18 | Beverage Buzz: Sack the Sugar | 3 | Grades: K-12 Basic | contributes relevant information. |
| 18 | Beverage Buzz: Sack the Sugar | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 18 | Beverage Buzz: Sack the Sugar | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 18 | Beverage Buzz: Sack the Sugar | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |

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| 19 | Snack Decisions | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 19 | Snack Decisions | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 19 | Snack Decisions | 3 | Grades: K-12 Basic | contributes relevant information. |
| 19 | Snack Decisions | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 19 | Snack Decisions | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 19 | Snack Decisions | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 20 | Snacking and Inactivity | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 20 | Snacking and Inactivity | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 20 | Snacking and Inactivity | 3 | Grades: K-12 Basic | contributes relevant information. |
| 20 | Snacking and Inactivity | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 20 | Snacking and Inactivity | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 20 | Snacking and Inactivity | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 21 | Freeze My TV | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 21 | Freeze My TV | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |

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| 21 | Freeze My TV | 3 | Grades: K-12 Basic | contributes relevant information. |
| 21 | Freeze My TV | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 21 | Freeze My TV | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 21 | Freeze My TV | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 22 | Menu Monitoring | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 22 | Menu Monitoring | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 22 | Menu Monitoring | 3 | Grades: K-12 Basic | contributes relevant information. |
| 22 | Menu Monitoring | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 22 | Menu Monitoring | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 22 | Menu Monitoring | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 23 | Veggiemania | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 23 | Veggiemania | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 23 | Veggiemania | 3 | Grades: K-12 Basic | contributes relevant information. |
| 23 | Veggiemania | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |

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| 23 | Veggiemania | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 23 | Veggiemania | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 24 | Breakfast Bonanza | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 26 | Fitness Walking | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 26 | Fitness Walking | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 26 | Fitness Walking | 3 | Grades: K-12 Basic | contributes relevant information. |
| 26 | Fitness Walking | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 26 | Fitness Walking | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 26 | Fitness Walking | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 27 | Freeze My TV | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 27 | Freeze My TV | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 27 | Freeze My TV | 3 | Grades: K-12 Basic | contributes relevant information. |
| 27 | Freeze My TV | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 27 | Freeze My TV | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |

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| 27 | Freeze My TV | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 28 | Get 3 At School and 5+ A Day | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 30 | Tour de Health | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 4 | Balancing Act | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 4 | Balancing Act | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 4 | Balancing Act | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 4 | Balancing Act | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 6 | Snack Attack | 2 | Grades: K-12 Basic | focuses attention on specific details when given directions. |
| 6 | Snack Attack | 3 | Grades: K-12 Basic | contributes relevant information. |
| 6 | Snack Attack | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 6 | Snack Attack | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 6 | Snack Attack | 3 | Grades: K-12 Advanced | responds to the group dynamics by shifting roles when necessary. |
| 7 | Sugar Water: Think About Your Drink | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 7 | Sugar Water: Think About Your Drink | 3 | Grades: K-12 Basic | contributes relevant information. |

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| 7 | Sugar Water: Think About Your Drink | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 7 | Sugar Water: Think About Your Drink | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 3 | Grades: K-12 Basic | contributes relevant information. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
| 9 | Prime-Time Smartness | 3 | Grades: K-12 Basic | participates in classroom routines/events for communicating. |
| 9 | Prime-Time Smartness | 3 | Grades: K-12 Basic | contributes relevant information. |
| 9 | Prime-Time Smartness | 2 | Grades: K-12 Intermediate | understands whole group activities to reinforce appropriate group interactions. |
| 9 | Prime-Time Smartness | 3 | Grades: K-12 Intermediate | contributes relevant information based on his/her role in the group, such as leader, recorder, and evaluator. |
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| Kansas > Curriculum Standards > Writing (2004) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Kansas > Curriculum Standards > Social Studies (2005) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 1 | Fifth Grade | explains how various American Indians adapted to their environment in relationship to shelter and food (e.g., Plains, Woodland, Northwest Coast, Southeast and Pueblo cultures in the period from 1700-1820). |
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| Kansas > Curriculum Standards > Reading Updated May 2004 (2003) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 19 | Snack Decisions | 1 | Fourth Grade | determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. |
| 19 | Snack Decisions | 9 | Fourth Grade | retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts. |
| 19 | Snack Decisions | 10 | Fourth Grade | identifies the topic, main idea(s), and supporting details in appropriate-level texts. |
| 19 | Snack Decisions | 1 | Fifth Grade | determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. |
| 19 | Snack Decisions | 9 | Fifth Grade | retells main ideas or events as well as supporting details in appropriate-level narrative, expository, persuasive, and technical texts. |
| 19 | Snack Decisions | 10 | Fifth Grade | identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts. |
| 24 | Breakfast Bonanza | 1 | Fourth Grade | |

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| | | | | determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. |
| 24 | Breakfast Bonanza | 6 | Fourth Grade | identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect). |
| 24 | Breakfast Bonanza | 9 | Fourth Grade | retells main ideas or events as well as supporting details in appropriate-level narrative, expository, and technical texts. |
| 24 | Breakfast Bonanza | 10 | Fourth Grade | identifies the topic, main idea(s), and supporting details in appropriate-level texts. |
| 24 | Breakfast Bonanza | 1 | Fifth Grade | determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. |
| 24 | Breakfast Bonanza | 6 | Fifth Grade | identifies text structure (e.g., sequence, problem-solution, comparison-contrast, description, cause-effect). |
| 24 | Breakfast Bonanza | 9 | Fifth Grade | retells main ideas or events as well as supporting details in appropriate-level narrative, expository, persuasive, and technical texts. |
| 24 | Breakfast Bonanza | 10 | Fifth Grade | identifies the topic, main idea(s), supporting details, and theme(s) in appropriate-level texts. |
| 27 | Freeze My TV | 2 | Fourth Grade | understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts. |
| 27 | Freeze My TV | 2 | Fifth Grade | understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts. |
| 4 | Balancing Act | 2 | Fourth Grade | understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain meaning from appropriate-level texts. |
| 4 | Balancing Act | 2 | Fifth Grade | understands the purpose of text features (e.g., title, graphs/charts and maps, table of contents, pictures/illustrations, boldface type, italics, glossary, index, headings, subheadings, topic and summary sentences, captions) and uses such features to locate information in and to gain |

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| | | | | meaning from appropriate-level texts. |
| 7 | Sugar Water: Think About Your Drink | 1 | Fourth Grade | identifies characteristics of narrative, expository, technical, and persuasive texts. |
| 7 | Sugar Water: Think About Your Drink | 1 | Fifth Grade | identifies characteristics of narrative, expository, technical, and persuasive texts. |
| 9 | Prime-Time Smartness | 1 | Fourth Grade | determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. |
| 9 | Prime-Time Smartness | 1 | Fifth Grade | determines the meaning of words or phrases by using context clues (e.g., definitions, restatements, examples, descriptions) from sentences or paragraphs. |
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| Kansas > Curriculum Standards > Mathematics (2004) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 17 | Hunting for Hidden Fat | h | Fourth Grade | graphs using concrete objects, pictographs, frequency tables, horizontal and vertical bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, and tables to organize and display data; |
| 17 | Hunting for Hidden Fat | j | Fifth Grade | graphs using concrete objects, pictographs, frequency tables, bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, tables, and single stem-and-leaf plots to organize and display data; |
| 17 | Hunting for Hidden Fat | d | Fifth Grade | bar and line graphs, |
| 21 | Freeze My TV | h | Fourth Grade | graphs using concrete objects, pictographs, frequency tables, horizontal and vertical bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, and tables to organize and display data; |
| 21 | Freeze My TV | d | Fourth Grade | horizontal and vertical bar graphs; |
| 21 | Freeze My TV | j | Fifth Grade | graphs using concrete objects, pictographs, frequency tables, bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, tables, and single stem-and-leaf plots to organize and display data; |

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| 21 | Freeze My TV | d | Fifth Grade | bar and line graphs, |
| 24 | Breakfast Bonanza | h | Fourth Grade | graphs using concrete objects, pictographs, frequency tables, horizontal and vertical bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, and tables to organize and display data; |
| 24 | Breakfast Bonanza | d | Fourth Grade | horizontal and vertical bar graphs; |
| 24 | Breakfast Bonanza | j | Fifth Grade | graphs using concrete objects, pictographs, frequency tables, bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, tables, and single stem-and-leaf plots to organize and display data; |
| 24 | Breakfast Bonanza | d | Fifth Grade | bar and line graphs, |
| 27 | Freeze My TV | h | Fourth Grade | graphs using concrete objects, pictographs, frequency tables, horizontal and vertical bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, and tables to organize and display data; |
| 27 | Freeze My TV | g | Fourth Grade | charts and tables; |
| 27 | Freeze My TV | h | Fourth Grade | line graphs; |
| 27 | Freeze My TV | 2 | Fourth Grade | collects data using different techniques (observations, polls, surveys, interviews, or random sampling) and explains the results. |
| 27 | Freeze My TV | j | Fifth Grade | graphs using concrete objects, pictographs, frequency tables, bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, tables, and single stem-and-leaf plots to organize and display data; |
| 27 | Freeze My TV | d | Fifth Grade | bar and line graphs, |
| 27 | Freeze My TV | g | Fifth Grade | charts and tables, |
| 27 | Freeze My TV | 2 | Fifth Grade | collects data using different techniques (observations, polls, tallying, interviews, surveys, or random sampling) and explains the results. |
| 28 | Get 3 At School and 5+ A Day | h | Fourth Grade | graphs using concrete objects, pictographs, frequency tables, horizontal and vertical bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, and tables to organize and display data; |
| 28 | Get 3 At School and 5+ A Day | j | Fifth Grade | graphs using concrete objects, pictographs, frequency tables, bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, tables, and single stem-and-leaf plots to organize and |

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| | | | | display data; |
| 4 | Balancing Act | h | Fourth Grade | graphs using concrete objects, pictographs, frequency tables, horizontal and vertical bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, and tables to organize and display data; |
| 4 | Balancing Act | g | Fourth Grade | charts and tables; |
| 4 | Balancing Act | i | Fourth Grade | circle graphs. |
| 4 | Balancing Act | j | Fifth Grade | graphs using concrete objects, pictographs, frequency tables, bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, tables, and single stem-and-leaf plots to organize and display data; |
| 4 | Balancing Act | g | Fifth Grade | charts and tables, |
| 4 | Balancing Act | h | Fifth Grade | circle graphs, |
| 5 | Fast-Food Frenzy | g | Fourth Grade | charts and tables; |
| 5 | Fast-Food Frenzy | 4 | Fifth Grade | knows equivalent percents and decimals for one whole, one-half, one-fourth, three-fourths, and one tenth through nine tenths, e.g., $1 = 100\% = 1.0$, $3/4 = 75\% = .75$, $3/10 = 30\% = .3$. |
| 5 | Fast-Food Frenzy | g | Fifth Grade | charts and tables, |
| 6 | Snack Attack | h | Fourth Grade | graphs using concrete objects, pictographs, frequency tables, horizontal and vertical bar graphs, line graphs, circle graphs, Venn diagrams, line plots, charts, and tables to organize and display data; |
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| Kansas > Curriculum Standards > Listening, Viewing and Speaking (2000) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Kansas > Curriculum Standards > Health | | | | |

| Education (2006) | | | | |
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| Lesson | Title | State ID | Grade Descr | State Text |
| 10 | Chain Five | | Grades: K-4 | identify five health risks and describe at least one risk reduction strategy for each health risk. |
| 10 | Chain Five | | Grades: K-4 | will identify three health risks and describe at least one risk reduction strategy for each health risk. |
| 10 | Chain Five | | Grades: K-4 | identify one health risk and describe at least one risk reduction strategy for each health risk. |
| 10 | Chain Five | | Grades: 5-8 | demonstrate knowledge of male and female reproductive organ names and functions, development of male and female reproductive organs, and risks and prevention of sexually-transmitted infections. |
| 10 | Chain Five | | Grades: 5-8 | with some assistance, demonstrate knowledge of male and female reproductive organ names and functions, development of male and female reproductive organs, and risks and prevention of sexually-transmitted infections. |
| 10 | Chain Five | | Grades: 5-8 | with some assistance, demonstrate limited knowledge of male and female reproductive organ names and functions, development of male and female reproductive organs, and risks and prevention of sexually-transmitted infections. |
| 11 | Alphabet Fruit (and Vegetables) | | Grades: K-4 | identify five health risks and describe at least one risk reduction strategy for each health risk. |
| 11 | Alphabet Fruit (and Vegetables) | | Grades: K-4 | identify one health risk and describe at least one risk reduction strategy for each health risk. |
| 13 | Fitness Walking | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in all ten content areas. |
| 13 | Fitness Walking | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least eight content areas. |
| 13 | Fitness Walking | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least six content areas. |
| 13 | Fitness Walking | | Grades: K-4 | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 13 | Fitness Walking | | Grades: K-4 | |

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| | | | | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 13 | Fitness Walking | | Grades: K-4 | demonstrate goal-setting and decision making skills to enhance health. |
| 13 | Fitness Walking | | Grades: K-4 | discuss goal-setting and decision making skills to enhance health. |
| 13 | Fitness Walking | | Grades: 5-8 | analyze the influence of health behavior or absence of behavior on wellness outcomes. |
| 13 | Fitness Walking | | Grades: 5-8 | make distinctions about the influences of health behavior or absence of behavior on wellness outcomes. |
| 13 | Fitness Walking | | Grades: 5-8 | draw limited conclusions about the influences of health behavior or absence of behavior on wellness outcomes. |
| 13 | Fitness Walking | | Grades: 5-8 | independently design strategies to improve health-enhancing behaviors and reduce health risks. |
| 13 | Fitness Walking | | Grades: 5-8 | identify and explain strategies to improve health-enhancing behaviors and reduce health risks. |
| 13 | Fitness Walking | | Grades: 5-8 | with limited ability, identify strategies to improve health-enhancing behaviors and reduce health risks. |
| 13 | Fitness Walking | | Grades: 5-8 | independently assess health behaviors and determine their degree of risk. |
| 13 | Fitness Walking | | Grades: 5-8 | with assistance, assess health behaviors and determine their degree of risk. |
| 13 | Fitness Walking | | Grades: 5-8 | analyze how media and other sources influence health behaviors. |
| 13 | Fitness Walking | | Grades: 5-8 | with assistance, recognize how media and other sources influence health behaviors. |
| 13 | Fitness Walking | | Grades: 5-8 | identify one media and other source that influence health behavior. |
| 13 | Fitness Walking | | Grades: 5-8 | collect and evaluate the information within surveys to analyze peer influences on health. |
| 13 | Fitness Walking | | Grades: 5-8 | with assistance, collect and evaluate survey-information to analyze peer influences on health. |
| 13 | Fitness Walking | | Grades: 5-8 | will demonstrate a limited understanding of peer influences on health. |
| 14 | Healthy Living, Healthy Eating | | Grades: K-4 | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 14 | Healthy Living, Healthy Eating | | Grades: K-4 | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |

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| 15 | Keeping the Balance | | Grades: K-4 | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 15 | Keeping the Balance | | Grades: K-4 | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 16 | The Safe Workout: A Review | | Grades: K-4 | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 16 | The Safe Workout: A Review | | Grades: K-4 | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 16 | The Safe Workout: A Review | | Grades: K-4 | illustrate how culture, media, technology, and other factors influence health. |
| 16 | The Safe Workout: A Review | | Grades: K-4 | discuss how culture, media, technology, and other factors influence health. |
| 16 | The Safe Workout: A Review | | Grades: K-4 | identify how culture, media, technology, and other factors influence health. |
| 16 | The Safe Workout: A Review | | Grades: 5-8 | analyze how media and other sources influence health behaviors. |
| 16 | The Safe Workout: A Review | | Grades: 5-8 | with assistance, recognize how media and other sources influence health behaviors. |
| 16 | The Safe Workout: A Review | | Grades: 5-8 | identify one media and other source that influence health behavior. |
| 19 | Snack Decisions | | Grades: K-4 | illustrate how culture, media, technology, and other factors influence health. |
| 19 | Snack Decisions | | Grades: K-4 | discuss how culture, media, technology, and other factors influence health. |
| 19 | Snack Decisions | | Grades: K-4 | identify how culture, media, technology, and other factors influence health. |
| 19 | Snack Decisions | | Grades: 5-8 | analyze how media and other sources influence health behaviors. |
| 19 | Snack Decisions | | Grades: 5-8 | with assistance, recognize how media and other sources influence health behaviors. |
| 19 | Snack Decisions | | Grades: 5-8 | identify one media and other source that influence health behavior. |
| 20 | Snacking and Inactivity | | Grades: K-4 | |

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| | | | | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 20 | Snacking and Inactivity | | Grades: K-4 | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 21 | Freeze My TV | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in all ten content areas. |
| 21 | Freeze My TV | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least eight content areas. |
| 21 | Freeze My TV | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least six content areas. |
| 21 | Freeze My TV | | Grades: K-4 | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 21 | Freeze My TV | | Grades: K-4 | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 21 | Freeze My TV | | Grades: K-4 | illustrate how culture, media, technology, and other factors influence health. |
| 21 | Freeze My TV | | Grades: K-4 | discuss how culture, media, technology, and other factors influence health. |
| 21 | Freeze My TV | | Grades: K-4 | identify how culture, media, technology, and other factors influence health. |
| 21 | Freeze My TV | | Grades: K-4 | demonstrate goal-setting and decision making skills to enhance health. |
| 21 | Freeze My TV | | Grades: K-4 | discuss goal-setting and decision making skills to enhance health. |
| 21 | Freeze My TV | | Grades: 5-8 | analyze the influence of health behavior or absence of behavior on wellness outcomes. |
| 21 | Freeze My TV | | Grades: 5-8 | make distinctions about the influences of health behavior or absence of behavior on wellness outcomes. |
| 21 | Freeze My TV | | Grades: 5-8 | draw limited conclusions about the influences of health behavior or absence of behavior on wellness outcomes. |
| 21 | Freeze My TV | | Grades: 5-8 | independently design strategies to improve health-enhancing behaviors and reduce health risks. |
| 21 | Freeze My TV | | Grades: 5-8 | identify and explain strategies to improve health-enhancing behaviors and reduce health risks. |

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| 21 | Freeze My TV | | Grades: 5-8 | with limited ability, identify strategies to improve health-enhancing behaviors and reduce health risks. |
| 21 | Freeze My TV | | Grades: 5-8 | independently assess health behaviors and determine their degree of risk. |
| 21 | Freeze My TV | | Grades: 5-8 | with assistance, assess health behaviors and determine their degree of risk. |
| 21 | Freeze My TV | | Grades: 5-8 | analyze how media and other sources influence health behaviors. |
| 21 | Freeze My TV | | Grades: 5-8 | with assistance, recognize how media and other sources influence health behaviors. |
| 21 | Freeze My TV | | Grades: 5-8 | identify one media and other source that influence health behavior. |
| 21 | Freeze My TV | | Grades: 5-8 | explain advances in technology and the influences on health outcomes. |
| 21 | Freeze My TV | | Grades: 5-8 | interpret some advances in technology and the influences on health outcomes. |
| 21 | Freeze My TV | | Grades: 5-8 | identify some advances in technology on health. |
| 22 | Menu Monitoring | | Grades: K-4 | identify five health risks and describe at least one risk reduction strategy for each health risk. |
| 22 | Menu Monitoring | | Grades: K-4 | identify one health risk and describe at least one risk reduction strategy for each health risk. |
| 23 | Veggiemania | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in all ten content areas. |
| 23 | Veggiemania | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least eight content areas. |
| 23 | Veggiemania | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least six content areas. |
| 23 | Veggiemania | | Grades: K-4 | demonstrate goal-setting and decision making skills to enhance health. |
| 23 | Veggiemania | | Grades: K-4 | discuss goal-setting and decision making skills to enhance health. |
| 23 | Veggiemania | | Grades: 5-8 | analyze the influence of health behavior or absence of behavior on wellness outcomes. |
| 23 | Veggiemania | | Grades: 5-8 | make distinctions about the influences of health behavior or absence of behavior on wellness outcomes. |
| 23 | Veggiemania | | Grades: 5-8 | draw limited conclusions about the influences of health behavior or absence of behavior on wellness outcomes. |

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| 23 | Veggiemania | | Grades: 5-8 | independently design strategies to improve health-enhancing behaviors and reduce health risks. |
| 23 | Veggiemania | | Grades: 5-8 | identify and explain strategies to improve health-enhancing behaviors and reduce health risks. |
| 23 | Veggiemania | | Grades: 5-8 | with limited ability, identify strategies to improve health-enhancing behaviors and reduce health risks. |
| 23 | Veggiemania | | Grades: 5-8 | independently assess health behaviors and determine their degree of risk. |
| 23 | Veggiemania | | Grades: 5-8 | with assistance, assess health behaviors and determine their degree of risk. |
| 23 | Veggiemania | | Grades: 5-8 | collect and evaluate the information within surveys to analyze peer influences on health. |
| 23 | Veggiemania | | Grades: 5-8 | with assistance, collect and evaluate survey-information to analyze peer influences on health. |
| 23 | Veggiemania | | Grades: 5-8 | will demonstrate a limited understanding of peer influences on health. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | | Grades: K-4 | illustrate how culture, media, technology, and other factors influence health. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | | Grades: K-4 | discuss how culture, media, technology, and other factors influence health. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | | Grades: K-4 | identify how culture, media, technology, and other factors influence health. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | | Grades: 5-8 | analyze the influence of cultural beliefs in respect to health behaviors and the use of health services. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | | Grades: 5-8 | recognize some influences of cultural beliefs in respect to health behaviors and the use of health services. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | | Grades: 5-8 | describe a few of the influences of cultural beliefs on health behaviors. |
| 26 | Fitness Walking | | Grades: K-4 | |

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| | | | | describe the relationship between well-being and health-related behaviors in all ten content areas. |
| 26 | Fitness Walking | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least eight content areas. |
| 26 | Fitness Walking | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least six content areas. |
| 26 | Fitness Walking | | Grades: K-4 | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 26 | Fitness Walking | | Grades: K-4 | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 26 | Fitness Walking | | Grades: K-4 | demonstrate goal-setting and decision making skills to enhance health. |
| 26 | Fitness Walking | | Grades: K-4 | discuss goal-setting and decision making skills to enhance health. |
| 26 | Fitness Walking | | Grades: 5-8 | analyze the influence of health behavior or absence of behavior on wellness outcomes. |
| 26 | Fitness Walking | | Grades: 5-8 | make distinctions about the influences of health behavior or absence of behavior on wellness outcomes. |
| 26 | Fitness Walking | | Grades: 5-8 | draw limited conclusions about the influences of health behavior or absence of behavior on wellness outcomes. |
| 26 | Fitness Walking | | Grades: 5-8 | independently design strategies to improve health-enhancing behaviors and reduce health risks. |
| 26 | Fitness Walking | | Grades: 5-8 | identify and explain strategies to improve health-enhancing behaviors and reduce health risks. |
| 26 | Fitness Walking | | Grades: 5-8 | with limited ability, identify strategies to improve health-enhancing behaviors and reduce health risks. |
| 26 | Fitness Walking | | Grades: 5-8 | independently assess health behaviors and determine their degree of risk. |
| 26 | Fitness Walking | | Grades: 5-8 | with assistance, assess health behaviors and determine their degree of risk. |
| 26 | Fitness Walking | | Grades: 5-8 | analyze how media and other sources influence health behaviors. |
| 26 | Fitness Walking | | Grades: 5-8 | with assistance, recognize how media and other sources influence health behaviors. |
| 26 | Fitness Walking | | Grades: 5-8 | identify one media and other source that influence health behavior. |

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| 26 | Fitness Walking | | Grades: 5-8 | collect and evaluate the information within surveys to analyze peer influences on health. |
| 26 | Fitness Walking | | Grades: 5-8 | with assistance, collect and evaluate survey-information to analyze peer influences on health. |
| 26 | Fitness Walking | | Grades: 5-8 | will demonstrate a limited understanding of peer influences on health. |
| 27 | Freeze My TV | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in all ten content areas. |
| 27 | Freeze My TV | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least eight content areas. |
| 27 | Freeze My TV | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least six content areas. |
| 27 | Freeze My TV | | Grades: K-4 | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 27 | Freeze My TV | | Grades: K-4 | describe three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 27 | Freeze My TV | | Grades: K-4 | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 27 | Freeze My TV | | Grades: K-4 | illustrate how culture, media, technology, and other factors influence health. |
| 27 | Freeze My TV | | Grades: K-4 | discuss how culture, media, technology, and other factors influence health. |
| 27 | Freeze My TV | | Grades: K-4 | identify how culture, media, technology, and other factors influence health. |
| 27 | Freeze My TV | | Grades: K-4 | demonstrate goal-setting and decision making skills to enhance health. |
| 27 | Freeze My TV | | Grades: K-4 | discuss goal-setting and decision making skills to enhance health. |
| 27 | Freeze My TV | | Grades: 5-8 | analyze the influence of health behavior or absence of behavior on wellness outcomes. |
| 27 | Freeze My TV | | Grades: 5-8 | make distinctions about the influences of health behavior or absence of behavior on wellness outcomes. |
| 27 | Freeze My TV | | Grades: 5-8 | draw limited conclusions about the influences of health behavior or absence of behavior on wellness outcomes. |
| 27 | Freeze My TV | | Grades: 5-8 | independently design strategies to improve health-enhancing behaviors and reduce health risks. |

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| 27 | Freeze My TV | | Grades: 5-8 | identify and explain strategies to improve health-enhancing behaviors and reduce health risks. |
| 27 | Freeze My TV | | Grades: 5-8 | with limited ability, identify strategies to improve health-enhancing behaviors and reduce health risks. |
| 27 | Freeze My TV | | Grades: 5-8 | independently assess health behaviors and determine their degree of risk. |
| 27 | Freeze My TV | | Grades: 5-8 | with assistance, assess health behaviors and determine their degree of risk. |
| 27 | Freeze My TV | | Grades: 5-8 | analyze how media and other sources influence health behaviors. |
| 27 | Freeze My TV | | Grades: 5-8 | with assistance, recognize how media and other sources influence health behaviors. |
| 27 | Freeze My TV | | Grades: 5-8 | identify one media and other source that influence health behavior. |
| 27 | Freeze My TV | | Grades: 5-8 | explain advances in technology and the influences on health outcomes. |
| 27 | Freeze My TV | | Grades: 5-8 | interpret some advances in technology and the influences on health outcomes. |
| 27 | Freeze My TV | | Grades: 5-8 | identify some advances in technology on health. |
| 29 | Class Walking Clubs | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in all ten content areas. |
| 29 | Class Walking Clubs | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least eight content areas. |
| 29 | Class Walking Clubs | | Grades: K-4 | describe the relationship between well-being and health-related behaviors in at least six content areas. |
| 29 | Class Walking Clubs | | Grades: K-4 | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 29 | Class Walking Clubs | | Grades: K-4 | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 29 | Class Walking Clubs | | Grades: K-4 | demonstrate goal-setting and decision making skills to enhance health. |
| 29 | Class Walking Clubs | | Grades: K-4 | discuss goal-setting and decision making skills to enhance health. |
| 29 | Class Walking Clubs | | Grades: 5-8 | analyze the influence of health behavior or absence of behavior on wellness outcomes. |
| 29 | Class Walking Clubs | | Grades: 5-8 | make distinctions about the influences of health behavior or absence of behavior on wellness |

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| 29 | Class Walking Clubs | | Grades: 5-8 | draw limited conclusions about the influences of health behavior or absence of behavior on wellness outcomes. |
| 29 | Class Walking Clubs | | Grades: 5-8 | independently design strategies to improve health-enhancing behaviors and reduce health risks. |
| 29 | Class Walking Clubs | | Grades: 5-8 | identify and explain strategies to improve health-enhancing behaviors and reduce health risks. |
| 29 | Class Walking Clubs | | Grades: 5-8 | with limited ability, identify strategies to improve health-enhancing behaviors and reduce health risks. |
| 29 | Class Walking Clubs | | Grades: 5-8 | independently assess health behaviors and determine their degree of risk. |
| 29 | Class Walking Clubs | | Grades: 5-8 | with assistance, assess health behaviors and determine their degree of risk. |
| 29 | Class Walking Clubs | | Grades: 5-8 | analyze how media and other sources influence health behaviors. |
| 29 | Class Walking Clubs | | Grades: 5-8 | with assistance, recognize how media and other sources influence health behaviors. |
| 29 | Class Walking Clubs | | Grades: 5-8 | identify one media and other source that influence health behavior. |
| 29 | Class Walking Clubs | | Grades: 5-8 | collect and evaluate the information within surveys to analyze peer influences on health. |
| 29 | Class Walking Clubs | | Grades: 5-8 | with assistance, collect and evaluate survey-information to analyze peer influences on health. |
| 29 | Class Walking Clubs | | Grades: 5-8 | will demonstrate a limited understanding of peer influences on health. |
| 3 | The Safe Workout: An Introduction | | Grades: K-4 | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 3 | The Safe Workout: An Introduction | | Grades: K-4 | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 3 | The Safe Workout: An Introduction | | Grades: K-4 | illustrate how culture, media, technology, and other factors influence health. |
| 3 | The Safe Workout: An Introduction | | Grades: K-4 | discuss how culture, media, technology, and other factors influence health. |
| 3 | The Safe Workout: An Introduction | | Grades: K-4 | identify how culture, media, technology, and other factors influence health. |

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| 3 | The Safe Workout: An Introduction | | Grades: 5-8 | analyze how media and other sources influence health behaviors. |
| 3 | The Safe Workout: An Introduction | | Grades: 5-8 | with assistance, recognize how media and other sources influence health behaviors. |
| 3 | The Safe Workout: An Introduction | | Grades: 5-8 | identify one media and other source that influence health behavior. |
| 30 | Tour de Health | | Grades: K-4 | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 30 | Tour de Health | | Grades: K-4 | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | | Grades: K-4 | demonstrate three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | | Grades: K-4 | identify three health-enhancing behaviors and will describe a method of implementing one of those health-enhancing behaviors. |
| 9 | Prime-Time Smartness | | Grades: K-4 | with limited guidance, access health information and health-promoting products and services from five or more different sources and determine their validity. |
| 9 | Prime-Time Smartness | | Grades: K-4 | with some guidance, access health information and health-promoting products and services from three or more sources, and determine their validity. |
| 9 | Prime-Time Smartness | | Grades: K-4 | with much guidance, access health information and health-promoting products and services from two or more sources, and determine their validity. |
| 9 | Prime-Time Smartness | | Grades: K-4 | illustrate how culture, media, technology, and other factors influence health. |
| 9 | Prime-Time Smartness | | Grades: K-4 | discuss how culture, media, technology, and other factors influence health. |
| 9 | Prime-Time Smartness | | Grades: K-4 | identify how culture, media, technology, and other factors influence health. |
| 9 | Prime-Time Smartness | | Grades: 5-8 | analyze the influence of health behavior or absence of behavior on wellness outcomes. |

| 9 | Prime-Time Smartness | | Grades: 5-8 | make distinctions about the influences of health behavior or absence of behavior on wellness outcomes. |
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| 9 | Prime-Time Smartness | | Grades: 5-8 | draw limited conclusions about the influences of health behavior or absence of behavior on wellness outcomes. |
| 9 | Prime-Time Smartness | | Grades: 5-8 | analyze how media and other sources influence health behaviors. |
| 9 | Prime-Time Smartness | | Grades: 5-8 | with assistance, recognize how media and other sources influence health behaviors. |
| 9 | Prime-Time Smartness | | Grades: 5-8 | identify one media and other source that influence health behavior. |
| 9 | Prime-Time Smartness | | Grades: 5-8 | explain advances in technology and the influences on health outcomes. |
| 9 | Prime-Time Smartness | | Grades: 5-8 | interpret some advances in technology and the influences on health outcomes. |
| 9 | Prime-Time Smartness | | Grades: 5-8 | identify some advances in technology on health. |
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| Kansas > Curriculum Standards > Science (2005) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 3 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 1 | Healthy Living | a. | Grade Level 5 | designs, implements, and self-evaluates a personal nutrition and exercise program. |
| 1 | Healthy Living | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 11 | Alphabet Fruit (and Vegetables) | 3 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 12 | Brilliant Breakfast | 3 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 12 | Brilliant Breakfast | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 21 | Freeze My TV | 2 | Grades: 5-7 | measures and graphs the effects of temperature on matter. |
| 21 | Freeze My TV | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific |

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| | | | | approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 23 | Veggiemania | 3 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 23 | Veggiemania | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 3 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 26 | Fitness Walking | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 27 | Freeze My TV | 3 | Grades: 3-4 | employs appropriate equipment, tools, and safety procedures to gather data. |
| 27 | Freeze My TV | 2 | Grades: 5-7 | designs and conducts scientific investigations safely using appropriate tools, mathematics, technology, and techniques to gather, analyze, and interpret data. |
| 27 | Freeze My TV | 2 | Grades: 5-7 | measures and graphs the effects of temperature on matter. |
| 27 | Freeze My TV | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 28 | Get 3 At School and 5+ A Day | 3 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 28 | Get 3 At School and 5+ A Day | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 29 | Class Walking Clubs | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 3 | The Safe Workout: An Introduction | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 30 | Tour de Health | 3 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |

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| 30 | Tour de Health | a. | Grade Level 5 | designs, implements, and self-evaluates a personal nutrition and exercise program. |
| 30 | Tour de Health | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 4 | Balancing Act | 3 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 4 | Balancing Act | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 5 | Fast-Food Frenzy | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 3 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | a. | Grade Level 5 | designs, implements, and self-evaluates a personal nutrition and exercise program. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
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| Kansas > Curriculum Standards > Science (2007) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 1 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 1 | Healthy Living | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 12 | Brilliant Breakfast | 1 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |

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| 12 | Brilliant Breakfast | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 21 | Freeze My TV | 2 | Grades: 5-7 | measures and graphs the effects of temperature on matter. |
| 21 | Freeze My TV | 2 | Grades: 5-7 | describes, measures, and represents data on a graph showing the motion of an object (position, direction of motion, speed). |
| 21 | Freeze My TV | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 23 | Veggiemania | 1 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 23 | Veggiemania | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 1 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 26 | Fitness Walking | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 27 | Freeze My TV | 3 | Grades: 3-4 | employs appropriate equipment, tools, and safety procedures to gather data. |
| 27 | Freeze My TV | 1 | Grades: 3-4 | collects, observes properties, and classifies a variety of earth materials in his/her environment. |
| 27 | Freeze My TV | 2 | Grades: 5-7 | designs and conducts scientific investigations safely using appropriate tools, mathematics, technology, and techniques to gather, analyze, and interpret data. |
| 27 | Freeze My TV | 2 | Grades: 5-7 | measures and graphs the effects of temperature on matter. |
| 27 | Freeze My TV | 2 | Grades: 5-7 | describes, measures, and represents data on a graph showing the motion of an object (position, direction of motion, speed). |
| 27 | Freeze My TV | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |

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| 28 | Get 3 At School and 5+ A Day | 1 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 28 | Get 3 At School and 5+ A Day | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 29 | Class Walking Clubs | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 3 | The Safe Workout: An Introduction | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 30 | Tour de Health | 1 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 30 | Tour de Health | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 4 | Balancing Act | 1 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 4 | Balancing Act | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 5 | Fast-Food Frenzy | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 1 | Grades: 3-4 | discusses the nutritional value of various foods and their contribution to health. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 1 | Grades: 5-7 | identifies individual nutrition, exercise, and a rest needs based on science and uses a scientific approach to thinking critically about personal health, lifestyle choices, risks and benefits. |
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| Kansas > Instructional Examples > Health Education (2006) | | | | |

| Lesson | Title | State ID | Grade Descr | State Text |
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| 1 | Healthy Living | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 10 | Chain Five | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 11 | Alphabet Fruit (and Vegetables) | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 12 | Brilliant Breakfast | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 14 | Healthy Living, Healthy Eating | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 14 | Healthy Living, Healthy Eating | a | Grades: 5-8 | have students look at their developed fitness plan and redesign it to make it more difficult and to include multiple factors that are listed with the 10 content areas which are: nutrition, prevention and control of disease, injury prevention and safety, personal health, mental and emotional health, substance use, misuse, abuse and addiction, environmental health, family life and sexuality, consumer health, and community health. |
| 15 | Keeping the Balance | a | Grades: 5-8 | have students look at their developed fitness plan and redesign it to make it more difficult and to include multiple factors that are listed with the 10 content areas which are: nutrition, prevention and control of disease, injury prevention and safety, personal health, mental and emotional health, substance use, misuse, abuse and addiction, environmental health, family life and sexuality, consumer health, and community health. |
| 17 | Hunting for Hidden Fat | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 18 | Beverage Buzz: Sack the Sugar | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 19 | Snack Decisions | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 2 | Carb Smart | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |

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| 22 | Menu Monitoring | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 23 | Veggiemania | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 24 | Breakfast Bonanza | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 28 | Get 3 At School and 5+ A Day | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 3 | The Safe Workout: An Introduction | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 3 | The Safe Workout: An Introduction | a | Grades: 5-8 | have students look at their developed fitness plan and redesign it to make it more difficult and to include multiple factors that are listed with the 10 content areas which are: nutrition, prevention and control of disease, injury prevention and safety, personal health, mental and emotional health, substance use, misuse, abuse and addiction, environmental health, family life and sexuality, consumer health, and community health. |
| 30 | Tour de Health | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 30 | Tour de Health | a | Grades: 5-8 | have students look at their developed fitness plan and redesign it to make it more difficult and to include multiple factors that are listed with the 10 content areas which are: nutrition, prevention and control of disease, injury prevention and safety, personal health, mental and emotional health, substance use, misuse, abuse and addiction, environmental health, family life and sexuality, consumer health, and community health. |
| 4 | Balancing Act | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 5 | Fast-Food Frenzy | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |

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| 6 | Snack Attack | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 7 | Sugar Water: Think About Your Drink | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | a | Grades: K-4 | introduce students to concepts of nutrition and a balanced diet; assist students in developing a healthy menu using the food guide pyramid. |
| 9 | Prime-Time Smartness | c | Grades: K-4 | describe ways technology can positively and negatively influence personal health (e.g., discuss health differences between video games versus physical activity; how media portrayal affects body image; how to assess the validity of Internet sites). |
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| Kansas > Instructional Examples > Science (2007) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 1.a | Grades: 5-7 | designs, implements, and self-evaluates a personal nutrition and exercise program. |
| 30 | Tour de Health | 1.a | Grades: 5-7 | designs, implements, and self-evaluates a personal nutrition and exercise program. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 1.a | Grades: 5-7 | designs, implements, and self-evaluates a personal nutrition and exercise program. |
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| Kansas > Instructional Examples > Listening, Viewing, Speaking, and Related Areas (2006) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Kansas > Extended Standards > Science (2001) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 2 | Carb Smart | | Grades: K-12 | Sorts foods by their nutrient contents (calcium, protein) in foods class |
| Kansas > Extended Standards > Government, Economics, Geography, & History (2007) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| Kansas > Extended Standards > Science (2007) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| Kansas > Extended Standards > Writing (2006) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| Kansas > Extended Standards > Mathematics (2006) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 27 | Freeze My TV | EM.4.2.5 | 4th Grade | describes data by constructing a graph, chart, or other physical display |
| 27 | Freeze My TV | EM.4.2.5 | 5th Grade | describes data by constructing a graph, chart, or other physical display |
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| Kansas > Extended Standards > Reading (2006) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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