

Louisiana > Grade Level Expectations > Science (2004)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	43	Grade 4	Explain the primary role of carbohydrates, fats, and proteins in the body
1	Healthy Living	44	Grade 4	Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins)
14	Healthy Living, Healthy Eating	43	Grade 4	Explain the primary role of carbohydrates, fats, and proteins in the body
15	Keeping the Balance	43	Grade 4	Explain the primary role of carbohydrates, fats, and proteins in the body
17	Hunting for Hidden Fat	43	Grade 4	Explain the primary role of carbohydrates, fats, and proteins in the body
17	Hunting for Hidden Fat	44	Grade 4	Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins)
18	Beverage Buzz: Sack the Sugar	44	Grade 4	Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins)
19	Snack Decisions	43	Grade 4	Explain the primary role of carbohydrates, fats, and proteins in the body
19	Snack Decisions	44	Grade 4	Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins)
2	Carb Smart	43	Grade 4	Explain the primary role of carbohydrates, fats, and proteins in the body
2	Carb Smart	44	Grade 4	Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins)
21	Freeze My TV	10	Grade 4	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate
21	Freeze My TV	11	Grade 5	Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols)
27	Freeze My TV	9	Grade 4	

				Select and use developmentally appropriate equipment and tools (e.g., magnifying lenses, microscopes, graduated cylinders) and units of measurement to observe and collect data
27	Freeze My TV	10	Grade 4	Express data in a variety of ways by constructing illustrations, graphs, charts, tables, concept maps, and oral and written explanations as appropriate
27	Freeze My TV	8	Grade 5	Use consistency and precision in data collection, analysis, and reporting
27	Freeze My TV	11	Grade 5	Construct, use, and interpret appropriate graphical representations to collect, record, and report data (e.g., tables, charts, circle graphs, bar and line graphs, diagrams, scatter plots, symbols)
4	Balancing Act	43	Grade 4	Explain the primary role of carbohydrates, fats, and proteins in the body
4	Balancing Act	44	Grade 4	Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins)
5	Fast-Food Frenzy	43	Grade 4	Explain the primary role of carbohydrates, fats, and proteins in the body
5	Fast-Food Frenzy	44	Grade 4	Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins)
6	Snack Attack	44	Grade 4	Analyze food labels to compare nutritional content of foods (e.g., amounts of carbohydrates, fats, proteins)
Louisiana > Grade Level Expectations > English Language Arts (2004)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	50	Grade 4	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials
1	Healthy Living	48	Grade 5	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
10	Chain Five		Grade 5	applying agreed-upon rules for formal and informal discussions
10	Chain Five		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)

11	Alphabet Fruit (and Vegetables)	33	Grade 4	Alphabetize to the fourth and fifth letters
11	Alphabet Fruit (and Vegetables)	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
11	Alphabet Fruit (and Vegetables)	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
11	Alphabet Fruit (and Vegetables)		Grade 5	explaining the effectiveness and dynamics of group process
11	Alphabet Fruit (and Vegetables)		Grade 5	applying agreed-upon rules for formal and informal discussions
11	Alphabet Fruit (and Vegetables)		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
13	Fitness Walking	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
13	Fitness Walking		Grade 5	applying agreed-upon rules for formal and informal discussions
13	Fitness Walking		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
14	Healthy Living, Healthy Eating	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
14	Healthy Living, Healthy Eating		Grade 5	applying agreed-upon rules for formal and informal discussions
14	Healthy Living, Healthy Eating		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
15	Keeping the Balance	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
15	Keeping the Balance	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
15	Keeping the Balance		Grade 5	explaining the effectiveness and dynamics of group process
15	Keeping the Balance		Grade 5	applying agreed-upon rules for formal and informal discussions

15	Keeping the Balance		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
16	The Safe Workout: A Review	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
16	The Safe Workout: A Review	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
16	The Safe Workout: A Review		Grade 5	explaining the effectiveness and dynamics of group process
16	The Safe Workout: A Review		Grade 5	applying agreed-upon rules for formal and informal discussions
16	The Safe Workout: A Review		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
17	Hunting for Hidden Fat	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
17	Hunting for Hidden Fat	50	Grade 4	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials
17	Hunting for Hidden Fat	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
17	Hunting for Hidden Fat		Grade 5	explaining the effectiveness and dynamics of group process
17	Hunting for Hidden Fat		Grade 5	applying agreed-upon rules for formal and informal discussions
17	Hunting for Hidden Fat		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
18	Beverage Buzz: Sack the Sugar	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
18	Beverage Buzz: Sack the Sugar	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
18	Beverage Buzz: Sack the Sugar		Grade 5	explaining the effectiveness and dynamics of group process
18	Beverage Buzz: Sack the Sugar		Grade 5	applying agreed-upon rules for formal and informal discussions

18	Beverage Buzz: Sack the Sugar		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
19	Snack Decisions		Grade 4	identifying stated main ideas and supporting details
19	Snack Decisions		Grade 4	formal and informal letters that follow a specific letter format, include relevant information, and use an appropriate closure
19	Snack Decisions	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
19	Snack Decisions	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
19	Snack Decisions		Grade 5	identifying stated and implied main ideas and supporting details for each
19	Snack Decisions		Grade 5	formal and informal letters that state a purpose, make requests, or give compliments
19	Snack Decisions		Grade 5	explaining the effectiveness and dynamics of group process
19	Snack Decisions		Grade 5	applying agreed-upon rules for formal and informal discussions
19	Snack Decisions		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
20	Snacking and Inactivity	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
20	Snacking and Inactivity	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
20	Snacking and Inactivity		Grade 5	explaining the effectiveness and dynamics of group process
20	Snacking and Inactivity		Grade 5	applying agreed-upon rules for formal and informal discussions
20	Snacking and Inactivity		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
21	Freeze My TV	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
21	Freeze My TV	50	Grade 4	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials
21	Freeze My TV	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
21	Freeze My TV		Grade 5	explaining the effectiveness and dynamics of group process

21	Freeze My TV		Grade 5	applying agreed-upon rules for formal and informal discussions
21	Freeze My TV		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
22	Menu Monitoring	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
22	Menu Monitoring	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
22	Menu Monitoring		Grade 5	explaining the effectiveness and dynamics of group process
22	Menu Monitoring		Grade 5	applying agreed-upon rules for formal and informal discussions
22	Menu Monitoring		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
23	Veggiemania	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
23	Veggiemania	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
23	Veggiemania		Grade 5	explaining the effectiveness and dynamics of group process
23	Veggiemania		Grade 5	applying agreed-upon rules for formal and informal discussions
23	Veggiemania		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
24	Breakfast Bonanza		Grade 4	identifying stated main ideas and supporting details
24	Breakfast Bonanza		Grade 5	identifying stated and implied main ideas and supporting details for each
24	Breakfast Bonanza		Grade 5	applying agreed-upon rules for formal and informal discussions
24	Breakfast Bonanza		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
24	Breakfast Bonanza	48	Grade 5	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
26	Fitness Walking	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
26	Fitness Walking	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
26	Fitness Walking		Grade 5	explaining the effectiveness and dynamics of group process

26	Fitness Walking		Grade 5	applying agreed-upon rules for formal and informal discussions
26	Fitness Walking		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
27	Freeze My TV	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
27	Freeze My TV	50	Grade 4	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials
27	Freeze My TV	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
27	Freeze My TV		Grade 5	explaining the effectiveness and dynamics of group process
27	Freeze My TV		Grade 5	applying agreed-upon rules for formal and informal discussions
27	Freeze My TV		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
27	Freeze My TV	48	Grade 5	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
28	Get 3 At School and 5+ A Day	50	Grade 4	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials
28	Get 3 At School and 5+ A Day	48	Grade 5	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
3	The Safe Workout: An Introduction	48	Grade 5	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
4	Balancing Act	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
4	Balancing Act	50	Grade 4	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials
4	Balancing Act	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
4	Balancing Act	14	Grade 5	Use technical information and other available resources (e.g., software programs, manuals) to solve problems
4	Balancing Act		Grade 5	explaining the effectiveness and dynamics of group process

4	Balancing Act		Grade 5	applying agreed-upon rules for formal and informal discussions
4	Balancing Act		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
4	Balancing Act	48	Grade 5	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
5	Fast-Food Frenzy	50	Grade 4	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials
5	Fast-Food Frenzy	48	Grade 5	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
6	Snack Attack	40	Grade 4	Identify the effectiveness and dynamics of group process and cooperative learning
6	Snack Attack	50	Grade 4	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials
6	Snack Attack	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
6	Snack Attack		Grade 5	explaining the effectiveness and dynamics of group process
6	Snack Attack		Grade 5	applying agreed-upon rules for formal and informal discussions
6	Snack Attack		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
6	Snack Attack	48	Grade 5	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
7	Sugar Water: Think About Your Drink	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
7	Sugar Water: Think About Your Drink		Grade 5	applying agreed-upon rules for formal and informal discussions
7	Sugar Water: Think About Your Drink		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right	50	Grade 4	Read and interpret timelines, charts, graphs, schedules, tables, diagrams, and maps generated from grade-appropriate materials

	Kind			
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	applying agreed-upon rules for formal and informal discussions
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
9	Prime-Time Smartness	7	Grade 4	Answer literal and inferential questions about ideas and information in grade-appropriate texts in oral and written responses
9	Prime-Time Smartness	8	Grade 4	Connect information in grade-appropriate texts to prior knowledge and real-life situations in oral and written responses
9	Prime-Time Smartness	11	Grade 4	Compare and contrast stories/tales from different cultures and explain the influence of culture on each tale in oral, written, and visual responses
9	Prime-Time Smartness	12	Grade 4	Identify a variety of types of literature, including poetry and short stories, in oral and written responses
9	Prime-Time Smartness		Grade 4	book reports that include an opinion and/or a persuasive viewpoint
9	Prime-Time Smartness	4	Grade 5	Develop specific vocabulary (e.g., for reading scientific, geographical, historical, and mathematical texts, as well as news and current events) for various purposes
9	Prime-Time Smartness	9	Grade 5	Identify cultural characteristics, including customs, traditions, and viewpoints, found in national, world, and multicultural literature in oral and written responses
9	Prime-Time Smartness	10	Grade 5	Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres in oral and written responses
9	Prime-Time Smartness		Grade 5	explanations of stories and poems using retellings, examples, and text-based evidence

9	Prime-Time Smartness		Grade 5	applying agreed-upon rules for formal and informal discussions
9	Prime-Time Smartness		Grade 5	assuming a variety of roles (e.g., facilitator, recorder, leader, listener)
9	Prime-Time Smartness	48	Grade 5	Interpret information from a variety of grade-appropriate sources, including timelines, charts, schedules, tables, diagrams, and maps
Louisiana > Grade Level Expectations > Mathematics (2004)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	28	Grade 5	Use various types of charts and graphs, including double bar graphs, to organize, display, and interpret data and discuss patterns verbally and in writing
17	Hunting for Hidden Fat	29	Grade 5	Compare and contrast different scales and labels for bar and line graphs
21	Freeze My TV	36	Grade 4	Analyze, describe, interpret, and construct various types of charts and graphs using appropriate titles, axis labels, scales, and legends
21	Freeze My TV	37	Grade 4	Determine which type of graph best represents a given set of discrete data
21	Freeze My TV	28	Grade 5	Use various types of charts and graphs, including double bar graphs, to organize, display, and interpret data and discuss patterns verbally and in writing
21	Freeze My TV	29	Grade 5	Compare and contrast different scales and labels for bar and line graphs
24	Breakfast Bonanza	29	Grade 5	Compare and contrast different scales and labels for bar and line graphs
27	Freeze My TV	36	Grade 4	Analyze, describe, interpret, and construct various types of charts and graphs using appropriate titles, axis labels, scales, and legends
27	Freeze My TV	37	Grade 4	Determine which type of graph best represents a given set of discrete data
27	Freeze My TV	28	Grade 5	Use various types of charts and graphs, including double bar graphs, to organize, display, and interpret data and discuss patterns verbally and in writing
27	Freeze My TV	29	Grade 5	Compare and contrast different scales and labels for bar and line graphs

27	Freeze My TV	30	Grade 5	Organize and display data using spreadsheets, with technology
27	Freeze My TV	31	Grade 5	Compare and contrast survey data from two groups relative to the same question
28	Get 3 At School and 5+ A Day	28	Grade 5	Use various types of charts and graphs, including double bar graphs, to organize, display, and interpret data and discuss patterns verbally and in writing
4	Balancing Act	36	Grade 4	Analyze, describe, interpret, and construct various types of charts and graphs using appropriate titles, axis labels, scales, and legends
4	Balancing Act	37	Grade 4	Determine which type of graph best represents a given set of discrete data
4	Balancing Act	28	Grade 5	Use various types of charts and graphs, including double bar graphs, to organize, display, and interpret data and discuss patterns verbally and in writing
5	Fast-Food Frenzy	8	Grade 4	Use common equivalent reference points for percents (i.e., $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$, and 1 whole)
6	Snack Attack	36	Grade 4	Analyze, describe, interpret, and construct various types of charts and graphs using appropriate titles, axis labels, scales, and legends
6	Snack Attack	37	Grade 4	Determine which type of graph best represents a given set of discrete data
6	Snack Attack	28	Grade 5	Use various types of charts and graphs, including double bar graphs, to organize, display, and interpret data and discuss patterns verbally and in writing
Louisiana > Grade Level Expectations > Social Studies (2004)				
Lesson	Title	State ID	Grade Descr	State Text
Louisiana > Content Standards > Mathematics (1997)				
Lesson	Title	State ID	Grade Descr	State Text

12	Brilliant Breakfast	D-2-E	Grades: K-4	constructing, reading, and interpreting data in charts, graphs, tables, etc;
12	Brilliant Breakfast	A-4-M	Grades: 5-8	analyzing tables and graphs to identify relationships exhibited by the data and making generalizations based upon these relationships;
15	Keeping the Balance	N-4-E	Grades: K-4	demonstrating a conceptual understanding of the meaning of the basic arithmetic operations (add, subtract, multiply, and divide) and their relationships to each other;
15	Keeping the Balance	N-4-M	Grades: 5-8	demonstrating a conceptual understanding of the meaning of the basic arithmetic operations (add, subtract, multiply and divide) and their relationships to each other;
18	Beverage Buzz: Sack the Sugar	M-1-E	Grades: K-4	applying (measure or solve measurement problem) the concepts of length (inches, feet, yards, miles, millimeters, centimeters, decimeters, meters, kilometers), area, volume, capacity (cups, liquid pints and quarts, gallons, milliliters, liters), weight (ounces, pounds, tons, grams, kilograms), mass, time (seconds, minutes, hours, days, weeks, months, years), money, and temperature (Celsius and Fahrenheit) to real-world experiences;
18	Beverage Buzz: Sack the Sugar	M-1-M	Grades: 5-8	applying the concepts of length, area, surface area, volume, capacity, weight, mass, money, time, temperature, and rate to real-world experiences;
21	Freeze My TV	D-2-E	Grades: K-4	constructing, reading, and interpreting data in charts, graphs, tables, etc;
21	Freeze My TV	A-4-M	Grades: 5-8	analyzing tables and graphs to identify relationships exhibited by the data and making generalizations based upon these relationships;
27	Freeze My TV	D-1-E	Grades: K-4	collecting, organizing, and describing data based on real-life situations;
27	Freeze My TV	D-2-E	Grades: K-4	constructing, reading, and interpreting data in charts, graphs, tables, etc;
27	Freeze My TV	D-3-E	Grades: K-4	formulating and solving problems that involve the use of data;
27	Freeze My TV	D-6-E	Grades: K-4	demonstrating the connection of data analysis, probability, and discrete math to other strands and real-life situations.
27	Freeze My TV	A-3-M	Grades: 5-8	representing situations and number patterns with tables, graphs, and verbal and written statements, while exploring the relationships among these representations (e.g., multiple representations for the same

				situation);
27	Freeze My TV	A-4-M	Grades: 5-8	analyzing tables and graphs to identify relationships exhibited by the data and making generalizations based upon these relationships;
27	Freeze My TV	D-1-M	Grades: 5-8	systematically collecting, organizing, describing, and displaying data in charts, tables, plots, graphs, and/or spreadsheets;
27	Freeze My TV	D-2-M	Grades: 5-8	analyzing, interpreting, evaluating, drawing inferences, and making estimations, predictions, decisions, and convincing arguments based on organized data (e.g., analyze data using concepts of mean, median, mode, range, random samples, sample size, bias, and data extremes);
27	Freeze My TV	D-3-M	Grades: 5-8	describing informal thinking procedures (e.g., solving elementary logic problems using Venn diagrams, tables, charts, and/or elementary logic operatives to solve logic problems in real-life situations; reach valid conclusions in elementary logic problems involving and, or, not, if/then);
27	Freeze My TV	D-5-M	Grades: 5-8	comparing experimental probability results with theoretical probability (e.g., representing probabilities of concrete situations as common fractions, investigating single-event and multiple-event probability, using sample spaces, geometric figures, tables, and/or graphs);
27	Freeze My TV	D-6-M	Grades: 5-8	demonstrating the connection of data analysis, probability, and discrete math to other strands and to real-life situations.
28	Get 3 At School and 5+ A Day	D-1-E	Grades: K-4	collecting, organizing, and describing data based on real-life situations;
28	Get 3 At School and 5+ A Day	D-1-M	Grades: 5-8	systematically collecting, organizing, describing, and displaying data in charts, tables, plots, graphs, and/or spreadsheets;
4	Balancing Act	D-2-E	Grades: K-4	constructing, reading, and interpreting data in charts, graphs, tables, etc;
4	Balancing Act	A-3-M	Grades: 5-8	representing situations and number patterns with tables, graphs, and verbal and written statements, while exploring the relationships among these representations (e.g., multiple representations for the same situation);
4	Balancing Act	A-4-M	Grades: 5-8	analyzing tables and graphs to identify relationships exhibited by the data and making generalizations based upon these relationships;
4	Balancing Act	D-1-M	Grades: 5-8	systematically collecting, organizing, describing, and displaying data in charts, tables, plots, graphs, and/or spreadsheets;

4	Balancing Act	D-3-M	Grades: 5-8	describing informal thinking procedures (e.g., solving elementary logic problems using Venn diagrams, tables, charts, and/or elementary logic operatives to solve logic problems in real-life situations; reach valid conclusions in elementary logic problems involving and, or, not, if/then);
4	Balancing Act	D-5-M	Grades: 5-8	comparing experimental probability results with theoretical probability (e.g., representing probabilities of concrete situations as common fractions, investigating single-event and multiple-event probability, using sample spaces, geometric figures, tables, and/or graphs);
5	Fast-Food Frenzy	D-2-E	Grades: K-4	constructing, reading, and interpreting data in charts, graphs, tables, etc;
6	Snack Attack	D-2-E	Grades: K-4	constructing, reading, and interpreting data in charts, graphs, tables, etc;
6	Snack Attack	A-4-M	Grades: 5-8	analyzing tables and graphs to identify relationships exhibited by the data and making generalizations based upon these relationships;
Louisiana > Content Standards > Science (1997)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	LS-E-A6	Grades: K-4	recognizing the food groups necessary to maintain a healthy body.
10	Chain Five	LS-E-A6	Grades: K-4	recognizing the food groups necessary to maintain a healthy body.
12	Brilliant Breakfast	LS-E-A6	Grades: K-4	recognizing the food groups necessary to maintain a healthy body.
2	Carb Smart	LS-E-A6	Grades: K-4	recognizing the food groups necessary to maintain a healthy body.
21	Freeze My TV	SI-E-A5	Grades: K-4	using data, including numbers and graphs, to explain observations and experiments;

21	Freeze My TV	LS-E-B4	Grades: K-4	observing, recording, and graphing student growth over time using a variety of quantitative measures (height, weight, linear measure of feet and hands, etc.).
21	Freeze My TV	SI-M-A4	Grades: 5-8	developing descriptions, explanations, and graphs using data;
21	Freeze My TV	PS-M-B1	Grades: 5-8	describing and graphing the motions of objects;
24	Breakfast Bonanza	LS-E-A6	Grades: K-4	recognizing the food groups necessary to maintain a healthy body.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	LS-E-A6	Grades: K-4	recognizing the food groups necessary to maintain a healthy body.
27	Freeze My TV	SI-E-A4	Grades: K-4	employing equipment and tools to gather data and extend the sensory observations;
27	Freeze My TV	SI-E-A5	Grades: K-4	using data, including numbers and graphs, to explain observations and experiments;
27	Freeze My TV	LS-E-B4	Grades: K-4	observing, recording, and graphing student growth over time using a variety of quantitative measures (height, weight, linear measure of feet and hands, etc.).
27	Freeze My TV	SI-M-A3	Grades: 5-8	using mathematics and appropriate tools and techniques to gather, analyze, and interpret data;
27	Freeze My TV	SI-M-A4	Grades: 5-8	developing descriptions, explanations, and graphs using data;
27	Freeze My TV	PS-M-B1	Grades: 5-8	describing and graphing the motions of objects;
28	Get 3 At School and 5+ A Day	LS-E-A6	Grades: K-4	recognizing the food groups necessary to maintain a healthy body.
3	The Safe Workout: An Introduction	LS-E-A6	Grades: K-4	recognizing the food groups necessary to maintain a healthy body.
4	Balancing Act	LS-E-A6		recognizing the food groups necessary to maintain a healthy body.

			Grades: K-4	
5	Fast-Food Frenzy	LS-E-A6	Grades: K-4	recognizing the food groups necessary to maintain a healthy body.
Louisiana > Content Standards > English Language Arts (2003)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
10	Chain Five	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
11	Alphabet Fruit (and Vegetables)	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
11	Alphabet Fruit (and Vegetables)	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
11	Alphabet Fruit (and Vegetables)	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
13	Fitness Walking	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
13	Fitness Walking	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
13	Fitness Walking	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
14	Healthy Living, Healthy Eating	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)

14	Healthy Living, Healthy Eating	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
14	Healthy Living, Healthy Eating	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
15	Keeping the Balance	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
15	Keeping the Balance	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
15	Keeping the Balance	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
16	The Safe Workout: A Review	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
16	The Safe Workout: A Review	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
16	The Safe Workout: A Review	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
17	Hunting for Hidden Fat	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
17	Hunting for Hidden Fat	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
17	Hunting for Hidden Fat	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
18	Beverage Buzz: Sack the Sugar	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
18	Beverage Buzz: Sack the Sugar	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
18	Beverage Buzz: Sack the Sugar	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)

19	Snack Decisions	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
19	Snack Decisions	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
19	Snack Decisions	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
20	Snacking and Inactivity	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
20	Snacking and Inactivity	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
20	Snacking and Inactivity	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
21	Freeze My TV	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
21	Freeze My TV	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
21	Freeze My TV	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
22	Menu Monitoring	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
22	Menu Monitoring	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
22	Menu Monitoring	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
23	Veggiemania	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
23	Veggiemania	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)

23	Veggiemania	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
24	Breakfast Bonanza	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
24	Breakfast Bonanza	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
24	Breakfast Bonanza	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
26	Fitness Walking	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
26	Fitness Walking	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
26	Fitness Walking	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
27	Freeze My TV	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
27	Freeze My TV	ELA-5-E6	Grades: K-4	recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams /maps)
27	Freeze My TV	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
27	Freeze My TV	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
28	Get 3 At School and 5+ A Day	ELA-5-E6	Grades: K-4	recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams /maps)
3	The Safe Workout: An Introduction	ELA-5-E6	Grades: K-4	recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams /maps)
3	The Safe Workout: An Introduction	ELA-5-M6	Grades: 5-8	identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)

4	Balancing Act	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
4	Balancing Act	ELA-5-E6	Grades: K-4	recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams /maps)
4	Balancing Act	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
4	Balancing Act	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
4	Balancing Act	ELA-5-M6	Grades: 5-8	identifying and interpreting graphic organizers (e.g., flowcharts, timelines, tree diagrams)
4	Balancing Act	ELA-7-M2	Grades: 5-8	using reasoning skills (e.g., categorizing, prioritizing), life experiences, accumulated knowledge, and relevant available information resources to solve problems in oral, written, and visual texts
5	Fast-Food Frenzy	ELA-5-E6	Grades: K-4	recognizing and using graphic organizers (e.g., charts/graphs, tables/schedules, diagrams /maps)
6	Snack Attack	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
6	Snack Attack	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
6	Snack Attack	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
7	Sugar Water: Think About Your Drink	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
7	Sugar Water: Think About Your Drink	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
7	Sugar Water: Think About Your Drink	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
8	The Safe Workout: Snacking's Just Fine, If	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)

	you Choose the Right Kind			
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
9	Prime-Time Smartness	ELA-2-E6	Grades: K-4	writing as a response to texts and life experiences (e.g., journals, letters, lists)
9	Prime-Time Smartness	ELA-4-E7	Grades: K-4	participating in a variety of roles in group discussions (e.g., active listener, contributor, discussion leader)
9	Prime-Time Smartness	ELA-1-M1	Grades: 5-8	using knowledge of word meaning and developing basic and technical vocabulary using various strategies (e.g., context clues, idioms, affixes, etymology, multiple-meaning words)
9	Prime-Time Smartness	ELA-1-M3	Grades: 5-8	reading, comprehending, and responding to written, spoken, and visual texts in extended passages (e.g., ranging from 500-1,000 words)
9	Prime-Time Smartness	ELA-2-M6	Grades: 5-8	writing as a response to texts and life experiences (e.g., personal and business letters)
9	Prime-Time Smartness	ELA-4-M6	Grades: 5-8	participating in a variety of roles in group discussions (e.g., facilitator, recorder)
Louisiana > Content Standards > Educational Technology (2003)				
Lesson	Title	State ID	Grade Descr	State Text

Louisiana > Content Standards > Social Studies (1997)				
Lesson	Title	State ID	Grade Descr	State Text
Louisiana > Content Standards > Health Education (2002)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
1	Healthy Living	1-E-5	Grades: K-4	explain how physical, social and emotional environments influence personal health.
1	Healthy Living	4-E-4	Grades: K-4	discuss how information from school and family influences health.
1	Healthy Living	1-M-1	Grades: 5-8	describe relationships among physical, mental, emotional and social health;
1	Healthy Living	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
1	Healthy Living	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
10	Chain Five	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
10	Chain Five	1-E-4	Grades: K-4	identify common childhood health problems/illnesses and the corresponding prevention and treatment;
10	Chain Five	1-M-2		

			Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
10	Chain Five	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
11	Alphabet Fruit (and Vegetables)	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
11	Alphabet Fruit (and Vegetables)	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
11	Alphabet Fruit (and Vegetables)	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
12	Brilliant Breakfast	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
12	Brilliant Breakfast	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
12	Brilliant Breakfast	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
13	Fitness Walking	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
13	Fitness Walking	1-E-3	Grades: K-4	compare and contrast personal health behaviors and individual well being;
13	Fitness Walking	3-E-1	Grades: K-4	identify personal health needs;
13	Fitness Walking	3-E-2	Grades: K-4	demonstrate responsible personal health behaviors;
13	Fitness Walking	4-E-2	Grades: K-4	explain how media influences thoughts, feelings, and health behaviors;
13	Fitness Walking	5-E-3	Grades: K-4	apply a decision-making process to address personal health issues and problems;

13	Fitness Walking	1-M-4	Grades: 5-8	analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.);
13	Fitness Walking	3-M-1	Grades: 5-8	identify personal health needs and develop long-term goals for a healthy lifestyle;
13	Fitness Walking	4-M-3	Grades: 5-8	investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors;
13	Fitness Walking	4-M-5	Grades: 5-8	assess ways in which various media influence buying decisions (e.g., health products, medicines, food).
14	Healthy Living, Healthy Eating	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
14	Healthy Living, Healthy Eating	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
15	Keeping the Balance	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
15	Keeping the Balance	3-E-2	Grades: K-4	demonstrate responsible personal health behaviors;
15	Keeping the Balance	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
16	The Safe Workout: A Review	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
16	The Safe Workout: A Review	3-E-2	Grades: K-4	demonstrate responsible personal health behaviors;
16	The Safe Workout: A Review	3-E-4	Grades: K-4	demonstrate ways to avoid and reduce threatening situations;
16	The Safe Workout: A Review	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
16	The Safe Workout: A Review	1-M-5	Grades: 5-8	determine factors that influence violence and strategies for avoiding unhealthy situations.

16	The Safe Workout: A Review	4-M-3	Grades: 5-8	investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors;
17	Hunting for Hidden Fat	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
17	Hunting for Hidden Fat	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
17	Hunting for Hidden Fat	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
18	Beverage Buzz: Sack the Sugar	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
18	Beverage Buzz: Sack the Sugar	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
18	Beverage Buzz: Sack the Sugar	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
19	Snack Decisions	2-E-3	Grades: K-4	explain how media influences the selection of health information, products, and services;
19	Snack Decisions	4-E-2	Grades: K-4	explain how media influences thoughts, feelings, and health behaviors;
19	Snack Decisions	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
19	Snack Decisions	2-M-2	Grades: 5-8	identify how media influences the selection of health information and products;
19	Snack Decisions	4-M-3	Grades: 5-8	investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors;
19	Snack Decisions	4-M-5	Grades: 5-8	assess ways in which various media influence buying decisions (e.g., health products, medicines, food).
2	Carb Smart	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);

2	Carb Smart	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
20	Snacking and Inactivity	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
20	Snacking and Inactivity	1-E-5	Grades: K-4	explain how physical, social and emotional environments influence personal health.
20	Snacking and Inactivity	1-M-1	Grades: 5-8	describe relationships among physical, mental, emotional and social health;
20	Snacking and Inactivity	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
20	Snacking and Inactivity	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
21	Freeze My TV	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
21	Freeze My TV	1-E-3	Grades: K-4	compare and contrast personal health behaviors and individual well being;
21	Freeze My TV	3-E-1	Grades: K-4	identify personal health needs;
21	Freeze My TV	3-E-2	Grades: K-4	demonstrate responsible personal health behaviors;
21	Freeze My TV	4-E-2	Grades: K-4	explain how media influences thoughts, feelings, and health behaviors;
21	Freeze My TV	4-E-3	Grades: K-4	demonstrate ways that home health care technology can influence personal health (blood glucose level monitors, blood pressure monitors, diet evaluation software, on-line medical sites, etc.);
21	Freeze My TV	5-E-3	Grades: K-4	apply a decision-making process to address personal health issues and problems;
21	Freeze My TV	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);

21	Freeze My TV	1-M-4	Grades: 5-8	analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.);
21	Freeze My TV	3-M-1	Grades: 5-8	identify personal health needs and develop long-term goals for a healthy lifestyle;
21	Freeze My TV	4-M-3	Grades: 5-8	investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors;
21	Freeze My TV	4-M-4	Grades: 5-8	describe the ways that technology affects health (e.g., video games, computers, high-technological medical equipment, etc.);
21	Freeze My TV	4-M-5	Grades: 5-8	assess ways in which various media influence buying decisions (e.g., health products, medicines, food).
22	Menu Monitoring	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
22	Menu Monitoring	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
22	Menu Monitoring	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
23	Veggiemania	1-E-3	Grades: K-4	compare and contrast personal health behaviors and individual well being;
23	Veggiemania	3-E-1	Grades: K-4	identify personal health needs;
23	Veggiemania	3-E-2	Grades: K-4	demonstrate responsible personal health behaviors;
23	Veggiemania	5-E-3	Grades: K-4	apply a decision-making process to address personal health issues and problems;
23	Veggiemania	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
23	Veggiemania	1-M-4	Grades: 5-8	analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.);

23	Veggiemania	3-M-1	Grades: 5-8	identify personal health needs and develop long-term goals for a healthy lifestyle;
24	Breakfast Bonanza	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
24	Breakfast Bonanza	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	4-E-1	Grades: K-4	describe how culture influences personal health behaviors;
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	4-M-2	Grades: 5-8	compare and contrast the health of different cultures, race and ethnicity;
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
26	Fitness Walking	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
26	Fitness Walking	1-E-3	Grades: K-4	compare and contrast personal health behaviors and individual well being;
26	Fitness Walking	3-E-1	Grades: K-4	identify personal health needs;
26	Fitness Walking	3-E-2	Grades: K-4	demonstrate responsible personal health behaviors;
26	Fitness Walking	4-E-2	Grades: K-4	explain how media influences thoughts, feelings, and health behaviors;
26	Fitness Walking	5-E-3		apply a decision-making process to address personal health issues and problems;

			Grades: K-4	
26	Fitness Walking	1-M-4	Grades: 5-8	analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.);
26	Fitness Walking	3-M-1	Grades: 5-8	identify personal health needs and develop long-term goals for a healthy lifestyle;
26	Fitness Walking	4-M-3	Grades: 5-8	investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors;
26	Fitness Walking	4-M-5	Grades: 5-8	assess ways in which various media influence buying decisions (e.g., health products, medicines, food).
27	Freeze My TV	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
27	Freeze My TV	1-E-3	Grades: K-4	compare and contrast personal health behaviors and individual well being;
27	Freeze My TV	3-E-1	Grades: K-4	identify personal health needs;
27	Freeze My TV	3-E-2	Grades: K-4	demonstrate responsible personal health behaviors;
27	Freeze My TV	4-E-2	Grades: K-4	explain how media influences thoughts, feelings, and health behaviors;
27	Freeze My TV	4-E-3	Grades: K-4	demonstrate ways that home health care technology can influence personal health (blood glucose level monitors, blood pressure monitors, diet evaluation software, on-line medical sites, etc.);
27	Freeze My TV	5-E-3	Grades: K-4	apply a decision-making process to address personal health issues and problems;
27	Freeze My TV	1-M-4	Grades: 5-8	analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.);
27	Freeze My TV	3-M-1	Grades: 5-8	identify personal health needs and develop long-term goals for a healthy lifestyle;

27	Freeze My TV	4-M-3	Grades: 5-8	investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors;
27	Freeze My TV	4-M-4	Grades: 5-8	describe the ways that technology affects health (e.g., video games, computers, high-technological medical equipment, etc.);
27	Freeze My TV	4-M-5	Grades: 5-8	assess ways in which various media influence buying decisions (e.g., health products, medicines, food).
28	Get 3 At School and 5+ A Day	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
29	Class Walking Clubs	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
29	Class Walking Clubs	1-E-3	Grades: K-4	compare and contrast personal health behaviors and individual well being;
29	Class Walking Clubs	3-E-1	Grades: K-4	identify personal health needs;
29	Class Walking Clubs	3-E-2	Grades: K-4	demonstrate responsible personal health behaviors;
29	Class Walking Clubs	4-E-2	Grades: K-4	explain how media influences thoughts, feelings, and health behaviors;
29	Class Walking Clubs	5-E-3	Grades: K-4	apply a decision-making process to address personal health issues and problems;
29	Class Walking Clubs	1-M-4	Grades: 5-8	analyze high risk behaviors to determine their impact on wellness (e.g., disease transmission, suicidal tendencies, substance use and abuse, etc.);
29	Class Walking Clubs	3-M-1	Grades: 5-8	identify personal health needs and develop long-term goals for a healthy lifestyle;
29	Class Walking Clubs	4-M-3	Grades: 5-8	investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors;
29	Class Walking Clubs	4-M-5	Grades: 5-8	assess ways in which various media influence buying decisions (e.g., health products, medicines, food).

3	The Safe Workout: An Introduction	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
3	The Safe Workout: An Introduction	3-E-2	Grades: K-4	demonstrate responsible personal health behaviors;
3	The Safe Workout: An Introduction	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
3	The Safe Workout: An Introduction	4-M-3	Grades: 5-8	investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors;
3	The Safe Workout: An Introduction	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
30	Tour de Health	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
30	Tour de Health	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
30	Tour de Health	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
4	Balancing Act	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
4	Balancing Act	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
4	Balancing Act	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
5	Fast-Food Frenzy	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
5	Fast-Food Frenzy	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
5	Fast-Food Frenzy	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);

6	Snack Attack	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
6	Snack Attack	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
6	Snack Attack	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
7	Sugar Water: Think About Your Drink	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
7	Sugar Water: Think About Your Drink	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
7	Sugar Water: Think About Your Drink	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1-E-2	Grades: K-4	demonstrate personal health habits that promote optimal health; (i.e., good nutrition, brushing teeth, washing hands, exercise, etc.)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1-M-2	Grades: 5-8	evaluate healthy and unhealthy lifestyles (e.g., preventive health measures, physical fitness, nutrition, obesity, eating disorders, stress, etc.);
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
9	Prime-Time Smartness	2-E-1	Grades: K-4	identify characteristics of valid health information and health-promoting products and services;
9	Prime-Time Smartness	2-E-3	Grades: K-4	explain how media influences the selection of health information, products, and services;
9	Prime-Time Smartness	3-E-1		identify personal health needs;

			Grades: K-4	
9	Prime-Time Smartness	3-E-2	Grades: K-4	demonstrate responsible personal health behaviors;
9	Prime-Time Smartness	4-E-2	Grades: K-4	explain how media influences thoughts, feelings, and health behaviors;
9	Prime-Time Smartness	4-E-3	Grades: K-4	demonstrate ways that home health care technology can influence personal health (blood glucose level monitors, blood pressure monitors, diet evaluation software, on-line medical sites, etc.);
9	Prime-Time Smartness	5-E-3	Grades: K-4	apply a decision-making process to address personal health issues and problems;
9	Prime-Time Smartness	6-E-3	Grades: K-4	demonstrate the ability to communicate information that promotes positive health choices.
9	Prime-Time Smartness	2-M-2	Grades: 5-8	identify how media influences the selection of health information and products;
9	Prime-Time Smartness	4-M-3	Grades: 5-8	investigate the impact of media (e.g., television, newspaper, billboards, magazines, Internet) on positive and negative health behaviors;
9	Prime-Time Smartness	4-M-4	Grades: 5-8	describe the ways that technology affects health (e.g., video games, computers, high-technological medical equipment, etc.);
9	Prime-Time Smartness	4-M-5	Grades: 5-8	assess ways in which various media influence buying decisions (e.g., health products, medicines, food).
9	Prime-Time Smartness	6-M-1	Grades: 5-8	develop strategies to encourage and influence others in making positive health choices (e.g., healthy food choices, abstaining from alcohol, tobacco, and illegal drug use, etc.);
9	Prime-Time Smartness	6-M-2	Grades: 5-8	analyze various communication methods to accurately express health ideas and opinions;
9	Prime-Time Smartness	6-M-3	Grades: 5-8	identify barriers to effective communication about health issues;