

Maryland > Voluntary State Curriculum > Mathematics (2004)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	b	Grade 4	Interpret line graphs
12	Brilliant Breakfast	d	Grade 5	Interpret and compare data in double line graphs
17	Hunting for Hidden Fat	d	Grade 5	Organize and display data in double bar graphs
17	Hunting for Hidden Fat	c	Grade 5	Interpret and compare data in double bar graphs
18	Beverage Buzz: Sack the Sugar	c	PreK-8	Identify mathematical concepts in relationship to life
21	Freeze My TV	d	Grade 5	Organize and display data in double bar graphs
21	Freeze My TV	c	Grade 5	Interpret and compare data in double bar graphs
27	Freeze My TV	a	Grade 4	Collect data by conducting surveys to answer a question
27	Freeze My TV	b	Grade 4	Organize and display data in line plots and frequency tables using a variety of categories and sets of data
27	Freeze My TV	b	Grade 4	Interpret line graphs
27	Freeze My TV	a	Grade 5	Collect data by conducting surveys to answer a question
27	Freeze My TV	d	Grade 5	Organize and display data in double bar graphs
27	Freeze My TV	e	Grade 5	Organize and display data in line graphs
27	Freeze My TV	f	Grade 5	Determine the appropriate type of graph to effectively display data
27	Freeze My TV	a	Grade 5	Interpret and compare data in stem & leaf plot
27	Freeze My TV	b	Grade 5	Interpret and compare data in line plots
27	Freeze My TV	c	Grade 5	Interpret and compare data in double bar graphs
27	Freeze My TV	d	Grade 5	Interpret and compare data in double line graphs
28	Get 3 At School and 5+ A Day	d	Grade 5	Organize and display data in double bar graphs

28	Get 3 At School and 5+ A Day	c	Grade 5	Interpret and compare data in double bar graphs
4	Balancing Act	e	Grade 5	Read circle graphs
Maryland > Voluntary State Curriculum > Social Studies (2006)				
Lesson	Title	State ID	Grade Descr	State Text
Maryland > Voluntary State Curriculum > Reading/English Language Arts (2004)				
Lesson	Title	State ID	Grade Descr	State Text
19	Snack Decisions	a	Grade 4	Use context to determine the meanings of words
19	Snack Decisions	a	Grade 4	Identify and explain the main idea
19	Snack Decisions	f	Grade 4	Paraphrase the main idea
19	Snack Decisions	a	Grade 4	Identify and explain main ideas and universal themes
19	Snack Decisions	a	Grade 5	Use context to determine the meanings of words
19	Snack Decisions	a	Grade 5	Identify and explain the main idea
19	Snack Decisions	f	Grade 5	Paraphrase the main idea
19	Snack Decisions	a	Grade 5	Identify and explain main ideas and universal themes
24	Breakfast Bonanza	a	Grade 4	Use context to determine the meanings of words
24	Breakfast Bonanza	a	Grade 4	Identify and explain the main idea
24	Breakfast Bonanza	f	Grade 4	Paraphrase the main idea
24	Breakfast Bonanza	c	Grade 4	Use informational aids

24	Breakfast Bonanza	d	Grade 4	Use organizational aids
24	Breakfast Bonanza	a	Grade 4	Identify and analyze the organizational patterns of texts
24	Breakfast Bonanza	b	Grade 4	Identify and use words and phrases associated with common organizational patterns
24	Breakfast Bonanza	a	Grade 4	Identify and explain main ideas and universal themes
24	Breakfast Bonanza	a	Grade 5	Use context to determine the meanings of words
24	Breakfast Bonanza	a	Grade 5	Identify and explain the main idea
24	Breakfast Bonanza	f	Grade 5	Paraphrase the main idea
24	Breakfast Bonanza	c	Grade 5	Use informational aids
24	Breakfast Bonanza	d	Grade 5	Use organizational aids
24	Breakfast Bonanza	a	Grade 5	Identify and analyze the organizational patterns of texts
24	Breakfast Bonanza	b	Grade 5	Identify and use words and phrases associated with common organizational patterns
24	Breakfast Bonanza	a	Grade 5	Identify and explain main ideas and universal themes
4	Balancing Act	b	Grade 4	Use graphic aids
4	Balancing Act	c	Grade 4	Use informational aids
4	Balancing Act	d	Grade 4	Use organizational aids
4	Balancing Act	i	Grade 4	Identify and explain how someone might use the text
4	Balancing Act	b	Grade 4	Identify and explain how graphic aids contribute to meaning
4	Balancing Act	c	Grade 4	Identify and explain how informational aids contribute to meaning
4	Balancing Act	d	Grade 4	Use information to fulfill a given purpose
4	Balancing Act	b	Grade 5	Use graphic aids
4	Balancing Act	c	Grade 5	Use informational aids
4	Balancing Act	d	Grade 5	Use organizational aids

4	Balancing Act	i	Grade 5	Identify and explain how someone might use the text
4	Balancing Act	b	Grade 5	Identify and explain how graphic aids contribute to meaning
4	Balancing Act	c	Grade 5	Identify and explain how informational aids contribute to meaning
6	Snack Attack	c	Grade 4	Use informational aids
6	Snack Attack	d	Grade 4	Use organizational aids
6	Snack Attack	c	Grade 5	Use informational aids
6	Snack Attack	d	Grade 5	Use organizational aids
7	Sugar Water: Think About Your Drink	b	Grade 4	Read, use, and identify the characteristics of functional documents
7	Sugar Water: Think About Your Drink	b	Grade 5	Read, use, and identify the characteristics of functional documents
9	Prime-Time Smartness	a	Grade 4	Use context to determine the meanings of words
9	Prime-Time Smartness	c	Grade 4	Use informational aids
9	Prime-Time Smartness	d	Grade 4	Use organizational aids
9	Prime-Time Smartness	a	Grade 5	Use context to determine the meanings of words
9	Prime-Time Smartness	c	Grade 5	Use informational aids
9	Prime-Time Smartness	d	Grade 5	Use organizational aids
Maryland > Voluntary State Curriculum > Science Proposed Assessment Limits (2006)				
Lesson	Title	State ID	Grade Descr	State Text
Maryland > Voluntary State Curriculum > Health Education (2005)				

Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Grade 4	Identify sources
1	Healthy Living		Grade 4	Goals to meet and maintain recommended calcium levels
1	Healthy Living		Grade 4	List food sources of the vitamins
1	Healthy Living	c	Grade 4	Describe caloric output during exercise.
1	Healthy Living		Grade 4	Personal food preferences
1	Healthy Living		Grade 4	Geographic location
1	Healthy Living		Grade 4	Cultural background
1	Healthy Living		Grade 4	Seasonal foods
1	Healthy Living		Grade 4	Family eating behaviors
1	Healthy Living		Grade 4	Marketing packaging and advertising
1	Healthy Living	b	Grade 5	Identify symptoms of stress.
1	Healthy Living	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
1	Healthy Living		Grade 5	Stress
1	Healthy Living		Grade 5	Peer pressure
1	Healthy Living		Grade 5	Media
1	Healthy Living		Grade 5	Illness
1	Healthy Living		Grade 5	Culture
1	Healthy Living	a	Grade 5	Students will identify healthy snacks from each food group.
1	Healthy Living		Grade 5	Vending machines
1	Healthy Living		Grade 5	Snacks from home
1	Healthy Living		Grade 5	School cafeteria

1	Healthy Living		Grade 5	Fast food restaurants
1	Healthy Living		Grade 5	Convenience/corner store
10	Chain Five	d	Grade 4	Identify and recognize product label information.
10	Chain Five		Grade 4	Vitamins
10	Chain Five		Grade 4	Minerals
10	Chain Five		Grade 4	Identify sources
10	Chain Five		Grade 4	Recommended serving sizes
10	Chain Five		Grade 4	Goals to meet and maintain recommended calcium levels
10	Chain Five		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)
10	Chain Five		Grade 4	Explain how vitamins function in the body
10	Chain Five		Grade 4	List food sources of the vitamins
10	Chain Five	a	Grade 4	Explain each of the Dietary Guidelines.
10	Chain Five		Grade 4	Personal food preferences
10	Chain Five		Grade 4	Geographic location
10	Chain Five		Grade 4	Cultural background
10	Chain Five		Grade 4	Seasonal foods
10	Chain Five		Grade 4	Family eating behaviors
10	Chain Five		Grade 4	Marketing packaging and advertising
10	Chain Five	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
10	Chain Five	a	Grade 4	Examine the Nutrition Facts Label to locate specific components.
10	Chain Five	b	Grade 4	Compare nutrient information on a variety of food labels.
10	Chain Five	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.

10	Chain Five		Grade 5	Stress
10	Chain Five		Grade 5	Peer pressure
10	Chain Five		Grade 5	Media
10	Chain Five		Grade 5	Culture
10	Chain Five	a	Grade 5	Students will identify healthy snacks from each food group.
10	Chain Five		Grade 5	Vending machines
10	Chain Five		Grade 5	Snacks from home
10	Chain Five		Grade 5	School cafeteria
10	Chain Five		Grade 5	Fast food restaurants
10	Chain Five		Grade 5	Convenience/corner store
10	Chain Five	c	Grade 5	Identify ways to prevent the transmission of HIV/AIDS.
11	Alphabet Fruit (and Vegetables)		Grade 4	List food sources of the vitamins
11	Alphabet Fruit (and Vegetables)		Grade 4	Personal food preferences
11	Alphabet Fruit (and Vegetables)		Grade 4	Geographic location
11	Alphabet Fruit (and Vegetables)		Grade 4	Cultural background
11	Alphabet Fruit (and Vegetables)		Grade 4	Seasonal foods
11	Alphabet Fruit (and Vegetables)		Grade 4	Family eating behaviors
11	Alphabet Fruit (and Vegetables)		Grade 4	Marketing packaging and advertising
11	Alphabet Fruit (and Vegetables)	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
11	Alphabet Fruit (and Vegetables)		Grade 5	Stress
11	Alphabet Fruit (and Vegetables)		Grade 5	Peer pressure
11	Alphabet Fruit (and Vegetables)		Grade 5	Media

11	Alphabet Fruit (and Vegetables)		Grade 5	Illness
11	Alphabet Fruit (and Vegetables)		Grade 5	Culture
11	Alphabet Fruit (and Vegetables)	a	Grade 5	Students will identify healthy snacks from each food group.
11	Alphabet Fruit (and Vegetables)		Grade 5	Vending machines
11	Alphabet Fruit (and Vegetables)		Grade 5	Snacks from home
11	Alphabet Fruit (and Vegetables)		Grade 5	School cafeteria
11	Alphabet Fruit (and Vegetables)		Grade 5	Fast food restaurants
11	Alphabet Fruit (and Vegetables)		Grade 5	Convenience/corner store
12	Brilliant Breakfast		Grade 4	Identify sources
12	Brilliant Breakfast		Grade 4	Recommended serving sizes
12	Brilliant Breakfast		Grade 4	Goals to meet and maintain recommended calcium levels
12	Brilliant Breakfast		Grade 4	List food sources of the vitamins
12	Brilliant Breakfast	a	Grade 4	Explain each of the Dietary Guidelines.
12	Brilliant Breakfast		Grade 4	Personal food preferences
12	Brilliant Breakfast		Grade 4	Geographic location
12	Brilliant Breakfast		Grade 4	Cultural background
12	Brilliant Breakfast		Grade 4	Seasonal foods
12	Brilliant Breakfast		Grade 4	Family eating behaviors
12	Brilliant Breakfast	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
12	Brilliant Breakfast	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
12	Brilliant Breakfast		Grade 5	Stress
12	Brilliant Breakfast		Grade 5	Illness

12	Brilliant Breakfast		Grade 5	Culture
12	Brilliant Breakfast	a	Grade 5	Students will identify healthy snacks from each food group.
12	Brilliant Breakfast		Grade 5	Vending machines
12	Brilliant Breakfast		Grade 5	Snacks from home
12	Brilliant Breakfast		Grade 5	School cafeteria
12	Brilliant Breakfast		Grade 5	Fast food restaurants
12	Brilliant Breakfast		Grade 5	Convenience/corner store
13	Fitness Walking	b	Grade 4	Relate components of personal well-being to personal life situations and why they are important.
13	Fitness Walking	b	Grade 4	Describe the long and short-term effects of alcohol use and non-use on the body.
13	Fitness Walking	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
13	Fitness Walking	a	Grade 5	Identify personal health needs.
13	Fitness Walking	d	Grade 5	Explain the importance of assuming responsibility for personal health behaviors.
13	Fitness Walking	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
13	Fitness Walking	b	Grade 5	Identify behaviors that increase the risk of contracting HIV.
13	Fitness Walking	a	Grade 5	List behaviors that increase the risk of developing disease.
13	Fitness Walking	b	Grade 5	Identify and categorize personal habits into High, Mid, Low risk behaviors.
14	Healthy Living, Healthy Eating		Grade 4	Protein
14	Healthy Living, Healthy Eating		Grade 4	Fat
14	Healthy Living, Healthy Eating		Grade 4	Vitamins

14	Healthy Living, Healthy Eating		Grade 4	Minerals
14	Healthy Living, Healthy Eating		Grade 4	Identify sources
14	Healthy Living, Healthy Eating		Grade 4	Recommended serving sizes
14	Healthy Living, Healthy Eating		Grade 4	Goals to meet and maintain recommended calcium levels
14	Healthy Living, Healthy Eating		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)
14	Healthy Living, Healthy Eating		Grade 4	Explain how vitamins function in the body
14	Healthy Living, Healthy Eating		Grade 4	List food sources of the vitamins
14	Healthy Living, Healthy Eating	a	Grade 4	Explain each of the Dietary Guidelines.
14	Healthy Living, Healthy Eating		Grade 4	Personal food preferences
14	Healthy Living, Healthy Eating		Grade 4	Geographic location
14	Healthy Living, Healthy Eating		Grade 4	Cultural background
14	Healthy Living, Healthy Eating		Grade 4	Seasonal foods
14	Healthy Living, Healthy Eating		Grade 4	Family eating behaviors
14	Healthy Living, Healthy Eating		Grade 4	Marketing packaging and advertising
14	Healthy Living, Healthy Eating	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
14	Healthy Living, Healthy Eating	b	Grade 4	Compare nutrient information on a variety of food labels.
14	Healthy Living, Healthy Eating		Grade 5	Stress
14	Healthy Living, Healthy Eating	a	Grade 5	Students will identify healthy snacks from each food group.
14	Healthy Living, Healthy Eating		Grade 5	Vending machines
14	Healthy Living, Healthy Eating		Grade 5	Snacks from home
14	Healthy Living, Healthy Eating		Grade 5	School cafeteria
14	Healthy Living, Healthy Eating		Grade 5	Fast food restaurants

14	Healthy Living, Healthy Eating		Grade 5	Convenience/corner store
15	Keeping the Balance		Grade 4	Protein
15	Keeping the Balance		Grade 4	Fat
15	Keeping the Balance		Grade 4	Vitamins
15	Keeping the Balance		Grade 4	Minerals
15	Keeping the Balance		Grade 4	Water
15	Keeping the Balance		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)
15	Keeping the Balance		Grade 4	Explain how vitamins function in the body
15	Keeping the Balance		Grade 4	List food sources of the vitamins
15	Keeping the Balance	b	Grade 4	Compare nutrient information on a variety of food labels.
15	Keeping the Balance		Grade 5	Psychological
15	Keeping the Balance		Grade 5	Stress
15	Keeping the Balance		Grade 5	Peer pressure
15	Keeping the Balance		Grade 5	Media
15	Keeping the Balance		Grade 5	Illness
15	Keeping the Balance		Grade 5	Culture
16	The Safe Workout: A Review	b	Grade 4	Describe the long and short-term effects of alcohol use and non-use on the body.
16	The Safe Workout: A Review		Grade 4	Recommended serving sizes
16	The Safe Workout: A Review		Grade 4	Goals to meet and maintain recommended calcium levels
16	The Safe Workout: A Review	c	Grade 4	Describe caloric output during exercise.
16	The Safe Workout: A Review	a	Grade 4	Explain each of the Dietary Guidelines.
16	The Safe Workout: A Review	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.

16	The Safe Workout: A Review	d	Grade 5	Identify family, cultural, peer, and legal influences on tobacco to avoid use.
16	The Safe Workout: A Review		Grade 5	Psychological
16	The Safe Workout: A Review		Grade 5	Stress
16	The Safe Workout: A Review	a	Grade 5	Students will identify healthy snacks from each food group.
16	The Safe Workout: A Review		Grade 5	Vending machines
16	The Safe Workout: A Review		Grade 5	Snacks from home
16	The Safe Workout: A Review		Grade 5	School cafeteria
16	The Safe Workout: A Review		Grade 5	Fast food restaurants
16	The Safe Workout: A Review		Grade 5	Convenience/corner store
17	Hunting for Hidden Fat	d	Grade 4	Identify and recognize product label information.
17	Hunting for Hidden Fat		Grade 4	Fat
17	Hunting for Hidden Fat		Grade 4	Vitamins
17	Hunting for Hidden Fat		Grade 4	Identify sources
17	Hunting for Hidden Fat		Grade 4	Recommended serving sizes
17	Hunting for Hidden Fat		Grade 4	Goals to meet and maintain recommended calcium levels
17	Hunting for Hidden Fat		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)
17	Hunting for Hidden Fat		Grade 4	Explain how vitamins function in the body
17	Hunting for Hidden Fat		Grade 4	List food sources of the vitamins
17	Hunting for Hidden Fat	a	Grade 4	Explain each of the Dietary Guidelines.
17	Hunting for Hidden Fat		Grade 4	Personal food preferences
17	Hunting for Hidden Fat		Grade 4	Geographic location
17	Hunting for Hidden Fat		Grade 4	Cultural background

17	Hunting for Hidden Fat		Grade 4	Seasonal foods
17	Hunting for Hidden Fat	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
17	Hunting for Hidden Fat	a	Grade 4	Examine the Nutrition Facts Label to locate specific components.
17	Hunting for Hidden Fat	b	Grade 4	Compare nutrient information on a variety of food labels.
17	Hunting for Hidden Fat	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
17	Hunting for Hidden Fat		Grade 5	Stress
17	Hunting for Hidden Fat		Grade 5	Peer pressure
17	Hunting for Hidden Fat		Grade 5	Illness
17	Hunting for Hidden Fat		Grade 5	Culture
17	Hunting for Hidden Fat	a	Grade 5	Students will identify healthy snacks from each food group.
17	Hunting for Hidden Fat		Grade 5	Vending machines
17	Hunting for Hidden Fat		Grade 5	Snacks from home
17	Hunting for Hidden Fat		Grade 5	School cafeteria
17	Hunting for Hidden Fat		Grade 5	Fast food restaurants
17	Hunting for Hidden Fat		Grade 5	Convenience/corner store
18	Beverage Buzz: Sack the Sugar	d	Grade 4	Identify and recognize product label information.
18	Beverage Buzz: Sack the Sugar		Grade 4	Vitamins
18	Beverage Buzz: Sack the Sugar		Grade 4	Minerals
18	Beverage Buzz: Sack the Sugar		Grade 4	Identify sources
18	Beverage Buzz: Sack the Sugar		Grade 4	Recommended serving sizes
18	Beverage Buzz: Sack the Sugar		Grade 4	Goals to meet and maintain recommended calcium levels
18	Beverage Buzz: Sack the Sugar		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)

18	Beverage Buzz: Sack the Sugar		Grade 4	Explain how vitamins function in the body
18	Beverage Buzz: Sack the Sugar		Grade 4	List food sources of the vitamins
18	Beverage Buzz: Sack the Sugar	b	Grade 4	Explain how caloric intake impacts exercise.
18	Beverage Buzz: Sack the Sugar	a	Grade 4	Explain each of the Dietary Guidelines.
18	Beverage Buzz: Sack the Sugar		Grade 4	Personal food preferences
18	Beverage Buzz: Sack the Sugar		Grade 4	Geographic location
18	Beverage Buzz: Sack the Sugar		Grade 4	Cultural background
18	Beverage Buzz: Sack the Sugar		Grade 4	Seasonal foods
18	Beverage Buzz: Sack the Sugar		Grade 4	Marketing packaging and advertising
18	Beverage Buzz: Sack the Sugar	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
18	Beverage Buzz: Sack the Sugar	a	Grade 4	Examine the Nutrition Facts Label to locate specific components.
18	Beverage Buzz: Sack the Sugar	b	Grade 4	Compare nutrient information on a variety of food labels.
18	Beverage Buzz: Sack the Sugar		Grade 5	Psychological
18	Beverage Buzz: Sack the Sugar	a	Grade 5	Compare the relationship between caloric intake and output during activity/inactivity.
18	Beverage Buzz: Sack the Sugar	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
18	Beverage Buzz: Sack the Sugar		Grade 5	Stress
18	Beverage Buzz: Sack the Sugar	a	Grade 5	Students will identify healthy snacks from each food group.
18	Beverage Buzz: Sack the Sugar		Grade 5	Vending machines
18	Beverage Buzz: Sack the Sugar		Grade 5	Snacks from home
18	Beverage Buzz: Sack the Sugar		Grade 5	School cafeteria
18	Beverage Buzz: Sack the Sugar		Grade 5	Fast food restaurants

18	Beverage Buzz: Sack the Sugar		Grade 5	Convenience/corner store
19	Snack Decisions	c	Grade 4	Identify advertising techniques used in different media sources to sell health products.
19	Snack Decisions	d	Grade 4	Identify and recognize product label information.
19	Snack Decisions		Grade 4	Fat
19	Snack Decisions		Grade 4	Vitamins
19	Snack Decisions		Grade 4	Minerals
19	Snack Decisions		Grade 4	Identify sources
19	Snack Decisions		Grade 4	Recommended serving sizes
19	Snack Decisions		Grade 4	Goals to meet and maintain recommended calcium levels
19	Snack Decisions		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)
19	Snack Decisions		Grade 4	Explain how vitamins function in the body
19	Snack Decisions		Grade 4	List food sources of the vitamins
19	Snack Decisions	a	Grade 4	Examine how the media/advertising portrays positive and negative body images.
19	Snack Decisions	a	Grade 4	Explain each of the Dietary Guidelines.
19	Snack Decisions		Grade 4	Personal food preferences
19	Snack Decisions		Grade 4	Geographic location
19	Snack Decisions		Grade 4	Cultural background
19	Snack Decisions		Grade 4	Seasonal foods
19	Snack Decisions		Grade 4	Family eating behaviors
19	Snack Decisions		Grade 4	Marketing packaging and advertising
19	Snack Decisions	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.

19	Snack Decisions	a	Grade 4	Examine the Nutrition Facts Label to locate specific components.
19	Snack Decisions	b	Grade 4	Compare nutrient information on a variety of food labels.
19	Snack Decisions	c	Grade 5	Recognize and analyze media influences on tobacco use (for example: music, television, movies, art, billboards, radio, clothing, magazines).
19	Snack Decisions	b	Grade 5	Recognize and analyze media influences on marijuana use (for example: music, television, movies, art, billboards, radio, clothing, magazines).
19	Snack Decisions	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
19	Snack Decisions		Grade 5	Stress
19	Snack Decisions		Grade 5	Media
19	Snack Decisions	a	Grade 5	Students will identify healthy snacks from each food group.
19	Snack Decisions		Grade 5	Vending machines
19	Snack Decisions		Grade 5	Snacks from home
19	Snack Decisions		Grade 5	School cafeteria
19	Snack Decisions		Grade 5	Fast food restaurants
19	Snack Decisions		Grade 5	Convenience/corner store
2	Carb Smart		Grade 4	Protein
2	Carb Smart		Grade 4	Fat
2	Carb Smart		Grade 4	Vitamins
2	Carb Smart		Grade 4	Minerals
2	Carb Smart		Grade 4	Identify sources
2	Carb Smart		Grade 4	Goals to meet and maintain recommended calcium levels
2	Carb Smart		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)
2	Carb Smart		Grade 4	Explain how vitamins function in the body

2	Carb Smart		Grade 4	List food sources of the vitamins
2	Carb Smart		Grade 4	Personal food preferences
2	Carb Smart		Grade 4	Geographic location
2	Carb Smart		Grade 4	Cultural background
2	Carb Smart		Grade 4	Seasonal foods
2	Carb Smart		Grade 4	Family eating behaviors
2	Carb Smart		Grade 4	Marketing packaging and advertising
2	Carb Smart	b	Grade 4	Compare nutrient information on a variety of food labels.
2	Carb Smart	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
2	Carb Smart		Grade 5	Stress
2	Carb Smart	a	Grade 5	Students will identify healthy snacks from each food group.
2	Carb Smart		Grade 5	Vending machines
2	Carb Smart		Grade 5	Snacks from home
2	Carb Smart		Grade 5	School cafeteria
2	Carb Smart		Grade 5	Fast food restaurants
2	Carb Smart		Grade 5	Convenience/corner store
20	Snacking and Inactivity		Grade 4	Fat
20	Snacking and Inactivity		Grade 4	List food sources of the vitamins
20	Snacking and Inactivity		Grade 4	Personal food preferences
20	Snacking and Inactivity		Grade 4	Geographic location
20	Snacking and Inactivity		Grade 4	Cultural background
20	Snacking and Inactivity		Grade 4	Seasonal foods

20	Snacking and Inactivity		Grade 4	Family eating behaviors
20	Snacking and Inactivity		Grade 4	Marketing packaging and advertising
20	Snacking and Inactivity	b	Grade 4	Compare nutrient information on a variety of food labels.
20	Snacking and Inactivity	b	Grade 5	Identify symptoms of stress.
20	Snacking and Inactivity	b	Grade 5	Describe addiction as both a physical and psychological consequence of alcohol abuse.
20	Snacking and Inactivity	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
20	Snacking and Inactivity		Grade 5	Stress
20	Snacking and Inactivity	a	Grade 5	Students will identify healthy snacks from each food group.
20	Snacking and Inactivity		Grade 5	Vending machines
20	Snacking and Inactivity		Grade 5	Snacks from home
20	Snacking and Inactivity		Grade 5	School cafeteria
20	Snacking and Inactivity		Grade 5	Fast food restaurants
20	Snacking and Inactivity		Grade 5	Convenience/corner store
21	Freeze My TV	b	Grade 4	Relate components of personal well-being to personal life situations and why they are important.
21	Freeze My TV	b	Grade 4	Explain how caloric intake impacts exercise.
21	Freeze My TV	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
21	Freeze My TV	a	Grade 5	Identify personal health needs.
21	Freeze My TV	d	Grade 5	Explain the importance of assuming responsibility for personal health behaviors.
21	Freeze My TV	a	Grade 5	Compare the relationship between caloric intake and output during activity/inactivity.

21	Freeze My TV		Grade 5	Vending machines
21	Freeze My TV		Grade 5	Snacks from home
21	Freeze My TV		Grade 5	School cafeteria
21	Freeze My TV		Grade 5	Fast food restaurants
21	Freeze My TV		Grade 5	Convenience/corner store
21	Freeze My TV	b	Grade 5	Identify behaviors that increase the risk of contracting HIV.
21	Freeze My TV	a	Grade 5	List behaviors that increase the risk of developing disease.
21	Freeze My TV	b	Grade 5	Identify and categorize personal habits into High, Mid, Low risk behaviors.
22	Menu Monitoring		Grade 4	Vitamins
22	Menu Monitoring		Grade 4	Minerals
22	Menu Monitoring		Grade 4	Identify sources
22	Menu Monitoring		Grade 4	Recommended serving sizes
22	Menu Monitoring		Grade 4	Goals to meet and maintain recommended calcium levels
22	Menu Monitoring		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)
22	Menu Monitoring		Grade 4	Explain how vitamins function in the body
22	Menu Monitoring		Grade 4	List food sources of the vitamins
22	Menu Monitoring	a	Grade 4	Explain each of the Dietary Guidelines.
22	Menu Monitoring		Grade 4	Personal food preferences
22	Menu Monitoring		Grade 4	Geographic location
22	Menu Monitoring		Grade 4	Cultural background
22	Menu Monitoring		Grade 4	Seasonal foods
22	Menu Monitoring		Grade 4	Family eating behaviors

22	Menu Monitoring		Grade 4	Marketing packaging and advertising
22	Menu Monitoring	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
22	Menu Monitoring	b	Grade 4	Compare nutrient information on a variety of food labels.
22	Menu Monitoring	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
22	Menu Monitoring		Grade 5	Stress
22	Menu Monitoring		Grade 5	Peer pressure
22	Menu Monitoring		Grade 5	Media
22	Menu Monitoring		Grade 5	Illness
22	Menu Monitoring		Grade 5	Culture
22	Menu Monitoring	a	Grade 5	Students will identify healthy snacks from each food group.
22	Menu Monitoring		Grade 5	Vending machines
22	Menu Monitoring		Grade 5	Snacks from home
22	Menu Monitoring		Grade 5	School cafeteria
22	Menu Monitoring		Grade 5	Fast food restaurants
22	Menu Monitoring		Grade 5	Convenience/corner store
23	Veggiemania	b	Grade 4	Relate components of personal well-being to personal life situations and why they are important.
23	Veggiemania	b	Grade 4	Describe the long and short-term effects of alcohol use and non-use on the body.
23	Veggiemania		Grade 4	Vitamins
23	Veggiemania		Grade 4	Minerals
23	Veggiemania		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)

23	Veggiemania		Grade 4	Explain how vitamins function in the body
23	Veggiemania		Grade 4	List food sources of the vitamins
23	Veggiemania		Grade 4	Personal food preferences
23	Veggiemania		Grade 4	Geographic location
23	Veggiemania	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
23	Veggiemania	a	Grade 5	Identify personal health needs.
23	Veggiemania	d	Grade 5	Explain the importance of assuming responsibility for personal health behaviors.
23	Veggiemania		Grade 5	Stress
23	Veggiemania		Grade 5	Peer pressure
23	Veggiemania		Grade 5	Illness
23	Veggiemania	a	Grade 5	Students will identify healthy snacks from each food group.
23	Veggiemania		Grade 5	Vending machines
23	Veggiemania		Grade 5	Snacks from home
23	Veggiemania		Grade 5	School cafeteria
23	Veggiemania		Grade 5	Fast food restaurants
23	Veggiemania		Grade 5	Convenience/corner store
23	Veggiemania	b	Grade 5	Identify behaviors that increase the risk of contracting HIV.
23	Veggiemania	b	Grade 5	Identify and categorize personal habits into High, Mid, Low risk behaviors.
24	Breakfast Bonanza		Grade 4	Identify sources
24	Breakfast Bonanza		Grade 4	Recommended serving sizes
24	Breakfast Bonanza		Grade 4	Goals to meet and maintain recommended calcium levels

24	Breakfast Bonanza		Grade 4	List food sources of the vitamins
24	Breakfast Bonanza	a	Grade 4	Explain each of the Dietary Guidelines.
24	Breakfast Bonanza		Grade 4	Personal food preferences
24	Breakfast Bonanza		Grade 4	Geographic location
24	Breakfast Bonanza		Grade 4	Cultural background
24	Breakfast Bonanza		Grade 4	Seasonal foods
24	Breakfast Bonanza		Grade 4	Marketing packaging and advertising
24	Breakfast Bonanza	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
24	Breakfast Bonanza		Grade 5	Stress
24	Breakfast Bonanza		Grade 5	Peer pressure
24	Breakfast Bonanza		Grade 5	Media
24	Breakfast Bonanza		Grade 5	Illness
24	Breakfast Bonanza		Grade 5	Culture
24	Breakfast Bonanza	a	Grade 5	Students will identify healthy snacks from each food group.
24	Breakfast Bonanza		Grade 5	Vending machines
24	Breakfast Bonanza		Grade 5	Snacks from home
24	Breakfast Bonanza		Grade 5	School cafeteria
24	Breakfast Bonanza		Grade 5	Fast food restaurants
24	Breakfast Bonanza		Grade 5	Convenience/corner store
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Identify sources
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Goals to meet and maintain recommended calcium levels

25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	List food sources of the vitamins
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Personal food preferences
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Geographic location
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Cultural background
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Seasonal foods
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Family eating behaviors
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Marketing packaging and advertising
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Socio-emotional
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Stress
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Peer pressure
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Media
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Illness
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Culture
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grade 5	Students will identify healthy snacks from each food group.

25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Vending machines
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Snacks from home
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	School cafeteria
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Fast food restaurants
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Convenience/corner store
26	Fitness Walking	b	Grade 4	Relate components of personal well-being to personal life situations and why they are important.
26	Fitness Walking		Grade 4	Extra-curricular activities
26	Fitness Walking	b	Grade 4	Describe the long and short-term effects of alcohol use and non-use on the body.
26	Fitness Walking	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
26	Fitness Walking	a	Grade 5	Identify personal health needs.
26	Fitness Walking	d	Grade 5	Explain the importance of assuming responsibility for personal health behaviors.
26	Fitness Walking	b	Grade 5	Identify yourself as a member of social groups.
26	Fitness Walking	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
26	Fitness Walking	b	Grade 5	Identify behaviors that increase the risk of contracting HIV.
26	Fitness Walking	a	Grade 5	List behaviors that increase the risk of developing disease.
26	Fitness Walking	b	Grade 5	Identify and categorize personal habits into High, Mid, Low risk behaviors.

27	Freeze My TV	b	Grade 4	Relate components of personal well-being to personal life situations and why they are important.
27	Freeze My TV	b	Grade 4	Explain how caloric intake impacts exercise.
27	Freeze My TV	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
27	Freeze My TV	a	Grade 5	Describe the effects of alcohol use and non-use on body systems for self and others including addiction.
27	Freeze My TV	a	Grade 5	Identify personal health needs.
27	Freeze My TV	d	Grade 5	Explain the importance of assuming responsibility for personal health behaviors.
27	Freeze My TV	a	Grade 5	Compare the relationship between caloric intake and output during activity/inactivity.
27	Freeze My TV	b	Grade 5	Identify behaviors that increase the risk of contracting HIV.
27	Freeze My TV	a	Grade 5	List behaviors that increase the risk of developing disease.
27	Freeze My TV	b	Grade 5	Identify and categorize personal habits into High, Mid, Low risk behaviors.
28	Get 3 At School and 5+ A Day		Grade 4	Identify sources
28	Get 3 At School and 5+ A Day		Grade 4	Recommended serving sizes
28	Get 3 At School and 5+ A Day		Grade 4	Goals to meet and maintain recommended calcium levels
28	Get 3 At School and 5+ A Day		Grade 4	List food sources of the vitamins
28	Get 3 At School and 5+ A Day	a	Grade 4	Explain each of the Dietary Guidelines.
28	Get 3 At School and 5+ A Day		Grade 4	Personal food preferences
28	Get 3 At School and 5+ A Day		Grade 4	Geographic location
28	Get 3 At School and 5+ A Day		Grade 4	Cultural background
28	Get 3 At School and 5+ A Day		Grade 4	Seasonal foods

28	Get 3 At School and 5+ A Day		Grade 4	Family eating behaviors
28	Get 3 At School and 5+ A Day	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
28	Get 3 At School and 5+ A Day		Grade 5	Stress
28	Get 3 At School and 5+ A Day		Grade 5	Illness
28	Get 3 At School and 5+ A Day		Grade 5	Culture
28	Get 3 At School and 5+ A Day	a	Grade 5	Students will identify healthy snacks from each food group.
28	Get 3 At School and 5+ A Day		Grade 5	Vending machines
28	Get 3 At School and 5+ A Day		Grade 5	Snacks from home
28	Get 3 At School and 5+ A Day		Grade 5	School cafeteria
28	Get 3 At School and 5+ A Day		Grade 5	Fast food restaurants
28	Get 3 At School and 5+ A Day		Grade 5	Convenience/corner store
29	Class Walking Clubs	b	Grade 4	Relate components of personal well-being to personal life situations and why they are important.
29	Class Walking Clubs		Grade 4	Extra-curricular activities
29	Class Walking Clubs	b	Grade 4	Describe the long and short-term effects of alcohol use and non-use on the body.
29	Class Walking Clubs	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
29	Class Walking Clubs	a	Grade 5	Identify personal health needs.
29	Class Walking Clubs	d	Grade 5	Explain the importance of assuming responsibility for personal health behaviors.
29	Class Walking Clubs	b	Grade 5	Identify yourself as a member of social groups.
29	Class Walking Clubs	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.

29	Class Walking Clubs	b	Grade 5	Identify behaviors that increase the risk of contracting HIV.
29	Class Walking Clubs	a	Grade 5	List behaviors that increase the risk of developing disease.
29	Class Walking Clubs	b	Grade 5	Identify and categorize personal habits into High, Mid, Low risk behaviors.
3	The Safe Workout: An Introduction	b	Grade 4	Describe the long and short-term effects of alcohol use and non-use on the body.
3	The Safe Workout: An Introduction		Grade 4	Identify sources
3	The Safe Workout: An Introduction		Grade 4	Recommended serving sizes
3	The Safe Workout: An Introduction		Grade 4	Goals to meet and maintain recommended calcium levels
3	The Safe Workout: An Introduction		Grade 4	List food sources of the vitamins
3	The Safe Workout: An Introduction	c	Grade 4	Describe caloric output during exercise.
3	The Safe Workout: An Introduction	a	Grade 4	Explain each of the Dietary Guidelines.
3	The Safe Workout: An Introduction		Grade 4	Personal food preferences
3	The Safe Workout: An Introduction		Grade 4	Geographic location
3	The Safe Workout: An Introduction		Grade 4	Cultural background
3	The Safe Workout: An Introduction		Grade 4	Seasonal foods
3	The Safe Workout: An Introduction		Grade 4	Family eating behaviors
3	The Safe Workout: An Introduction		Grade 4	Marketing packaging and advertising
3	The Safe Workout: An Introduction	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
3	The Safe Workout: An Introduction	b	Grade 4	Compare nutrient information on a variety of food labels.
3	The Safe Workout: An Introduction	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
3	The Safe Workout: An Introduction		Grade 5	Stress

3	The Safe Workout: An Introduction	a	Grade 5	Students will identify healthy snacks from each food group.
3	The Safe Workout: An Introduction		Grade 5	Vending machines
3	The Safe Workout: An Introduction		Grade 5	Snacks from home
3	The Safe Workout: An Introduction		Grade 5	School cafeteria
3	The Safe Workout: An Introduction		Grade 5	Fast food restaurants
3	The Safe Workout: An Introduction		Grade 5	Convenience/corner store
30	Tour de Health		Grade 4	Vitamins
30	Tour de Health		Grade 4	Recommended serving sizes
30	Tour de Health		Grade 4	Goals to meet and maintain recommended calcium levels
30	Tour de Health		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)
30	Tour de Health		Grade 4	Explain how vitamins function in the body
30	Tour de Health		Grade 4	List food sources of the vitamins
30	Tour de Health	a	Grade 4	Explain each of the Dietary Guidelines.
30	Tour de Health		Grade 4	Personal food preferences
30	Tour de Health		Grade 4	Geographic location
30	Tour de Health		Grade 4	Cultural background
30	Tour de Health		Grade 4	Seasonal foods
30	Tour de Health		Grade 4	Family eating behaviors
30	Tour de Health		Grade 4	Marketing packaging and advertising
30	Tour de Health	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
30	Tour de Health		Grade 5	Stress
30	Tour de Health		Grade 5	Peer pressure

30	Tour de Health		Grade 5	Media
30	Tour de Health		Grade 5	Illness
30	Tour de Health		Grade 5	Culture
30	Tour de Health	a	Grade 5	Students will identify healthy snacks from each food group.
30	Tour de Health		Grade 5	Vending machines
30	Tour de Health		Grade 5	Snacks from home
30	Tour de Health		Grade 5	School cafeteria
30	Tour de Health		Grade 5	Fast food restaurants
30	Tour de Health		Grade 5	Convenience/corner store
4	Balancing Act		Grade 4	Carbohydrates
4	Balancing Act		Grade 4	Protein
4	Balancing Act		Grade 4	Vitamins
4	Balancing Act		Grade 4	Minerals
4	Balancing Act		Grade 4	Identify sources
4	Balancing Act		Grade 4	Goals to meet and maintain recommended calcium levels
4	Balancing Act		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)
4	Balancing Act		Grade 4	Explain how vitamins function in the body
4	Balancing Act		Grade 4	List food sources of the vitamins
4	Balancing Act		Grade 4	Personal food preferences
4	Balancing Act		Grade 4	Geographic location
4	Balancing Act		Grade 4	Cultural background
4	Balancing Act		Grade 4	Seasonal foods
4	Balancing Act		Grade 4	Family eating behaviors

4	Balancing Act		Grade 4	Marketing packaging and advertising
4	Balancing Act		Grade 5	Stress
4	Balancing Act		Grade 5	Peer pressure
4	Balancing Act		Grade 5	Media
4	Balancing Act		Grade 5	Illness
4	Balancing Act		Grade 5	Culture
4	Balancing Act	a	Grade 5	Students will identify healthy snacks from each food group.
4	Balancing Act		Grade 5	Vending machines
4	Balancing Act		Grade 5	Snacks from home
4	Balancing Act		Grade 5	School cafeteria
4	Balancing Act		Grade 5	Fast food restaurants
4	Balancing Act		Grade 5	Convenience/corner store
5	Fast-Food Frenzy	d	Grade 4	Identify and recognize product label information.
5	Fast-Food Frenzy		Grade 4	Fat
5	Fast-Food Frenzy		Grade 4	Vitamins
5	Fast-Food Frenzy		Grade 4	Recommended serving sizes
5	Fast-Food Frenzy		Grade 4	Goals to meet and maintain recommended calcium levels
5	Fast-Food Frenzy		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)
5	Fast-Food Frenzy		Grade 4	Explain how vitamins function in the body
5	Fast-Food Frenzy		Grade 4	List food sources of the vitamins
5	Fast-Food Frenzy	a	Grade 4	Define calorie.
5	Fast-Food Frenzy	b	Grade 4	Explain how caloric intake impacts exercise.
5	Fast-Food Frenzy	c	Grade 4	Describe caloric output during exercise.

5	Fast-Food Frenzy	a	Grade 4	Explain each of the Dietary Guidelines.
5	Fast-Food Frenzy		Grade 4	Personal food preferences
5	Fast-Food Frenzy		Grade 4	Geographic location
5	Fast-Food Frenzy		Grade 4	Cultural background
5	Fast-Food Frenzy		Grade 4	Seasonal foods
5	Fast-Food Frenzy		Grade 4	Family eating behaviors
5	Fast-Food Frenzy		Grade 4	Marketing packaging and advertising
5	Fast-Food Frenzy	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
5	Fast-Food Frenzy	a	Grade 4	Examine the Nutrition Facts Label to locate specific components.
5	Fast-Food Frenzy	b	Grade 4	Compare nutrient information on a variety of food labels.
5	Fast-Food Frenzy	a	Grade 5	Compare the relationship between caloric intake and output during activity/inactivity.
5	Fast-Food Frenzy	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
5	Fast-Food Frenzy		Grade 5	Stress
5	Fast-Food Frenzy		Grade 5	Peer pressure
5	Fast-Food Frenzy		Grade 5	Media
5	Fast-Food Frenzy		Grade 5	Illness
5	Fast-Food Frenzy		Grade 5	Culture
5	Fast-Food Frenzy	a	Grade 5	Students will identify healthy snacks from each food group.
5	Fast-Food Frenzy		Grade 5	Vending machines
5	Fast-Food Frenzy		Grade 5	Snacks from home
5	Fast-Food Frenzy		Grade 5	School cafeteria

5	Fast-Food Frenzy		Grade 5	Fast food restaurants
5	Fast-Food Frenzy		Grade 5	Convenience/corner store
6	Snack Attack	d	Grade 4	Identify and recognize product label information.
6	Snack Attack		Grade 4	Fat
6	Snack Attack		Grade 4	Identify sources
6	Snack Attack		Grade 4	Recommended serving sizes
6	Snack Attack		Grade 4	Goals to meet and maintain recommended calcium levels
6	Snack Attack		Grade 4	List food sources of the vitamins
6	Snack Attack	b	Grade 4	Explain how caloric intake impacts exercise.
6	Snack Attack	a	Grade 4	Explain each of the Dietary Guidelines.
6	Snack Attack		Grade 4	Personal food preferences
6	Snack Attack		Grade 4	Geographic location
6	Snack Attack		Grade 4	Cultural background
6	Snack Attack		Grade 4	Seasonal foods
6	Snack Attack		Grade 4	Family eating behaviors
6	Snack Attack		Grade 4	Marketing packaging and advertising
6	Snack Attack	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
6	Snack Attack	a	Grade 4	Examine the Nutrition Facts Label to locate specific components.
6	Snack Attack	b	Grade 4	Compare nutrient information on a variety of food labels.
6	Snack Attack	a	Grade 5	Compare the relationship between caloric intake and output during activity/inactivity.
6	Snack Attack	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.

6	Snack Attack		Grade 5	Stress
6	Snack Attack	a	Grade 5	Students will identify healthy snacks from each food group.
6	Snack Attack		Grade 5	Vending machines
6	Snack Attack		Grade 5	Snacks from home
6	Snack Attack		Grade 5	School cafeteria
6	Snack Attack		Grade 5	Fast food restaurants
6	Snack Attack		Grade 5	Convenience/corner store
7	Sugar Water: Think About Your Drink	d	Grade 4	Identify and recognize product label information.
7	Sugar Water: Think About Your Drink		Grade 4	Protein
7	Sugar Water: Think About Your Drink		Grade 4	Vitamins
7	Sugar Water: Think About Your Drink		Grade 4	Identify sources
7	Sugar Water: Think About Your Drink		Grade 4	Recommended serving sizes
7	Sugar Water: Think About Your Drink		Grade 4	Goals to meet and maintain recommended calcium levels
7	Sugar Water: Think About Your Drink		Grade 4	List the vitamins (A, B1, B2, B12, C, D, etc.)
7	Sugar Water: Think About Your Drink		Grade 4	Explain how vitamins function in the body
7	Sugar Water: Think About Your Drink		Grade 4	List food sources of the vitamins
7	Sugar Water: Think About Your Drink	b	Grade 4	Explain how caloric intake impacts exercise.

7	Sugar Water: Think About Your Drink	a	Grade 4	Explain each of the Dietary Guidelines.
7	Sugar Water: Think About Your Drink		Grade 4	Personal food preferences
7	Sugar Water: Think About Your Drink		Grade 4	Geographic location
7	Sugar Water: Think About Your Drink		Grade 4	Cultural background
7	Sugar Water: Think About Your Drink		Grade 4	Seasonal foods
7	Sugar Water: Think About Your Drink		Grade 4	Family eating behaviors
7	Sugar Water: Think About Your Drink		Grade 4	Marketing packaging and advertising
7	Sugar Water: Think About Your Drink	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
7	Sugar Water: Think About Your Drink	a	Grade 4	Examine the Nutrition Facts Label to locate specific components.
7	Sugar Water: Think About Your Drink	b	Grade 4	Compare nutrient information on a variety of food labels.
7	Sugar Water: Think About Your Drink	a	Grade 5	Compare the relationship between caloric intake and output during activity/inactivity.
7	Sugar Water: Think About Your Drink	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
7	Sugar Water: Think About Your Drink		Grade 5	Stress
7	Sugar Water: Think About Your Drink		Grade 5	Media

7	Sugar Water: Think About Your Drink		Grade 5	Illness
7	Sugar Water: Think About Your Drink		Grade 5	Culture
7	Sugar Water: Think About Your Drink	a	Grade 5	Students will identify healthy snacks from each food group.
7	Sugar Water: Think About Your Drink		Grade 5	Vending machines
7	Sugar Water: Think About Your Drink		Grade 5	Snacks from home
7	Sugar Water: Think About Your Drink		Grade 5	School cafeteria
7	Sugar Water: Think About Your Drink		Grade 5	Fast food restaurants
7	Sugar Water: Think About Your Drink		Grade 5	Convenience/corner store
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Recommended serving sizes
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Goals to meet and maintain recommended calcium levels
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	List food sources of the vitamins
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grade 4	Explain each of the Dietary Guidelines.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Personal food preferences
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Geographic location

8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Cultural background
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Seasonal foods
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Family eating behaviors
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Marketing packaging and advertising
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	c	Grade 4	Compare and explain how their personal food choices relate to the Dietary Guidelines.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grade 4	Compare nutrient information on a variety of food labels.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grade 5	Investigate caloric value of personal meal plan in relation to physical activity.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Stress
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Peer pressure
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Media
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Illness
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Culture
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grade 5	Students will identify healthy snacks from each food group.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Vending machines

8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Snacks from home
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	School cafeteria
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Fast food restaurants
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Convenience/corner store
9	Prime-Time Smartness	b	Grade 4	Relate components of personal well-being to personal life situations and why they are important.
9	Prime-Time Smartness	c	Grade 4	Identify advertising techniques used in different media sources to sell health products.
9	Prime-Time Smartness	a	Grade 4	Examine how the media/advertising portrays positive and negative body images.
9	Prime-Time Smartness		Grade 4	Marketing packaging and advertising
9	Prime-Time Smartness	b	Grade 5	Explain how decisions are influenced by individuals, families, and communities.
9	Prime-Time Smartness	c	Grade 5	Recognize and analyze media influences on tobacco use (for example: music, television, movies, art, billboards, radio, clothing, magazines).
9	Prime-Time Smartness	b	Grade 5	Recognize and analyze media influences on marijuana use (for example: music, television, movies, art, billboards, radio, clothing, magazines).
9	Prime-Time Smartness		Grade 5	Vending machines
9	Prime-Time Smartness		Grade 5	Snacks from home
9	Prime-Time Smartness		Grade 5	School cafeteria
9	Prime-Time Smartness		Grade 5	Fast food restaurants
9	Prime-Time Smartness		Grade 5	Convenience/corner store

Maryland > Voluntary State Curriculum > Technology Literacy (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Maryland > Core Learning Goals and Assessment Limits > English (2004)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Fourth Grade	Charts/tables
1	Healthy Living		Fifth Grade	Charts/tables
10	Chain Five		Fourth Grade	Labels
10	Chain Five		Fifth Grade	Labels
17	Hunting for Hidden Fat		Fourth Grade	Labels
17	Hunting for Hidden Fat		Fifth Grade	Labels
18	Beverage Buzz: Sack the Sugar		Fourth Grade	Labels
18	Beverage Buzz: Sack the Sugar		Fifth Grade	Labels
19	Snack Decisions		Fourth Grade	In the text or a portion of the text
19	Snack Decisions			

			Fourth Grade	Main ideas, supporting details, and other information stated in the text or a portion of the text
19	Snack Decisions		Fourth Grade	Labels
19	Snack Decisions		Fourth Grade	Connections between text features and the main idea and/or the reader's understanding
19	Snack Decisions		Fourth Grade	The whole text or a portion of the text
19	Snack Decisions		Fourth Grade	In the text or a portion of the text
19	Snack Decisions		Fourth Grade	Main ideas across texts
19	Snack Decisions		Fourth Grade	In the text or a portion of the text
19	Snack Decisions		Fourth Grade	Main ideas, supporting details, and other information stated in the text or a portion of the text
19	Snack Decisions		Fifth Grade	In the text or a portion of the text
19	Snack Decisions		Fifth Grade	Main ideas, supporting details, and other information stated in the text or a portion of the text
19	Snack Decisions		Fifth Grade	Labels
19	Snack Decisions		Fifth Grade	In the text or a portion of the text
21	Freeze My TV		Fourth Grade	Graphs
21	Freeze My TV		Fifth Grade	Graphs

24	Breakfast Bonanza		Fourth Grade	In the text or a portion of the text
24	Breakfast Bonanza		Fourth Grade	Main ideas, supporting details, and other information stated in the text or a portion of the text
24	Breakfast Bonanza		Fourth Grade	Connections between text features and the main idea and/or the reader's understanding
24	Breakfast Bonanza		Fourth Grade	The whole text or a portion of the text
24	Breakfast Bonanza		Fourth Grade	In the text or a portion of the text
24	Breakfast Bonanza		Fourth Grade	Main ideas across texts
24	Breakfast Bonanza		Fourth Grade	In the text or a portion of the text
24	Breakfast Bonanza		Fourth Grade	Main ideas, supporting details, and other information stated in the text or a portion of the text
24	Breakfast Bonanza		Fifth Grade	In the text or a portion of the text
24	Breakfast Bonanza		Fifth Grade	Main ideas, supporting details, and other information stated in the text or a portion of the text
24	Breakfast Bonanza		Fifth Grade	In the text or a portion of the text
27	Freeze My TV		Fourth Grade	Graphs
27	Freeze My TV		Fourth Grade	Charts/tables
27	Freeze My TV		Fourth Grade	Timelines

27	Freeze My TV		Fifth Grade	Graphs
27	Freeze My TV		Fifth Grade	Charts/tables
27	Freeze My TV		Fifth Grade	Timelines
4	Balancing Act		Fourth Grade	Graphs
4	Balancing Act		Fourth Grade	Charts/tables
4	Balancing Act		Fourth Grade	Other graphic aids encountered in informational texts
4	Balancing Act		Fourth Grade	Timelines
4	Balancing Act		Fourth Grade	Application of the text for personal use or content-specific use
4	Balancing Act		Fifth Grade	Graphs
4	Balancing Act		Fifth Grade	Charts/tables
4	Balancing Act		Fifth Grade	Other graphic aids encountered in informational texts
4	Balancing Act		Fifth Grade	Timelines
4	Balancing Act		Fifth Grade	Application of the text for personal use or content-specific use
5	Fast-Food Frenzy		Fourth Grade	Charts/tables

5	Fast-Food Frenzy		Fifth Grade	Charts/tables
6	Snack Attack		Fourth Grade	Graphs
6	Snack Attack		Fourth Grade	Labels
6	Snack Attack		Fifth Grade	Graphs
6	Snack Attack		Fifth Grade	Labels
7	Sugar Water: Think About Your Drink		Fourth Grade	Other functional documents
7	Sugar Water: Think About Your Drink		Fourth Grade	Labels
7	Sugar Water: Think About Your Drink		Fifth Grade	Other functional documents
7	Sugar Water: Think About Your Drink		Fifth Grade	Labels
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Fourth Grade	Charts/tables
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Fourth Grade	Timelines
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Fifth Grade	Charts/tables
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Fifth Grade	Timelines