

Michigan > Grade Level and High School Content Expectations > English Language Arts (2005)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	R.MT.04.01	Grade 4	self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
10	Chain Five	R.MT.04.01	Grade 4	self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
10	Chain Five	S.CN.04.02	Grade 4	adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.
10	Chain Five	S.DS.04.01	Grade 4	engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
19	Snack Decisions	R.WS.04.01	Grade 4	explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
19	Snack Decisions	R.WS.04.07	Grade 4	in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
19	Snack Decisions	R.IT.04.03	Grade 4	explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.
19	Snack Decisions	R.MT.04.01	Grade 4	self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually

				representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
19	Snack Decisions	S.CN.04.02	Grade 4	adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.
19	Snack Decisions	S.DS.04.01	Grade 4	engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
19	Snack Decisions	R.WS.05.01	Grade 5	explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
19	Snack Decisions	R.WS.05.07	Grade 5	in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
24	Breakfast Bonanza	R.WS.04.01	Grade 4	explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
24	Breakfast Bonanza	R.WS.04.07	Grade 4	in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
24	Breakfast Bonanza	R.IT.04.03	Grade 4	explain how authors use text features including appendices, headings, subheadings, marginal notes, keys and legends, figures, and bibliographies to enhance the understanding of key and supporting ideas.
24	Breakfast Bonanza	R.MT.04.01	Grade 4	self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
24	Breakfast Bonanza	S.CN.04.02	Grade 4	adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.
24	Breakfast Bonanza	S.DS.04.01	Grade 4	engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.

24	Breakfast Bonanza	S.DS.04.04	Grade 4	plan and deliver presentations focusing on a key question using an informational organizational pattern (e.g., descriptive, problem/solution, cause/effect); supportive facts and details reflecting and emphasizing facial expressions, hand gestures, and body language.
24	Breakfast Bonanza	R.WS.05.01	Grade 5	explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
24	Breakfast Bonanza	R.WS.05.07	Grade 5	in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.
24	Breakfast Bonanza	R.IT.05.02	Grade 5	identify and describe informational text patterns including compare/contrast, cause/effect, and problem/ solution.
27	Freeze My TV	R.IT.05.03	Grade 5	explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.
4	Balancing Act	R.IT.04.02	Grade 4	identify and describe informational text patterns including compare/contrast, cause/effect, and problem/ solution.
4	Balancing Act	R.CM.04.04	Grade 4	apply significant knowledge from grade-level science, social studies, and mathematics texts.
4	Balancing Act	R.IT.05.01	Grade 5	analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.
4	Balancing Act	R.IT.05.03	Grade 5	explain how authors use text features including timelines, graphs, charts, diagrams, tables of contents, indices, introductions, summaries, and conclusions to enhance the understanding of key and supporting ideas.
4	Balancing Act	R.CM.05.04	Grade 5	apply significant knowledge from grade-level science, social studies, and mathematics texts.
5	Fast-Food Frenzy	R.CM.04.02	Grade 4	retell through concise summarization grade-level narrative and informational text.
5	Fast-Food Frenzy	R.MT.04.01	Grade 4	self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually

				representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
5	Fast-Food Frenzy	R.CM.05.02	Grade 5	retell through concise summarization grade-level narrative and informational text.
6	Snack Attack	R.IT.04.02	Grade 4	identify and describe informational text patterns including compare/contrast, cause/effect, and problem/ solution.
6	Snack Attack	R.IT.05.01	Grade 5	analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.
9	Prime-Time Smartness	R.WS.04.01	Grade 4	explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.
9	Prime-Time Smartness	R.WS.04.07	Grade 4	in context, determine the meaning of words and phrases including similes, metaphors, content vocabulary, and literary terms using strategies and resources including context clues, semantic feature analysis, and a thesaurus.
9	Prime-Time Smartness	R.IT.04.02	Grade 4	identify and describe informational text patterns including compare/contrast, cause/effect, and problem/ solution.
9	Prime-Time Smartness	R.MT.04.01	Grade 4	self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
9	Prime-Time Smartness	S.CN.04.02	Grade 4	adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community-building, appreciation, invitations, and cross-curricular discussions.
9	Prime-Time Smartness	S.DS.04.01	Grade 4	engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
9	Prime-Time Smartness	R.WS.05.01	Grade 5	explain when to use and apply word structure, sentence structure, and prediction to aid in decoding words and understanding meanings of words encountered in context.
9	Prime-Time Smartness	R.WS.05.07	Grade 5	in context, determine the meaning of words and phrases including symbols, idioms, recently coined words, content vocabulary, and literary terms using strategies and resources including analogies, content glossaries, and electronic resources.

9	Prime-Time Smartness	R.IT.05.01	Grade 5	analyze the structure, elements, features, style, and purpose of informational genre including advertising, experiments, editorials, and atlases.
Michigan > Grade Level and High School Content Expectations > Science (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Michigan > Grade Level and High School Content Expectations > Technology (2005)				
Lesson	Title	State ID	Grade Descr	State Text
Michigan > Grade Level and High School Content Expectations > Social Studies (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Michigan > Grade Level and High School Content Expectations > Mathematics (2005)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	D.RE.05.01	Fifth Grade	Read and interpret line graphs, and solve problems based on line graphs, e.g., distance-time graphs, and problems with two or three line graphs on same axes, comparing different data.
17	Hunting for Hidden Fat	D.RE.04.01	Fourth Grade	Construct tables and bar graphs from given data.

21	Freeze My TV	D.RE.04.01	Fourth Grade	Construct tables and bar graphs from given data.
27	Freeze My TV	D.RE.04.01	Fourth Grade	Construct tables and bar graphs from given data.
27	Freeze My TV	D.RE.04.02	Fourth Grade	Order a given set of data, find the median, and specify the range of values.
27	Freeze My TV	D.RE.04.03	Fourth Grade	Solve problems using data presented in tables and bar graphs, e.g., compare data represented in two bar graphs and read bar graphs showing two data sets.
27	Freeze My TV	D.RE.05.01	Fifth Grade	Read and interpret line graphs, and solve problems based on line graphs, e.g., distance-time graphs, and problems with two or three line graphs on same axes, comparing different data.
27	Freeze My TV	D.RE.05.02	Fifth Grade	Construct line graphs from tables of data; include axis labels and scale.
5	Fast-Food Frenzy	D.RE.04.03	Fourth Grade	Solve problems using data presented in tables and bar graphs, e.g., compare data represented in two bar graphs and read bar graphs showing two data sets.
5	Fast-Food Frenzy	N.ME.05.09	Fifth Grade	Understand percentages as parts out of 100, use % notation, and express a part of a whole as a percentage.
Michigan > Grade Level and High School Content Expectations > Health Education (2007)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
1	Healthy Living	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
1	Healthy Living	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
1	Healthy Living	1.6	Grade Four	Assess one's ability to include physical activity, rest, and sleep in one's daily routine.

1	Healthy Living	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
1	Healthy Living	1.2	Grade Five	Describe guidelines to follow for healthy eating.
1	Healthy Living	1.6	Grade Five	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
1	Healthy Living	1.7	Grade Five	Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
1	Healthy Living	5.1	Grade Five	Analyze the physical, emotional, mental, and social importance of keeping the body clean.
10	Chain Five	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
10	Chain Five	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
10	Chain Five	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
10	Chain Five	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
10	Chain Five	1.7	Grade Four	Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.
10	Chain Five	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
10	Chain Five	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
10	Chain Five	1.2	Grade Five	Describe guidelines to follow for healthy eating.
10	Chain Five	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
10	Chain Five	1.5	Grade Five	Interpret information provided on food labels.
11	Alphabet Fruit (and Vegetables)	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
11		1.2	Grade Five	Describe guidelines to follow for healthy eating.

	Alphabet Fruit (and Vegetables)			
12	Brilliant Breakfast	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
12	Brilliant Breakfast	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
12	Brilliant Breakfast	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
12	Brilliant Breakfast	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
12	Brilliant Breakfast	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
12	Brilliant Breakfast	1.2	Grade Five	Describe guidelines to follow for healthy eating.
13	Fitness Walking	2.13	Grade Five	Analyze the positive and negative choices one can make about using tobacco and alcohol.
14	Healthy Living, Healthy Eating	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
14	Healthy Living, Healthy Eating	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
14	Healthy Living, Healthy Eating	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
14	Healthy Living, Healthy Eating	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
14	Healthy Living, Healthy Eating	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
14	Healthy Living, Healthy Eating	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
14	Healthy Living, Healthy Eating	1.2	Grade Five	Describe guidelines to follow for healthy eating.

14	Healthy Living, Healthy Eating	1.6	Grade Five	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
14	Healthy Living, Healthy Eating	1.7	Grade Five	Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
15	Keeping the Balance	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
15	Keeping the Balance	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
15	Keeping the Balance	1.4	Grade Five	Explain the importance of choosing water rather than other beverages for the purpose of keeping the body hydrated.
15	Keeping the Balance	1.6	Grade Five	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
15	Keeping the Balance	1.7	Grade Five	Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
16	The Safe Workout: A Review	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
16	The Safe Workout: A Review	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
16	The Safe Workout: A Review	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
16	The Safe Workout: A Review	1.6	Grade Four	Assess one's ability to include physical activity, rest, and sleep in one's daily routine.
16	The Safe Workout: A Review	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
16	The Safe Workout: A Review	2.4	Grade Four	Demonstrate the ability to avoid exposure to secondhand smoke.
16	The Safe Workout: A Review	1.2	Grade Five	Describe guidelines to follow for healthy eating.
16		2.8	Grade Five	Apply effective strategies to avoid exposure to inhalants.

	The Safe Workout: A Review			
16	The Safe Workout: A Review	2.9	Grade Five	Apply strategies to avoid riding with an impaired driver.
17	Hunting for Hidden Fat	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
17	Hunting for Hidden Fat	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
17	Hunting for Hidden Fat	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
17	Hunting for Hidden Fat	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
17	Hunting for Hidden Fat	1.7	Grade Four	Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.
17	Hunting for Hidden Fat	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
17	Hunting for Hidden Fat	1.2	Grade Five	Describe guidelines to follow for healthy eating.
17	Hunting for Hidden Fat	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
17	Hunting for Hidden Fat	1.5	Grade Five	Interpret information provided on food labels.
17	Hunting for Hidden Fat	1.6	Grade Five	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
17	Hunting for Hidden Fat	1.7	Grade Five	Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
18	Beverage Buzz: Sack the Sugar	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
18	Beverage Buzz: Sack the Sugar	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
18		1.4	Grade Four	Associate recommended food portions to the sizes of common items.

	Beverage Buzz: Sack the Sugar			
18	Beverage Buzz: Sack the Sugar	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
18	Beverage Buzz: Sack the Sugar	1.7	Grade Four	Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.
18	Beverage Buzz: Sack the Sugar	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
18	Beverage Buzz: Sack the Sugar	1.2	Grade Five	Describe guidelines to follow for healthy eating.
18	Beverage Buzz: Sack the Sugar	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
18	Beverage Buzz: Sack the Sugar	1.5	Grade Five	Interpret information provided on food labels.
19	Snack Decisions	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
19	Snack Decisions	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
19	Snack Decisions	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
19	Snack Decisions	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
19	Snack Decisions	1.7	Grade Four	Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.
19	Snack Decisions	1.8	Grade Four	Analyze examples of food advertising.
19	Snack Decisions	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
19	Snack Decisions	2.7	Grade Four	Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.

19	Snack Decisions	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
19	Snack Decisions	1.2	Grade Five	Describe guidelines to follow for healthy eating.
19	Snack Decisions	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
19	Snack Decisions	1.5	Grade Five	Interpret information provided on food labels.
19	Snack Decisions	1.6	Grade Five	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
19	Snack Decisions	1.7	Grade Five	Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
19	Snack Decisions	2.10	Grade Five	Analyze the accuracy of information conveyed in the media about tobacco use.
19	Snack Decisions	5.2	Grade Five	Analyze media influences related to hygiene products.
2	Carb Smart	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
2	Carb Smart	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
2	Carb Smart	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
2	Carb Smart	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
2	Carb Smart	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
2	Carb Smart	1.2	Grade Five	Describe guidelines to follow for healthy eating.
2	Carb Smart	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
2	Carb Smart	1.6	Grade Five	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
2	Carb Smart	1.7	Grade Five	Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.

20	Snacking and Inactivity	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
20	Snacking and Inactivity	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
20	Snacking and Inactivity	1.2	Grade Five	Describe guidelines to follow for healthy eating.
20	Snacking and Inactivity	1.6	Grade Five	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
20	Snacking and Inactivity	1.7	Grade Five	Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
20	Snacking and Inactivity	2.2	Grade Five	Describe the short- and long- term physical effects of using tobacco and inhalants.
20	Snacking and Inactivity	5.1	Grade Five	Analyze the physical, emotional, mental, and social importance of keeping the body clean.
21	Freeze My TV	2.13	Grade Five	Analyze the positive and negative choices one can make about using tobacco and alcohol.
22	Menu Monitoring	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
22	Menu Monitoring	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
22	Menu Monitoring	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
22	Menu Monitoring	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
22	Menu Monitoring	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
22	Menu Monitoring	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
22	Menu Monitoring	1.2	Grade Five	Describe guidelines to follow for healthy eating.
22	Menu Monitoring	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
23	Veggiemania	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.

23	Veggiemania	1.2	Grade Five	Describe guidelines to follow for healthy eating.
23	Veggiemania	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
23	Veggiemania	2.13	Grade Five	Analyze the positive and negative choices one can make about using tobacco and alcohol.
24	Breakfast Bonanza	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
24	Breakfast Bonanza	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
24	Breakfast Bonanza	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
24	Breakfast Bonanza	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
24	Breakfast Bonanza	1.2	Grade Five	Describe guidelines to follow for healthy eating.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
25		1.2	Grade Five	Describe guidelines to follow for healthy eating.

	Foods From Around the World; Italy, China, Mexico, and Ethiopia			
26	Fitness Walking	2.13	Grade Five	Analyze the positive and negative choices one can make about using tobacco and alcohol.
27	Freeze My TV	2.13	Grade Five	Analyze the positive and negative choices one can make about using tobacco and alcohol.
28	Get 3 At School and 5+ A Day	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
28	Get 3 At School and 5+ A Day	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
28	Get 3 At School and 5+ A Day	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
28	Get 3 At School and 5+ A Day	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
28	Get 3 At School and 5+ A Day	1.2	Grade Five	Describe guidelines to follow for healthy eating.
29	Class Walking Clubs	2.13	Grade Five	Analyze the positive and negative choices one can make about using tobacco and alcohol.
3	The Safe Workout: An Introduction	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
3	The Safe Workout: An Introduction	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
3	The Safe Workout: An Introduction	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
3	The Safe Workout: An Introduction	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.

3	The Safe Workout: An Introduction	1.6	Grade Four	Assess one's ability to include physical activity, rest, and sleep in one's daily routine.
3	The Safe Workout: An Introduction	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
3	The Safe Workout: An Introduction	2.4	Grade Four	Demonstrate the ability to avoid exposure to secondhand smoke.
3	The Safe Workout: An Introduction	2.5	Grade Four	Explain how family and peers can influence decisions about using alcohol and other drugs.
3	The Safe Workout: An Introduction	2.7	Grade Four	Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.
3	The Safe Workout: An Introduction	2.8	Grade Four	Demonstrate verbal and non-verbal ways to refuse alcohol.
3	The Safe Workout: An Introduction	1.2	Grade Five	Describe guidelines to follow for healthy eating.
3	The Safe Workout: An Introduction	2.7	Grade Five	Describe how use of alcohol and other drugs impairs safe driving.
3	The Safe Workout: An Introduction	2.11	Grade Five	Explain how decisions about alcohol and tobacco use will impact relationships with friends and family.
3	The Safe Workout: An Introduction	2.13	Grade Five	Analyze the positive and negative choices one can make about using tobacco and alcohol.
3	The Safe Workout: An Introduction	2.14	Grade Five	Demonstrate verbal and non-verbal ways to refuse tobacco, alcohol, inhalant, and other drug use.
30	Tour de Health	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
30	Tour de Health	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
30	Tour de Health	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
30	Tour de Health	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.

30	Tour de Health	1.2	Grade Five	Describe guidelines to follow for healthy eating.
30	Tour de Health	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
4	Balancing Act	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
4	Balancing Act	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
4	Balancing Act	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
4	Balancing Act	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
4	Balancing Act	1.2	Grade Five	Describe guidelines to follow for healthy eating.
4	Balancing Act	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
4	Balancing Act	1.6	Grade Five	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
4	Balancing Act	1.7	Grade Five	Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
5	Fast-Food Frenzy	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
5	Fast-Food Frenzy	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
5	Fast-Food Frenzy	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
5	Fast-Food Frenzy	1.7	Grade Four	Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.
5	Fast-Food Frenzy	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
5	Fast-Food Frenzy	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
5	Fast-Food Frenzy	1.2	Grade Five	Describe guidelines to follow for healthy eating.

5	Fast-Food Frenzy	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
5	Fast-Food Frenzy	1.5	Grade Five	Interpret information provided on food labels.
5	Fast-Food Frenzy	1.6	Grade Five	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
5	Fast-Food Frenzy	1.7	Grade Five	Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
6	Snack Attack	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
6	Snack Attack	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
6	Snack Attack	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
6	Snack Attack	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
6	Snack Attack	1.7	Grade Four	Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.
6	Snack Attack	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
6	Snack Attack	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
6	Snack Attack	1.2	Grade Five	Describe guidelines to follow for healthy eating.
6	Snack Attack	1.5	Grade Five	Interpret information provided on food labels.
6	Snack Attack	1.6	Grade Five	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
6	Snack Attack	1.7	Grade Five	Plan a meal using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
7	Sugar Water: Think About Your Drink	1.1	Grade Four	Describe the food groups, including recommended portions to eat from each group.
7		1.3	Grade Four	

	Sugar Water: Think About Your Drink			Explain why some food groups have a greater number of recommended portions than other food groups.
7	Sugar Water: Think About Your Drink	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
7	Sugar Water: Think About Your Drink	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.
7	Sugar Water: Think About Your Drink	1.7	Grade Four	Describe strategies people use to consume the recommended portions of food to meet their individual nutrient needs.
7	Sugar Water: Think About Your Drink	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
7	Sugar Water: Think About Your Drink	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
7	Sugar Water: Think About Your Drink	1.2	Grade Five	Describe guidelines to follow for healthy eating.
7	Sugar Water: Think About Your Drink	1.3	Grade Five	Identify calcium and vitamin D intake and physical activity as protectors from developing osteoporosis.
7	Sugar Water: Think About Your Drink	1.5	Grade Five	Interpret information provided on food labels.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.3	Grade Four	Explain why some food groups have a greater number of recommended portions than other food groups.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.4	Grade Four	Associate recommended food portions to the sizes of common items.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right	1.5	Grade Four	Compare the quantity of restaurant or packaged foods to the quantities of food needed to keep the body healthy.

	Kind			
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.9	Grade Four	Develop a one-day plan for eating the recommended portions of food from each food group.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.1	Grade Five	Describe the essential nutrients the body needs to stay healthy.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.2	Grade Five	Describe guidelines to follow for healthy eating.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.6	Grade Five	Choose a snack using specific criteria such as fat, carbohydrate, fiber, calcium, and calorie content of foods.
9	Prime-Time Smartness	1.8	Grade Four	Analyze examples of food advertising.
9	Prime-Time Smartness	2.7	Grade Four	Analyze various strategies used in the media that encourage and discourage the use of alcohol and tobacco.
9	Prime-Time Smartness	2.10	Grade Five	Analyze the accuracy of information conveyed in the media about tobacco use.
9	Prime-Time Smartness	2.13	Grade Five	Analyze the positive and negative choices one can make about using tobacco and alcohol.
9	Prime-Time Smartness	5.2	Grade Five	Analyze media influences related to hygiene products.
Michigan > Curriculum Framework > Social Studies (1996)				
Lesson	Title	State ID	Grade Descr	State Text

25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	1	Later Elementary	Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.
Michigan > Curriculum Framework > Science (2000)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV	6	Elementary	Construct charts and graphs and prepare summaries of observations.
27	Freeze My TV	5	Elementary	Develop strategies and skills for information gathering and problem solving.
27	Freeze My TV	6	Elementary	Construct charts and graphs and prepare summaries of observations.
Michigan > Curriculum Framework > Technology (1995)				
Lesson	Title	State ID	Grade Descr	State Text
Michigan > Curriculum Framework > Physical Education (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Michigan > Curriculum Framework > Mathematics (1995)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	2	Elementary	Organize data using concrete objects, pictures, tallies, tables, charts, diagrams and graphs.
27	Freeze My TV	3	Elementary	

				Present data using a variety of appropriate representations and explain the meaning of the data.
27	Freeze My TV	4	Elementary	Identify what data are needed to answer a particular question or solve a given problem, and design and implement strategies to obtain, organize and present those data.
27	Freeze My TV	1	Elementary	Read and explain data they have collected and organized themselves and progress to reading data from other sources.
27	Freeze My TV	2	Elementary	Describe the shape of the data using informal language.
27	Freeze My TV	4	Elementary	Raise and answer questions about the source, collection, organization and presentation of data, as well as the conclusions drawn from the data; explore biases in the data.
27	Freeze My TV	5	Elementary	Formulate questions and problems and gather and interpret data to answer those questions.
28	Get 3 At School and 5+ A Day	4	Elementary	Identify what data are needed to answer a particular question or solve a given problem, and design and implement strategies to obtain, organize and present those data.
28	Get 3 At School and 5+ A Day	1	Elementary	Read and explain data they have collected and organized themselves and progress to reading data from other sources.
28	Get 3 At School and 5+ A Day	4	Elementary	Raise and answer questions about the source, collection, organization and presentation of data, as well as the conclusions drawn from the data; explore biases in the data.
Michigan > Curriculum Framework > Language Arts (1995)				
Lesson	Title	State ID	Grade Descr	State Text
19	Snack Decisions	4	Later Elementary	Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.
24	Breakfast Bonanza	4		

			Later Elementary	Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.
9	Prime-Time Smartness	4	Later Elementary	Employ multiple strategies to recognize words as they construct meaning, including the use of phonics, syllabication, spelling patterns, and context clues.
Michigan > Curriculum Framework > Health Education (1998)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Elementary	Identify indicators of mental, emotional, social, and physical health during childhood.
13	Fitness Walking		Elementary	Recognize that personal health behaviors influence an individual's well being.
19	Snack Decisions		Elementary	Explain how media influences the selection of health information, products, and services.
19	Snack Decisions		Elementary	Explain how the media influences thoughts, feelings, and health behaviors.
20	Snacking and Inactivity		Elementary	Identify indicators of mental, emotional, social, and physical health during childhood.
21	Freeze My TV		Elementary	Recognize that personal health behaviors influence an individual's well being.
21	Freeze My TV		Elementary	Describe ways technology can influence personal health.
23	Veggiemania		Elementary	Recognize that personal health behaviors influence an individual's well being.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Elementary	Describe how culture influences personal health practices.
26	Fitness Walking		Elementary	Recognize that personal health behaviors influence an individual's well being.
27	Freeze My TV		Elementary	Recognize that personal health behaviors influence an individual's well being.
27	Freeze My TV		Elementary	Identify responsible health behaviors.
27	Freeze My TV		Elementary	Demonstrate strategies to improve or maintain personal health.

27	Freeze My TV		Elementary	Describe ways technology can influence personal health.
29	Class Walking Clubs		Elementary	Recognize that personal health behaviors influence an individual's well being.
9	Prime-Time Smartness		Elementary	Identify characteristics of valid health information and health promoting products and services.
9	Prime-Time Smartness		Elementary	Explain how media influences the selection of health information, products, and services.
9	Prime-Time Smartness		Elementary	Explain how the media influences thoughts, feelings, and health behaviors.
9	Prime-Time Smartness		Elementary	Describe ways technology can influence personal health.
Michigan > Extended Grade Level and High School Content Expectations > Supported Independence and Participation Language Arts (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Michigan > Extended Grade Level and High School Content Expectations > Functional Independence Mathematics (2005)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	D.RE.05.EG01	Grade 5	Read data from charts, tables, bar graphs, circle graphs, tallies, and pictographs with a scale up to two.
27	Freeze My TV	D.RE.05.EG02	Grade 5	Draw, explain and justify predictions and conclusions from data presented in tables, graphs and charts.
4	Balancing Act	D.RE.05.EG01	Grade 5	Read data from charts, tables, bar graphs, circle graphs, tallies, and pictographs with a scale up to two.

Michigan > Extended Grade Level and High School Content Expectations > Participation, Supported and Functional Independence Science (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Michigan > Extended Grade Level and High School Content Expectations > Supported Independence and Participation Mathematics (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Michigan > Extended Grade Level and High School Content Expectations > Functional Independence English Language Arts (2005)				
Lesson	Title	State ID	Grade Descr	State Text