

Missouri > Show-Me Standards > Communication Arts (1996)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
11	Alphabet Fruit (and Vegetables)	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
13	Fitness Walking	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
14	Healthy Living, Healthy Eating	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
15	Keeping the Balance	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
16	The Safe Workout: A Review	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
17	Hunting for Hidden Fat	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
18	Beverage Buzz: Sack the Sugar	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
19	Snack Decisions	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
20	Snacking and Inactivity	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
21	Freeze My TV	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
22	Menu Monitoring	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas

23	Veggiemania	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
24	Breakfast Bonanza	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
26	Fitness Walking	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
27	Freeze My TV	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
4	Balancing Act	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
6	Snack Attack	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
7	Sugar Water: Think About Your Drink	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
9	Prime-Time Smartness	6	Grades: K-12	participating in formal and informal presentations and discussions of issues and ideas
Missouri > Show-Me Standards > Science (1996)				
Lesson	Title	State ID	Grade Descr	State Text
Missouri > Show-Me Standards > Health/Physical Education (1996)				
Lesson	Title			State Text

		State ID	Grade Descr	
1	Healthy Living	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
1	Healthy Living	4	Grades: K-12	principles of movement and physical fitness
10	Chain Five	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
10	Chain Five	3	Grades: K-12	diseases and methods for prevention, treatment and control
11	Alphabet Fruit (and Vegetables)	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
12	Brilliant Breakfast	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
13	Fitness Walking	4	Grades: K-12	principles of movement and physical fitness
15	Keeping the Balance	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
15	Keeping the Balance	4	Grades: K-12	principles of movement and physical fitness
16	The Safe Workout: A Review	4	Grades: K-12	principles of movement and physical fitness
16	The Safe Workout: A Review	5	Grades: K-12	methods used to assess health, reduce risk factors, and avoid high risk behaviors (such as violence, tobacco, alcohol and other drug use)
17	Hunting for Hidden Fat	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
19	Snack Decisions	6	Grades: K-12	consumer health issues (such as the effects of mass media and technologies on safety and health)

20	Snacking and Inactivity	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
20	Snacking and Inactivity	4	Grades: K-12	principles of movement and physical fitness
21	Freeze My TV	4	Grades: K-12	principles of movement and physical fitness
21	Freeze My TV	6	Grades: K-12	consumer health issues (such as the effects of mass media and technologies on safety and health)
22	Menu Monitoring	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
23	Veggiemania	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
24	Breakfast Bonanza	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
26	Fitness Walking	4	Grades: K-12	principles of movement and physical fitness
27	Freeze My TV	4	Grades: K-12	principles of movement and physical fitness
27	Freeze My TV	6	Grades: K-12	consumer health issues (such as the effects of mass media and technologies on safety and health)
28	Get 3 At School and 5+ A Day	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
29	Class Walking Clubs	4	Grades: K-12	principles of movement and physical fitness
3		4		principles of movement and physical fitness

	The Safe Workout: An Introduction		Grades: K-12	
30	Tour de Health	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
30	Tour de Health	4	Grades: K-12	principles of movement and physical fitness
4	Balancing Act	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
5	Fast-Food Frenzy	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
7	Sugar Water: Think About Your Drink	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	2	Grades: K-12	principles and practices of physical and mental health (such as personal health habits, nutrition, stress management)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	4	Grades: K-12	principles of movement and physical fitness
9	Prime-Time Smartness	6	Grades: K-12	consumer health issues (such as the effects of mass media and technologies on safety and health)
Missouri > Show-Me Standards > Social Studies (1996)				
Lesson	Title	State ID	Grade Descr	State Text
Missouri > Show-Me Standards > Mathematics (1996)				

Lesson	Title	State ID	Grade Descr	State Text
15	Keeping the Balance	1	Grades: K-12	addition, subtraction, multiplication and division; other number sense, including numeration and estimation; and the application of these operations and concepts in the workplace and other situations
27	Freeze My TV	3	Grades: K-12	data analysis, probability and statistics
Missouri > Alternate Framework for Curriculum Development > Communication Arts (2005)				
Lesson	Title	State ID	Grade Descr	State Text
Missouri > Alternate Framework for Curriculum Development > Communication (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Missouri > Alternate Framework for Curriculum Development > Mathematics (2005)				
Lesson	Title	State ID	Grade Descr	State Text
Missouri > Alternate Framework for Curriculum Development > Science				

(2006)				
Lesson	Title	State ID	Grade Descr	State Text
Missouri > Alternate Framework for Curriculum Development > Mathematics (2007)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	a	Grades: 3-5	Attend to charts, graphs, or tables.
Missouri > Grade and Course Level Expectations > Mathematics (2007)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV	C	Grade 4	create tables or graphs to represent categorical and numerical data (including line plots)
27	Freeze My TV	A	Grade 4	collect data using observations, surveys and experiments
27	Freeze My TV	C	Grade 4	create tables or graphs to represent categorical and numerical data (including line plots)
27	Freeze My TV	A	Grade 4	describe important features of the data set
27	Freeze My TV	A	Grade 5	evaluate data-collection methods
27	Freeze My TV	C	Grade 5	describe methods to collect, organize and represent categorical and numerical data
27	Freeze My TV	A	Grade 5	compare related data sets
28	Get 3 At School and 5+ A Day	C	Grade 5	describe methods to collect, organize and represent categorical and numerical data
4	Balancing Act	C	Grade 4	create tables or graphs to represent categorical and numerical data (including line plots)

6	Snack Attack	C	Grade 4	create tables or graphs to represent categorical and numerical data (including line plots)
Missouri > Grade and Course Level Expectations > Social Studies 2.0 Draft (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Missouri > Grade and Course Level Expectations > Communication Arts (2004)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five		Grade 4	present ideas in a logical sequence
10	Chain Five		Grade 4	identify and apply appropriate speaking techniques such as volume control, pace and eye contact
19	Snack Decisions		Grade 4	retell main ideas
19	Snack Decisions		Grade 4	Identify concepts and ideas in written text to complete an organizer
19	Snack Decisions		Grade 4	present ideas in a logical sequence
19	Snack Decisions		Grade 4	identify and apply appropriate speaking techniques such as volume control, pace and eye contact
19	Snack Decisions		Grade 4	Identify relevant information and record main ideas and important details in own words
19	Snack Decisions		Grade 5	restate main idea and supporting details
19	Snack Decisions		Grade 5	Write a summary/retell the main ideas of written text
24	Breakfast Bonanza		Grade 4	interpret and apply information in title, table of contents and glossary
24	Breakfast Bonanza		Grade 4	

				Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text
24	Breakfast Bonanza		Grade 4	retell main ideas
24	Breakfast Bonanza		Grade 4	Identify concepts and ideas in written text to complete an organizer
24	Breakfast Bonanza		Grade 4	present ideas in a logical sequence
24	Breakfast Bonanza		Grade 4	identify and apply appropriate speaking techniques such as volume control, pace and eye contact
24	Breakfast Bonanza		Grade 4	Identify relevant information and record main ideas and important details in own words
24	Breakfast Bonanza		Grade 5	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas
24	Breakfast Bonanza		Grade 5	restate main idea and supporting details
24	Breakfast Bonanza		Grade 5	Write a summary/retell the main ideas of written text
27	Freeze My TV		Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text
3	The Safe Workout: An Introduction		Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text
3	The Safe Workout: An Introduction		Grade 5	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas
4	Balancing Act		Grade 4	interpret and apply information in title, table of contents and glossary
4	Balancing Act		Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text
4	Balancing Act		Grade 5	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas
5	Fast-Food Frenzy		Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text
5	Fast-Food Frenzy		Grade 5	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas

6	Snack Attack		Grade 4	interpret and apply information in title, table of contents and glossary
6	Snack Attack		Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text
6	Snack Attack		Grade 5	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas
9	Prime-Time Smartness		Grade 4	interpret and apply information in title, table of contents and glossary
9	Prime-Time Smartness		Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, glossary, captions and maps to comprehend text
9	Prime-Time Smartness		Grade 4	present ideas in a logical sequence
9	Prime-Time Smartness		Grade 4	identify and apply appropriate speaking techniques such as volume control, pace and eye contact
9	Prime-Time Smartness		Grade 5	Apply information in format, graphics, sequence, maps, diagrams, charts and index to clarify and connect concepts to the main ideas
Missouri > Grade and Course Level Expectations > Physical Education (2007)				
Lesson	Title	State ID	Grade Descr	State Text
Missouri > Grade and Course Level Expectations > Communication Arts (2007)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text

1	Healthy Living	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
12	Brilliant Breakfast	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
12	Brilliant Breakfast	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
17	Hunting for Hidden Fat	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
17	Hunting for Hidden Fat	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
19	Snack Decisions	c	Grade 4	context clues
19	Snack Decisions	a	Grade 4	identify and explain the relationship between the main idea and supporting details
19	Snack Decisions	a	Grade 4	explain main idea and supporting details
19	Snack Decisions	c	Grade 5	context clues
19	Snack Decisions	a	Grade 5	identify and explain the relationship between the main idea and supporting details
19	Snack Decisions	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
19	Snack Decisions	a	Grade 5	explain main idea and supporting details
21	Freeze My TV	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
21	Freeze My TV	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
24	Breakfast Bonanza	c	Grade 4	context clues
24	Breakfast Bonanza	a	Grade 4	identify and explain the relationship between the main idea and supporting details
24	Breakfast Bonanza	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text

24	Breakfast Bonanza	a	Grade 4	explain main idea and supporting details
24	Breakfast Bonanza	c	Grade 5	context clues
24	Breakfast Bonanza	a	Grade 5	identify and explain the relationship between the main idea and supporting details
24	Breakfast Bonanza	a	Grade 5	text to text (information and relationships in various fiction and non-fiction works)
24	Breakfast Bonanza	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
24	Breakfast Bonanza	a	Grade 5	explain main idea and supporting details
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
27	Freeze My TV	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
27	Freeze My TV	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
28	Get 3 At School and 5+ A Day	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
28	Get 3 At School and 5+ A Day	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
3	The Safe Workout: An Introduction	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
3	The Safe Workout: An Introduction	a	Grade 5	text to text (information and relationships in various fiction and non-fiction works)
3	The Safe Workout: An Introduction	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas

4	Balancing Act	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
4	Balancing Act	a	Grade 5	text to text (information and relationships in various fiction and non-fiction works)
4	Balancing Act	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
5	Fast-Food Frenzy	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
5	Fast-Food Frenzy	a	Grade 5	text to text (information and relationships in various fiction and non-fiction works)
5	Fast-Food Frenzy	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
6	Snack Attack	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
6	Snack Attack	a	Grade 5	text to text (information and relationships in various fiction and non-fiction works)
6	Snack Attack	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	A	Grade 5	Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
9	Prime-Time Smartness	c	Grade 4	context clues
9	Prime-Time Smartness	A	Grade 4	Apply information in illustrations, title, chapter headings, table of contents, glossary, charts, diagrams, graphs, captions and maps to comprehend text
9	Prime-Time Smartness	c	Grade 5	context clues
9	Prime-Time Smartness	a	Grade 5	text to text (information and relationships in various fiction and non-fiction works)
9	Prime-Time Smartness	A	Grade 5	

				Apply information in text features, graphics, such as maps, diagrams, charts and index, to clarify and connect concepts to the main ideas
Missouri > Grade and Course Level Expectations > Social Studies (2004)				
Lesson	Title	State ID	Grade Descr	State Text
Missouri > Grade and Course Level Expectations > Health Education (2007)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
1	Healthy Living		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
1	Healthy Living		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
1	Healthy Living		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
1	Healthy Living		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
1	Healthy Living		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking

1	Healthy Living		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
1	Healthy Living		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
1	Healthy Living		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
1	Healthy Living		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
10	Chain Five		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
10	Chain Five		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
10	Chain Five		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
10	Chain Five		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
10	Chain Five		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
10	Chain Five		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
10	Chain Five		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
10	Chain Five		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
10	Chain Five		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
10	Chain Five		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
10	Chain Five		Grade 5	

				Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
10	Chain Five		Grade 5	List behaviors that could enhance HIV transmission (e.g., tattoo, piercing, sex, syringe use, pregnancy) and strategies to prevent infection
11	Alphabet Fruit (and Vegetables)		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
11	Alphabet Fruit (and Vegetables)		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
11	Alphabet Fruit (and Vegetables)		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
11	Alphabet Fruit (and Vegetables)		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
11	Alphabet Fruit (and Vegetables)		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
11	Alphabet Fruit (and Vegetables)		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
12	Brilliant Breakfast		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
12	Brilliant Breakfast		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
12	Brilliant Breakfast		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
12	Brilliant Breakfast		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
12	Brilliant Breakfast		Grade 5	

				Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
12	Brilliant Breakfast		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
12	Brilliant Breakfast		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
12	Brilliant Breakfast		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
13	Fitness Walking		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
13	Fitness Walking		Grade 4	Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life
13	Fitness Walking		Grade 4	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care)
13	Fitness Walking		Grade 4	Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)
13	Fitness Walking		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
13	Fitness Walking		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness
13	Fitness Walking		Grade 5	Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors
14	Healthy Living, Healthy Eating		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
14	Healthy Living, Healthy Eating		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
14	Healthy Living, Healthy Eating		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels

				and recognize that this information helps one make healthy food choices
14	Healthy Living, Healthy Eating		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
14	Healthy Living, Healthy Eating		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
14	Healthy Living, Healthy Eating		Grade 4	Classify substances in the home according to proper and improper usage (e.g., bleach is for cleaning and not for ingesting; vitamins are one a day and not several a day)
14	Healthy Living, Healthy Eating		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness
14	Healthy Living, Healthy Eating		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
14	Healthy Living, Healthy Eating		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
14	Healthy Living, Healthy Eating		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
14	Healthy Living, Healthy Eating		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
14	Healthy Living, Healthy Eating		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
14	Healthy Living, Healthy Eating		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
15	Keeping the Balance		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
15	Keeping the Balance		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
15	Keeping the Balance		Grade 4	

				Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
15	Keeping the Balance		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
15	Keeping the Balance		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness
15	Keeping the Balance		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
15	Keeping the Balance		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
15	Keeping the Balance		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
16	The Safe Workout: A Review		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
16	The Safe Workout: A Review		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
16	The Safe Workout: A Review		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
16	The Safe Workout: A Review		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
16	The Safe Workout: A Review		Grade 4	Analyze the effects of choosing healthy alternatives rather than using or abusing substances
16	The Safe Workout: A Review		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
16	The Safe Workout: A Review		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness

16	The Safe Workout: A Review		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
16	The Safe Workout: A Review		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
16	The Safe Workout: A Review		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
17	Hunting for Hidden Fat		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
17	Hunting for Hidden Fat		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
17	Hunting for Hidden Fat		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
17	Hunting for Hidden Fat		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
17	Hunting for Hidden Fat		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
17	Hunting for Hidden Fat		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
17	Hunting for Hidden Fat		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
17	Hunting for Hidden Fat		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
17	Hunting for Hidden Fat		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
18	Beverage Buzz: Sack the Sugar		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
18	Beverage Buzz: Sack the Sugar		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast

				daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
18	Beverage Buzz: Sack the Sugar		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
18	Beverage Buzz: Sack the Sugar		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
18	Beverage Buzz: Sack the Sugar		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
18	Beverage Buzz: Sack the Sugar		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
18	Beverage Buzz: Sack the Sugar		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
18	Beverage Buzz: Sack the Sugar		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
18	Beverage Buzz: Sack the Sugar		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
18	Beverage Buzz: Sack the Sugar		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
19	Snack Decisions		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
19	Snack Decisions		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
19	Snack Decisions		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
19	Snack Decisions		Grade 4	

				Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)
19	Snack Decisions		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
19	Snack Decisions		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
19	Snack Decisions		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
19	Snack Decisions		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
19	Snack Decisions		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
19	Snack Decisions		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
19	Snack Decisions		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
2	Carb Smart		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
2	Carb Smart		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
2	Carb Smart		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
2	Carb Smart		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
2	Carb Smart		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
2	Carb Smart		Grade 5	

				Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
2	Carb Smart		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
2	Carb Smart		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
2	Carb Smart		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
2	Carb Smart		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
20	Snacking and Inactivity		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
20	Snacking and Inactivity		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
20	Snacking and Inactivity		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
20	Snacking and Inactivity		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
20	Snacking and Inactivity		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
20	Snacking and Inactivity		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
20	Snacking and Inactivity		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness
20	Snacking and Inactivity		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
20	Snacking and Inactivity		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
20	Snacking and Inactivity		Grade 5	

				Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
21	Freeze My TV		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
21	Freeze My TV		Grade 4	Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life
21	Freeze My TV		Grade 4	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care)
21	Freeze My TV		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
21	Freeze My TV		Grade 4	Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)
21	Freeze My TV		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
21	Freeze My TV		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness
21	Freeze My TV		Grade 5	Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors
22	Menu Monitoring		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
22	Menu Monitoring		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
22	Menu Monitoring		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices

22	Menu Monitoring		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
22	Menu Monitoring		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
22	Menu Monitoring		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
22	Menu Monitoring		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
22	Menu Monitoring		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
22	Menu Monitoring		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
22	Menu Monitoring		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
22	Menu Monitoring		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
22	Menu Monitoring		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
23	Veggiemania		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
23	Veggiemania		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
23	Veggiemania		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
23	Veggiemania		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
23	Veggiemania		Grade 5	

				Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
23	Veggiemania		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
24	Breakfast Bonanza		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
24	Breakfast Bonanza		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
24	Breakfast Bonanza		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
24	Breakfast Bonanza		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
24	Breakfast Bonanza		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
24	Breakfast Bonanza		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
24	Breakfast Bonanza		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety

25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Identify how family, friends, and culture can influence personal health practices and decisions
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
26	Fitness Walking		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
26	Fitness Walking		Grade 4	Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life
26	Fitness Walking		Grade 4	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care)
26	Fitness Walking		Grade 4	Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)
26	Fitness Walking		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)

26	Fitness Walking		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness
26	Fitness Walking		Grade 5	Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors
27	Freeze My TV		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
27	Freeze My TV		Grade 4	Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life
27	Freeze My TV		Grade 4	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care)
27	Freeze My TV		Grade 4	Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)
27	Freeze My TV		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness
27	Freeze My TV		Grade 5	Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors
28	Get 3 At School and 5+ A Day		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
28	Get 3 At School and 5+ A Day		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
28	Get 3 At School and 5+ A Day		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
28	Get 3 At School and 5+ A Day		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
28	Get 3 At School and 5+ A Day		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
28			Grade 5	Use the MyPyramid.gov website to construct a balanced menu

	Get 3 At School and 5+ A Day			
28	Get 3 At School and 5+ A Day		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
29	Class Walking Clubs		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
29	Class Walking Clubs		Grade 4	Show the effects of lifestyle choices (e.g., high fat diet, physical activity) on the cardio-respiratory system and relate how the cardio-respiratory system affects quality of life
29	Class Walking Clubs		Grade 4	Describe the processes of the digestive system (e.g., how the teeth, tongue, and saliva begin the digestive process) and how they are affected by lifestyle choices (e.g., diet, activity level, dental care)
29	Class Walking Clubs		Grade 4	Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)
29	Class Walking Clubs		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
29	Class Walking Clubs		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness
29	Class Walking Clubs		Grade 5	Determine cause and effect relationships between non-communicable diseases (e.g., Type I diabetes vs. Type II diabetes) and lifestyle behaviors
3	The Safe Workout: An Introduction		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
3	The Safe Workout: An Introduction		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
3	The Safe Workout: An Introduction		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
3	The Safe Workout: An Introduction		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety

3	The Safe Workout: An Introduction		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
3	The Safe Workout: An Introduction		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
3	The Safe Workout: An Introduction		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness
3	The Safe Workout: An Introduction		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
3	The Safe Workout: An Introduction		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
3	The Safe Workout: An Introduction		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
3	The Safe Workout: An Introduction		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
3	The Safe Workout: An Introduction		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
30	Tour de Health		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
30	Tour de Health		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
30	Tour de Health		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
30	Tour de Health		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
30	Tour de Health		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)

30	Tour de Health		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
30	Tour de Health		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness
30	Tour de Health		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
30	Tour de Health		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
4	Balancing Act		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
4	Balancing Act		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
4	Balancing Act		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
4	Balancing Act		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
4	Balancing Act		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
4	Balancing Act		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
4	Balancing Act		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
4	Balancing Act		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
4	Balancing Act		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
4	Balancing Act		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
5	Fast-Food Frenzy		Grade 4	

				Describe how muscles affect overall health (e.g., burning calories, good posture, healthy heart)
5	Fast-Food Frenzy		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
5	Fast-Food Frenzy		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
5	Fast-Food Frenzy		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
5	Fast-Food Frenzy		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
5	Fast-Food Frenzy		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
5	Fast-Food Frenzy		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
5	Fast-Food Frenzy		Grade 5	Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
5	Fast-Food Frenzy		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
5	Fast-Food Frenzy		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
5	Fast-Food Frenzy		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
6	Snack Attack		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
6	Snack Attack		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices

6	Snack Attack		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
6	Snack Attack		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
6	Snack Attack		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
6	Snack Attack		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
6	Snack Attack		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
6	Snack Attack		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
6	Snack Attack		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
7	Sugar Water: Think About Your Drink		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
7	Sugar Water: Think About Your Drink		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
7	Sugar Water: Think About Your Drink		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
7	Sugar Water: Think About Your Drink		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
7	Sugar Water: Think About Your Drink		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
7	Sugar Water: Think About Your Drink		Grade 5	Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
7			Grade 5	

	Sugar Water: Think About Your Drink			Identify sources and functions of specific vitamins and minerals that are critical for youth (e.g., calcium, folate, vitamins A,C and D)
7	Sugar Water: Think About Your Drink		Grade 5	Recognize the MyPyramid.gov food slogans (e.g., go lean with meat, vary your vegetables, focus on fruits, get your calcium rich foods, make the most of your whole grains)
7	Sugar Water: Think About Your Drink		Grade 5	Use the MyPyramid.gov website to construct a balanced menu
7	Sugar Water: Think About Your Drink		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
7	Sugar Water: Think About Your Drink		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
7	Sugar Water: Think About Your Drink		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Determine the cause/effect of healthy lifestyle choices as they relate to the three layers of skin (nutrition, hydration, exercise)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Classify activities as they relate to the health related fitness components and identify behaviors, that if performed regularly, can contribute to a healthy lifestyle (eating breakfast daily, not smoking, adequate sleep, maintain normal weight, regular physical activity, avoiding alcohol, healthy snacking)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Identify the sources and basic functions of the six essential nutrients including fiber, and locate five essential nutrients (carbohydrates, fats, proteins, vitamins, minerals) on food labels and recognize that this information helps one make healthy food choices
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Make decisions regarding food choices based on balance (e.g., food log, meal planning, grocery shopping), moderation and variety
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
8			Grade 5	

	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind			Create a personal health plan that includes balanced nutrition, physical activity, hygiene, adequate sleep, no alcohol, healthy snacking
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Distinguish individual strengths and weaknesses in health-related fitness
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Describe and assess the relationship of family preferences and culture to food choices
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Examine food labels to determine calories and nutrients in a product (e.g., compare nutritional value and ingredients of two product labels)
9	Prime-Time Smartness		Grade 4	Collect and display examples of how the media can influence a consumer decision regarding health practices and products (e.g., magazine, newspaper, commercial)
9	Prime-Time Smartness		Grade 4	Explain how healthy behaviors enhance the body's basic lines of defense (e.g., sleep, physical activity, healthy food choices)
9	Prime-Time Smartness		Grade 5	Identify how family, friends, and culture can influence personal health practices and decisions
Missouri > Grade and Course Level Expectations > Mathematics (2004)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV		Grade 4	create tables or graphs to represent categorical and numerical data (including line plots)
27	Freeze My TV		Grade 4	collect data using observations, surveys and experiments
27	Freeze My TV		Grade 4	create tables or graphs to represent categorical and numerical data (including line plots)

27	Freeze My TV		Grade 4	describe important features of the data set
27	Freeze My TV		Grade 5	evaluate data collection methods
27	Freeze My TV		Grade 5	describe methods to collect, organize and represent categorical and numerical data
27	Freeze My TV		Grade 5	compare related data sets
27	Freeze My TV		Grade 5	compare different representations of the same data and evaluate how well each representation shows important aspects of the data
28	Get 3 At School and 5+ A Day		Grade 5	describe methods to collect, organize and represent categorical and numerical data
28	Get 3 At School and 5+ A Day		Grade 5	compare different representations of the same data and evaluate how well each representation shows important aspects of the data
4	Balancing Act		Grade 4	create tables or graphs to represent categorical and numerical data (including line plots)
6	Snack Attack		Grade 4	create tables or graphs to represent categorical and numerical data (including line plots)
Missouri > Grade and Course Level Expectations > Science (2005)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV		Grade 4	graphs (bar, single line, pictograph)
21	Freeze My TV		Grade 5	graphs (bar, single line, pictograph)
27	Freeze My TV		Grade 4	graphs (bar, single line, pictograph)
27	Freeze My TV	a	Grade 5	Identify and use appropriate tools (i.e., thermometer, anemometer, wind vane, hygrometer, barometer, rain gauge, satellite images, weather maps) to collect weather data (i.e., temperature, wind speed and direction, relative humidity, air pressure, precipitation, cloud type and cover)
27	Freeze My TV	b	Grade 5	Determine the appropriate tools and techniques to collect data
27	Freeze My TV	c	Grade 5	

				Use a variety of tools and equipment to gather data (e.g., hand lenses, magnets, thermometers, metric rulers, balances, graduated cylinders, spring scales)
27	Freeze My TV		Grade 5	graphs (bar, single line, pictograph)
Missouri > Curriculum Frameworks > Social Studies (1996)				
Lesson	Title	State ID	Grade Descr	State Text
Missouri > Curriculum Frameworks > Communication Arts (1996)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	e	Grades: K-4	talk about literature and other kinds of communications in small groups
10	Chain Five	b	Grades: K-4	demonstrate understanding of texts by writing, painting, dramatizing, discussing, etc.
10	Chain Five	d	Grades: K-4	explore and explain culturally and historically diverse texts and videos in a variety of ways (such as drawing, writing, dramatizing and discussing)
10	Chain Five	e	Grades: K-4	talk about literature and other kinds of communications in small groups
10	Chain Five	h	Grades: K-4	ask and answer relevant questions during discussions
10	Chain Five	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
11	Alphabet Fruit (and Vegetables)	e	Grades: K-4	talk about literature and other kinds of communications in small groups

11	Alphabet Fruit (and Vegetables)	h	Grades: K-4	ask and answer relevant questions during discussions
11	Alphabet Fruit (and Vegetables)	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
11	Alphabet Fruit (and Vegetables)	b	Grades: 5-8	develop a plan to reach consensus
11	Alphabet Fruit (and Vegetables)	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
12	Brilliant Breakfast	e	Grades: K-4	talk about literature and other kinds of communications in small groups
13	Fitness Walking	e	Grades: K-4	talk about literature and other kinds of communications in small groups
13	Fitness Walking	h	Grades: K-4	ask and answer relevant questions during discussions
13	Fitness Walking	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
13	Fitness Walking	b	Grades: 5-8	develop a plan to reach consensus
13	Fitness Walking	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
14	Healthy Living, Healthy Eating	e	Grades: K-4	talk about literature and other kinds of communications in small groups
14	Healthy Living, Healthy Eating	h	Grades: K-4	ask and answer relevant questions during discussions
14	Healthy Living, Healthy Eating	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
14	Healthy Living, Healthy Eating	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)

14	Healthy Living, Healthy Eating	b	Grades: 5-8	develop a plan to reach consensus
14	Healthy Living, Healthy Eating	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
15	Keeping the Balance	e	Grades: K-4	talk about literature and other kinds of communications in small groups
15	Keeping the Balance	h	Grades: K-4	ask and answer relevant questions during discussions
15	Keeping the Balance	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
15	Keeping the Balance	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
15	Keeping the Balance	b	Grades: 5-8	develop a plan to reach consensus
15	Keeping the Balance	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
16	The Safe Workout: A Review	e	Grades: K-4	talk about literature and other kinds of communications in small groups
16	The Safe Workout: A Review	h	Grades: K-4	ask and answer relevant questions during discussions
16	The Safe Workout: A Review	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
16	The Safe Workout: A Review	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
16	The Safe Workout: A Review	b	Grades: 5-8	develop a plan to reach consensus
16	The Safe Workout: A Review	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion

17	Hunting for Hidden Fat	e	Grades: K-4	talk about literature and other kinds of communications in small groups
17	Hunting for Hidden Fat	h	Grades: K-4	ask and answer relevant questions during discussions
17	Hunting for Hidden Fat	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
17	Hunting for Hidden Fat	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
17	Hunting for Hidden Fat	b	Grades: 5-8	develop a plan to reach consensus
17	Hunting for Hidden Fat	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
18	Beverage Buzz: Sack the Sugar	e	Grades: K-4	talk about literature and other kinds of communications in small groups
18	Beverage Buzz: Sack the Sugar	h	Grades: K-4	ask and answer relevant questions during discussions
18	Beverage Buzz: Sack the Sugar	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
18	Beverage Buzz: Sack the Sugar	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
18	Beverage Buzz: Sack the Sugar	b	Grades: 5-8	develop a plan to reach consensus
18	Beverage Buzz: Sack the Sugar	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
19	Snack Decisions	b	Grades: K-4	demonstrate understanding of texts by writing, painting, dramatizing, discussing, etc.
19	Snack Decisions	d	Grades: K-4	explore and explain culturally and historically diverse texts and videos in a variety of ways (such as drawing, writing, dramatizing and discussing)

19	Snack Decisions	e	Grades: K-4	talk about literature and other kinds of communications in small groups
19	Snack Decisions	f	Grades: K-4	distinguish between main and supporting ideas
19	Snack Decisions	h	Grades: K-4	ask and answer relevant questions during discussions
19	Snack Decisions	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
19	Snack Decisions	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
19	Snack Decisions	e	Grades: 5-8	summarize main ideas
19	Snack Decisions	b	Grades: 5-8	develop a plan to reach consensus
19	Snack Decisions	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
2	Carb Smart	e	Grades: K-4	talk about literature and other kinds of communications in small groups
20	Snacking and Inactivity	e	Grades: K-4	talk about literature and other kinds of communications in small groups
20	Snacking and Inactivity	h	Grades: K-4	ask and answer relevant questions during discussions
20	Snacking and Inactivity	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
20	Snacking and Inactivity	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
20	Snacking and Inactivity	b	Grades: 5-8	develop a plan to reach consensus

20	Snacking and Inactivity	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
21	Freeze My TV	e	Grades: K-4	talk about literature and other kinds of communications in small groups
21	Freeze My TV	h	Grades: K-4	ask and answer relevant questions during discussions
21	Freeze My TV	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
21	Freeze My TV	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
21	Freeze My TV	b	Grades: 5-8	develop a plan to reach consensus
21	Freeze My TV	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
22	Menu Monitoring	e	Grades: K-4	talk about literature and other kinds of communications in small groups
22	Menu Monitoring	h	Grades: K-4	ask and answer relevant questions during discussions
22	Menu Monitoring	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
22	Menu Monitoring	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
22	Menu Monitoring	b	Grades: 5-8	develop a plan to reach consensus
22	Menu Monitoring	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
23	Veggiemania	e	Grades: K-4	talk about literature and other kinds of communications in small groups

23	Veggiemania	h	Grades: K-4	ask and answer relevant questions during discussions
23	Veggiemania	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
23	Veggiemania	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
23	Veggiemania	b	Grades: 5-8	develop a plan to reach consensus
23	Veggiemania	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
24	Breakfast Bonanza	b	Grades: K-4	demonstrate understanding of texts by writing, painting, dramatizing, discussing, etc.
24	Breakfast Bonanza	d	Grades: K-4	explore and explain culturally and historically diverse texts and videos in a variety of ways (such as drawing, writing, dramatizing and discussing)
24	Breakfast Bonanza	e	Grades: K-4	talk about literature and other kinds of communications in small groups
24	Breakfast Bonanza	f	Grades: K-4	distinguish between main and supporting ideas
24	Breakfast Bonanza	h	Grades: K-4	ask and answer relevant questions during discussions
24	Breakfast Bonanza	e	Grades: 5-8	summarize main ideas
24	Breakfast Bonanza	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	e	Grades: K-4	talk about literature and other kinds of communications in small groups
26	Fitness Walking	e		talk about literature and other kinds of communications in small groups

			Grades: K-4	
26	Fitness Walking	h	Grades: K-4	ask and answer relevant questions during discussions
26	Fitness Walking	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
26	Fitness Walking	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
26	Fitness Walking	b	Grades: 5-8	develop a plan to reach consensus
26	Fitness Walking	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
27	Freeze My TV	e	Grades: K-4	talk about literature and other kinds of communications in small groups
27	Freeze My TV	h	Grades: K-4	ask and answer relevant questions during discussions
27	Freeze My TV	k	Grades: K-4	modify plans or actions if necessary after considering others' suggestions
27	Freeze My TV	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
27	Freeze My TV	b	Grades: 5-8	develop a plan to reach consensus
27	Freeze My TV	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
27	Freeze My TV	h	Grades: 5-8	evaluate information to identify reasonable alternatives
28	Get 3 At School and 5+ A Day	e	Grades: K-4	talk about literature and other kinds of communications in small groups

3	The Safe Workout: An Introduction	e	Grades: K-4	talk about literature and other kinds of communications in small groups
30	Tour de Health	e	Grades: K-4	talk about literature and other kinds of communications in small groups
4	Balancing Act	e	Grades: K-4	talk about literature and other kinds of communications in small groups
4	Balancing Act	h	Grades: K-4	ask and answer relevant questions during discussions
4	Balancing Act	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
4	Balancing Act	g	Grades: 5-8	respond to communications using visual representations (such as dramatizing, drawing, and painting)
4	Balancing Act	b	Grades: 5-8	develop a plan to reach consensus
4	Balancing Act	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
6	Snack Attack	e	Grades: K-4	talk about literature and other kinds of communications in small groups
6	Snack Attack	h	Grades: K-4	ask and answer relevant questions during discussions
6	Snack Attack	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
6	Snack Attack	b	Grades: 5-8	develop a plan to reach consensus
6	Snack Attack	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
7	Sugar Water: Think About Your Drink	e	Grades: K-4	talk about literature and other kinds of communications in small groups

7	Sugar Water: Think About Your Drink	h	Grades: K-4	ask and answer relevant questions during discussions
7	Sugar Water: Think About Your Drink	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
7	Sugar Water: Think About Your Drink	b	Grades: 5-8	develop a plan to reach consensus
7	Sugar Water: Think About Your Drink	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	e	Grades: K-4	talk about literature and other kinds of communications in small groups
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	h	Grades: K-4	ask and answer relevant questions during discussions
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grades: 5-8	develop a plan to reach consensus
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
9	Prime-Time Smartness	b	Grades: K-4	demonstrate understanding of texts by writing, painting, dramatizing, discussing, etc.
9	Prime-Time Smartness	d	Grades: K-4	explore and explain culturally and historically diverse texts and videos in a variety of ways (such as drawing, writing, dramatizing and discussing)
9	Prime-Time Smartness	e	Grades: K-4	talk about literature and other kinds of communications in small groups

9	Prime-Time Smartness	h	Grades: K-4	ask and answer relevant questions during discussions
9	Prime-Time Smartness	i	Grades: K-4	demonstrate understanding of a consensus-building process (such as negotiating, agreeing to a plan and voting)
9	Prime-Time Smartness	b	Grades: 5-8	develop a plan to reach consensus
9	Prime-Time Smartness	c	Grades: 5-8	contribute ideas and opinions on the topic under discussion
Missouri > Curriculum Frameworks > Science (1996)				
Lesson	Title	State ID	Grade Descr	State Text
2	Carb Smart	a	Grades: 3-4	conduct investigations to gather data, information, and ideas relating to the energy and nutrients organisms need from their environment in order to survive
21	Freeze My TV	a	Grades: 5-8	locate, read, listen to, and view various forms of information to interpret and evaluate; organize information in text, tables, and graphs; and use a variety of methods, forms, and technologies to describe the meaning and implications of the information
27	Freeze My TV	a	Grades: 3-4	conduct investigations to gather data, information, and ideas relating to the energy and nutrients organisms need from their environment in order to survive
27	Freeze My TV	a	Grades: 5-8	read analog and digital meters that measure length, volume, mass, time, and temperature; use microscopes, cameras, and tape recorders for capturing information; and use computers to locate, select, identify, collect, store, manipulate, and receive information
27	Freeze My TV	a	Grades: 5-8	locate, read, listen to, and view various forms of information to interpret and evaluate; organize information in text, tables, and graphs; and use a variety of methods, forms, and technologies to describe the meaning and implications of the information
30	Tour de Health	a	Grades: 3-4	conduct investigations to gather data, information, and ideas relating to the energy and nutrients organisms need from their environment in order to survive

4	Balancing Act	a	Grades: 3-4	conduct investigations to gather data, information, and ideas relating to the energy and nutrients organisms need from their environment in order to survive
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: 3-4	conduct investigations to gather data, information, and ideas relating to the energy and nutrients organisms need from their environment in order to survive
Missouri > Curriculum Frameworks > Health/Physical Education (1996)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
1	Healthy Living	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
1	Healthy Living	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
1	Healthy Living	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
1	Healthy Living	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
1	Healthy Living	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
1	Healthy Living	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
1	Healthy Living	a	Grades: 5-8	research the physical, emotional, social and intellectual changes occurring during puberty
1	Healthy Living	a		

			Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
1	Healthy Living	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
1	Healthy Living	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
1	Healthy Living	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
1	Healthy Living	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
1	Healthy Living	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
1	Healthy Living	a	Grades: 5-8	access non-communicable diseases prevalent in adolescents, e.g., asthma, diabetes, then analyze the impact they could have on adolescent physical, social and emotional development
1	Healthy Living	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
1	Healthy Living	c	Grades: 5-8	determine the relationship between nutrition and weight control
1	Healthy Living	b	Grades: 5-8	recognize incorrect techniques and methods of stretching and exercising and discuss how these can injure the body
1	Healthy Living	c	Grades: 5-8	discuss the exercise guidelines pertinent to local environmental conditions (e.g., humidity, pollen count, heat, cold)
1	Healthy Living	a	Grades: 5-8	identify common exercise-related injuries (strain, sprain, blisters) and the appropriate treatment
10	Chain Five	a	Grades: K-4	identify why preventive physical and dental exams are important for health maintenance
10	Chain Five	a		

			Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
10	Chain Five	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
10	Chain Five	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
10	Chain Five	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
10	Chain Five	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
10	Chain Five	a	Grades: K-4	interpret labels in order to make decisions about product selections
10	Chain Five	a	Grades: K-4	identify and apply practices that reduce their risk of communicable diseases and speed recovery from illness.
10	Chain Five	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
10	Chain Five	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
10	Chain Five	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
10	Chain Five	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
10	Chain Five	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
10	Chain Five	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
10	Chain Five	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety

10	Chain Five	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
10	Chain Five	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
10	Chain Five	b	Grades: 5-8	differentiate between communicable and non-communicable diseases, their causative factors, symptoms, treatment and potential prevention measures
10	Chain Five	a	Grades: 5-8	recognize adolescent health concerns and select appropriate strategies to solve or prevent problems, e.g. anorexia, bulimia, acne, scoliosis
10	Chain Five	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
10	Chain Five	c	Grades: 5-8	determine the relationship between nutrition and weight control
11	Alphabet Fruit (and Vegetables)	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
11	Alphabet Fruit (and Vegetables)	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
11	Alphabet Fruit (and Vegetables)	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
11	Alphabet Fruit (and Vegetables)	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
11	Alphabet Fruit (and Vegetables)	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
11	Alphabet Fruit (and Vegetables)	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
11	Alphabet Fruit (and Vegetables)	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution

11	Alphabet Fruit (and Vegetables)	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
11	Alphabet Fruit (and Vegetables)	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
11	Alphabet Fruit (and Vegetables)	c	Grades: 5-8	determine the relationship between nutrition and weight control
12	Brilliant Breakfast	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
12	Brilliant Breakfast	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
12	Brilliant Breakfast	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
12	Brilliant Breakfast	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
12	Brilliant Breakfast	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
12	Brilliant Breakfast	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
12	Brilliant Breakfast	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
12	Brilliant Breakfast	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
12	Brilliant Breakfast	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
12	Brilliant Breakfast	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
12	Brilliant Breakfast	a		evaluate factors which influence food choices and their impact on nutrition and health

			Grades: 5-8	
12	Brilliant Breakfast	c	Grades: 5-8	determine the relationship between nutrition and weight control
13	Fitness Walking	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
13	Fitness Walking	a	Grades: K-4	determine cause and effect relationship between health behaviors and diseases on illness.
13	Fitness Walking	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
13	Fitness Walking	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
13	Fitness Walking	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
13	Fitness Walking	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports
13	Fitness Walking	a	Grades: 5-8	demonstrate how dance can improve individual fitness
13	Fitness Walking	a	Grades: 5-8	differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness; correctly demonstrate a variety of activities for both
14	Healthy Living, Healthy Eating	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
14	Healthy Living, Healthy Eating	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
14	Healthy Living, Healthy Eating	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients

14	Healthy Living, Healthy Eating	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
14	Healthy Living, Healthy Eating	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
14	Healthy Living, Healthy Eating	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
14	Healthy Living, Healthy Eating	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
14	Healthy Living, Healthy Eating	a	Grades: K-4	identify substances that are safe and unsafe to be taken orally
14	Healthy Living, Healthy Eating	a	Grades: K-4	describe how TAOD can affect body systems.
14	Healthy Living, Healthy Eating	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
14	Healthy Living, Healthy Eating	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
14	Healthy Living, Healthy Eating	a	Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
14	Healthy Living, Healthy Eating	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
14	Healthy Living, Healthy Eating	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
14	Healthy Living, Healthy Eating	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
14	Healthy Living, Healthy Eating	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
14	Healthy Living, Healthy Eating	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety

14	Healthy Living, Healthy Eating	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
14	Healthy Living, Healthy Eating	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
14	Healthy Living, Healthy Eating	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports
14	Healthy Living, Healthy Eating	a	Grades: 5-8	evaluate information regarding body functions and the use of TAOD to determine a cause and effect relationship, e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies
14	Healthy Living, Healthy Eating	a	Grades: 5-8	present different opinions and arguments about the effects of TAOD on the individual and others
14	Healthy Living, Healthy Eating	c	Grades: 5-8	determine the relationship between nutrition and weight control
15	Keeping the Balance	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
15	Keeping the Balance	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
15	Keeping the Balance	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
15	Keeping the Balance	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
15	Keeping the Balance	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
15	Keeping the Balance	a	Grades: 5-8	identify factors that can affect growth and development, differentiating between those they can or cannot changes, e.g., heredity, family, environment, physical activity, hormones and disease; examine ways to enhance or adapt the identified factors
15	Keeping the Balance	a	Grades: 5-8	identify ways in which one can alter, enhance or adapt to influences on growth and development

15	Keeping the Balance	a	Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
15	Keeping the Balance	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
15	Keeping the Balance	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
15	Keeping the Balance	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
15	Keeping the Balance	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
15	Keeping the Balance	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
15	Keeping the Balance	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
15	Keeping the Balance	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
15	Keeping the Balance	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports
16	The Safe Workout: A Review	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
16	The Safe Workout: A Review	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
16	The Safe Workout: A Review	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
16	The Safe Workout: A Review	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels

16	The Safe Workout: A Review	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
16	The Safe Workout: A Review	b	Grades: K-4	describe how healthy relationships with friends and families and a positive self-concept can affect an individual's ability to resist tobacco, alcohol and other drug use
16	The Safe Workout: A Review	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
16	The Safe Workout: A Review	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
16	The Safe Workout: A Review	a	Grades: 5-8	identify factors that can affect growth and development, differentiating between those they can or cannot changes, e.g., heredity, family, environment, physical activity, hormones and disease; examine ways to enhance or adapt the identified factors
16	The Safe Workout: A Review	a	Grades: 5-8	identify ways in which one can alter, enhance or adapt to influences on growth and development
16	The Safe Workout: A Review	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
16	The Safe Workout: A Review	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
16	The Safe Workout: A Review	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
16	The Safe Workout: A Review	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
16	The Safe Workout: A Review	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
16	The Safe Workout: A Review	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
16	The Safe Workout: A Review	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports

16	The Safe Workout: A Review	c	Grades: 5-8	determine the relationship between nutrition and weight control
16	The Safe Workout: A Review	b	Grades: 5-8	recognize incorrect techniques and methods of stretching and exercising and discuss how these can injure the body
16	The Safe Workout: A Review	c	Grades: 5-8	discuss the exercise guidelines pertinent to local environmental conditions (e.g., humidity, pollen count, heat, cold)
16	The Safe Workout: A Review	a	Grades: 5-8	identify common exercise-related injuries (strain, sprain, blisters) and the appropriate treatment
17	Hunting for Hidden Fat	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
17	Hunting for Hidden Fat	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
17	Hunting for Hidden Fat	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
17	Hunting for Hidden Fat	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
17	Hunting for Hidden Fat	a	Grades: K-4	interpret labels in order to make decisions about product selections
17	Hunting for Hidden Fat	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
17	Hunting for Hidden Fat	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
17	Hunting for Hidden Fat	a	Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
17	Hunting for Hidden Fat	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
17	Hunting for Hidden Fat	a	Grades: 5-8	organize foods into groups with similar nutrient composition.

17	Hunting for Hidden Fat	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
17	Hunting for Hidden Fat	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
17	Hunting for Hidden Fat	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
17	Hunting for Hidden Fat	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
17	Hunting for Hidden Fat	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
17	Hunting for Hidden Fat	c	Grades: 5-8	determine the relationship between nutrition and weight control
18	Beverage Buzz: Sack the Sugar	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
18	Beverage Buzz: Sack the Sugar	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
18	Beverage Buzz: Sack the Sugar	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
18	Beverage Buzz: Sack the Sugar	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
18	Beverage Buzz: Sack the Sugar	a	Grades: K-4	interpret labels in order to make decisions about product selections
18	Beverage Buzz: Sack the Sugar	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
18	Beverage Buzz: Sack the Sugar	a	Grades: 5-8	identify factors that can affect growth and development, differentiating between those they can or cannot changes, e.g., heredity, family, environment, physical activity, hormones and disease; examine ways to enhance or adapt the identified factors

18	Beverage Buzz: Sack the Sugar	a	Grades: 5-8	identify ways in which one can alter, enhance or adapt to influences on growth and development
18	Beverage Buzz: Sack the Sugar	a	Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
18	Beverage Buzz: Sack the Sugar	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
18	Beverage Buzz: Sack the Sugar	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
18	Beverage Buzz: Sack the Sugar	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
18	Beverage Buzz: Sack the Sugar	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
18	Beverage Buzz: Sack the Sugar	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
18	Beverage Buzz: Sack the Sugar	c	Grades: 5-8	determine the relationship between nutrition and weight control
19	Snack Decisions	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
19	Snack Decisions	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
19	Snack Decisions	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
19	Snack Decisions	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
19	Snack Decisions	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
19	Snack Decisions	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices

19	Snack Decisions	a	Grades: K-4	interpret how the media can influence a consumer's decisions regarding health practices and products
19	Snack Decisions	a	Grades: K-4	interpret labels in order to make decisions about product selections
19	Snack Decisions	a	Grades: K-4	evaluate how the media and other factors may influence one's perspective.
19	Snack Decisions	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
19	Snack Decisions	a	Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
19	Snack Decisions	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
19	Snack Decisions	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
19	Snack Decisions	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
19	Snack Decisions	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
19	Snack Decisions	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
19	Snack Decisions	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
19	Snack Decisions	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
19	Snack Decisions	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
19	Snack Decisions	a	Grades: 5-8	use critical-thinking skills to analyze marketing and advertising techniques

19	Snack Decisions	c	Grades: 5-8	determine the relationship between nutrition and weight control
2	Carb Smart	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
2	Carb Smart	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
2	Carb Smart	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
2	Carb Smart	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
2	Carb Smart	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
2	Carb Smart	a	Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
2	Carb Smart	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
2	Carb Smart	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
2	Carb Smart	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
2	Carb Smart	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
2	Carb Smart	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
2	Carb Smart	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
2	Carb Smart	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health

2	Carb Smart	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
2	Carb Smart	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
2	Carb Smart	c	Grades: 5-8	determine the relationship between nutrition and weight control
20	Snacking and Inactivity	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
20	Snacking and Inactivity	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
20	Snacking and Inactivity	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
20	Snacking and Inactivity	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
20	Snacking and Inactivity	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
20	Snacking and Inactivity	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
20	Snacking and Inactivity	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
20	Snacking and Inactivity	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
20	Snacking and Inactivity	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
20	Snacking and Inactivity	a	Grades: 5-8	describe the physical changes that occur during puberty and the interrelationship among systems that cause these changes

20	Snacking and Inactivity	a	Grades: 5-8	research the physical, emotional, social and intellectual changes occurring during puberty
20	Snacking and Inactivity	a	Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
20	Snacking and Inactivity	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
20	Snacking and Inactivity	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
20	Snacking and Inactivity	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
20	Snacking and Inactivity	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
20	Snacking and Inactivity	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
20	Snacking and Inactivity	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
20	Snacking and Inactivity	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
20	Snacking and Inactivity	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
20	Snacking and Inactivity	a	Grades: 5-8	access non-communicable diseases prevalent in adolescents, e.g., asthma, diabetes, then analyze the impact they could have on adolescent physical, social and emotional development
20	Snacking and Inactivity	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports
20	Snacking and Inactivity	c	Grades: 5-8	determine the relationship between nutrition and weight control
21	Freeze My TV	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture,

				moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
21	Freeze My TV	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
21	Freeze My TV	a	Grades: K-4	use technological tools to exchange information and ideas
21	Freeze My TV	a	Grades: K-4	determine cause and effect relationship between health behaviors and diseases on illness.
21	Freeze My TV	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
21	Freeze My TV	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
21	Freeze My TV	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports
21	Freeze My TV	a	Grades: 5-8	differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness; correctly demonstrate a variety of activities for both
21	Freeze My TV	c	Grades: 5-8	determine the relationship between nutrition and weight control
22	Menu Monitoring	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
22	Menu Monitoring	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
22	Menu Monitoring	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
22	Menu Monitoring	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
22	Menu Monitoring	a		

			Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
22	Menu Monitoring	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
22	Menu Monitoring	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
22	Menu Monitoring	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
22	Menu Monitoring	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
22	Menu Monitoring	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
22	Menu Monitoring	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
22	Menu Monitoring	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
22	Menu Monitoring	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
22	Menu Monitoring	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
22	Menu Monitoring	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
22	Menu Monitoring	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
22	Menu Monitoring	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
22	Menu Monitoring	c	Grades: 5-8	determine the relationship between nutrition and weight control

23	Veggiemania	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
23	Veggiemania	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
23	Veggiemania	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
23	Veggiemania	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
23	Veggiemania	a	Grades: K-4	determine cause and effect relationship between health behaviors and diseases on illness.
23	Veggiemania	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
23	Veggiemania	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
23	Veggiemania	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
23	Veggiemania	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
23	Veggiemania	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
23	Veggiemania	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
23	Veggiemania	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
23	Veggiemania	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
23	Veggiemania	a		

			Grades: 5-8	differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness; correctly demonstrate a variety of activities for both
23	Veggiemania	c	Grades: 5-8	determine the relationship between nutrition and weight control
24	Breakfast Bonanza	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
24	Breakfast Bonanza	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
24	Breakfast Bonanza	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
24	Breakfast Bonanza	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
24	Breakfast Bonanza	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
24	Breakfast Bonanza	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
24	Breakfast Bonanza	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
24	Breakfast Bonanza	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
24	Breakfast Bonanza	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
24	Breakfast Bonanza	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
24	Breakfast Bonanza	c	Grades: 5-8	determine the relationship between nutrition and weight control

25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: 5-8	analyze cultural influences on personal health practices and decisions
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	b	Grades: 5-8	identify food sources that supply each of the essential nutrients

25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
26	Fitness Walking	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
26	Fitness Walking	a	Grades: K-4	determine cause and effect relationship between health behaviors and diseases on illness.
26	Fitness Walking	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
26	Fitness Walking	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
26	Fitness Walking	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
26	Fitness Walking	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports
26	Fitness Walking	a		

			Grades: 5-8	differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness; correctly demonstrate a variety of activities for both
27	Freeze My TV	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
27	Freeze My TV	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
27	Freeze My TV	a	Grades: K-4	use technological tools to exchange information and ideas
27	Freeze My TV	a	Grades: K-4	determine cause and effect relationship between health behaviors and diseases on illness.
27	Freeze My TV	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
27	Freeze My TV	a	Grades: 5-8	analyze the relationship between behaviors and health
27	Freeze My TV	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports
27	Freeze My TV	a	Grades: 5-8	differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness; correctly demonstrate a variety of activities for both
28	Get 3 At School and 5+ A Day	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
28	Get 3 At School and 5+ A Day	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
28	Get 3 At School and 5+ A Day	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
28		a		describe the relationship of family preferences and culture to their food choices

	Get 3 At School and 5+ A Day		Grades: K-4	
28	Get 3 At School and 5+ A Day	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
28	Get 3 At School and 5+ A Day	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
28	Get 3 At School and 5+ A Day	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
28	Get 3 At School and 5+ A Day	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
28	Get 3 At School and 5+ A Day	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
29	Class Walking Clubs	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
29	Class Walking Clubs	a	Grades: K-4	determine cause and effect relationship between health behaviors and diseases on illness.
29	Class Walking Clubs	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
29	Class Walking Clubs	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
29	Class Walking Clubs	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
29	Class Walking Clubs	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports
29	Class Walking Clubs	a	Grades: 5-8	differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness; correctly demonstrate a variety of activities for both

3	The Safe Workout: An Introduction	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
3	The Safe Workout: An Introduction	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
3	The Safe Workout: An Introduction	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
3	The Safe Workout: An Introduction	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
3	The Safe Workout: An Introduction	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
3	The Safe Workout: An Introduction	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
3	The Safe Workout: An Introduction	d	Grades: K-4	demonstrate assertive/ refusal skills and identify situations in which they should be used
3	The Safe Workout: An Introduction	b	Grades: K-4	describe how healthy relationships with friends and families and a positive self-concept can affect an individual's ability to resist tobacco, alcohol and other drug use
3	The Safe Workout: An Introduction	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
3	The Safe Workout: An Introduction	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
3	The Safe Workout: An Introduction	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
3	The Safe Workout: An Introduction	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
3	The Safe Workout: An Introduction	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
3		a		evaluate factors which influence food choices and their impact on nutrition and health

	The Safe Workout: An Introduction		Grades: 5-8	
3	The Safe Workout: An Introduction	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
3	The Safe Workout: An Introduction	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
3	The Safe Workout: An Introduction	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports
3	The Safe Workout: An Introduction	a	Grades: 5-8	evaluate information regarding body functions and the use of TAOD to determine a cause and effect relationship, e.g., alcohol and impaired judgment, marijuana and short term memory loss, smoking and low birth weight babies
3	The Safe Workout: An Introduction	c	Grades: 5-8	determine the relationship between nutrition and weight control
3	The Safe Workout: An Introduction	b	Grades: 5-8	recognize incorrect techniques and methods of stretching and exercising and discuss how these can injure the body
3	The Safe Workout: An Introduction	c	Grades: 5-8	discuss the exercise guidelines pertinent to local environmental conditions (e.g., humidity, pollen count, heat, cold)
3	The Safe Workout: An Introduction	a	Grades: 5-8	identify common exercise-related injuries (strain, sprain, blisters) and the appropriate treatment
30	Tour de Health	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
30	Tour de Health	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
30	Tour de Health	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
30	Tour de Health	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety

30	Tour de Health	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
30	Tour de Health	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
30	Tour de Health	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
30	Tour de Health	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
30	Tour de Health	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
30	Tour de Health	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
30	Tour de Health	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
30	Tour de Health	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
30	Tour de Health	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
30	Tour de Health	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
30	Tour de Health	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports
30	Tour de Health	c	Grades: 5-8	determine the relationship between nutrition and weight control
4	Balancing Act	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
4	Balancing Act	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content

4	Balancing Act	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
4	Balancing Act	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
4	Balancing Act	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
4	Balancing Act	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
4	Balancing Act	a	Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
4	Balancing Act	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
4	Balancing Act	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
4	Balancing Act	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
4	Balancing Act	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
4	Balancing Act	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
4	Balancing Act	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
4	Balancing Act	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
4	Balancing Act	c	Grades: 5-8	determine the relationship between nutrition and weight control
5	Fast-Food Frenzy	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture,

				moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
5	Fast-Food Frenzy	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
5	Fast-Food Frenzy	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
5	Fast-Food Frenzy	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
5	Fast-Food Frenzy	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
5	Fast-Food Frenzy	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
5	Fast-Food Frenzy	a	Grades: K-4	interpret labels in order to make decisions about product selections
5	Fast-Food Frenzy	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
5	Fast-Food Frenzy	a	Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
5	Fast-Food Frenzy	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
5	Fast-Food Frenzy	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
5	Fast-Food Frenzy	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
5	Fast-Food Frenzy	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
5	Fast-Food Frenzy	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
5	Fast-Food Frenzy	a		

			Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
5	Fast-Food Frenzy	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
5	Fast-Food Frenzy	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
5	Fast-Food Frenzy	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
5	Fast-Food Frenzy	c	Grades: 5-8	determine the relationship between nutrition and weight control
6	Snack Attack	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
6	Snack Attack	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
6	Snack Attack	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
6	Snack Attack	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
6	Snack Attack	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
6	Snack Attack	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
6	Snack Attack	a	Grades: K-4	interpret labels in order to make decisions about product selections
6	Snack Attack	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
6	Snack Attack	a		

			Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
6	Snack Attack	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
6	Snack Attack	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
6	Snack Attack	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
6	Snack Attack	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
6	Snack Attack	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
6	Snack Attack	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
6	Snack Attack	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
6	Snack Attack	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
6	Snack Attack	a	Grades: 5-8	identify health behaviors and practices that can reduce disease risks, considering their short and long term effects on human health, e.g., stress management, exercise, low fat diet, avoiding congested malls during flu outbreaks
6	Snack Attack	c	Grades: 5-8	determine the relationship between nutrition and weight control
7	Sugar Water: Think About Your Drink	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
7	Sugar Water: Think About Your Drink	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits

7	Sugar Water: Think About Your Drink	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
7	Sugar Water: Think About Your Drink	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
7	Sugar Water: Think About Your Drink	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
7	Sugar Water: Think About Your Drink	a	Grades: K-4	describe the relationship between food intake and energy/ activity levels
7	Sugar Water: Think About Your Drink	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
7	Sugar Water: Think About Your Drink	a	Grades: K-4	interpret labels in order to make decisions about product selections
7	Sugar Water: Think About Your Drink	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health
7	Sugar Water: Think About Your Drink	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
7	Sugar Water: Think About Your Drink	a	Grades: 5-8	conduct laboratory inquiries to determine the presence of fat, protein, starches and sugar in food samples
7	Sugar Water: Think About Your Drink	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
7	Sugar Water: Think About Your Drink	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
7	Sugar Water: Think About Your Drink	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
7	Sugar Water: Think About Your Drink	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
7	Sugar Water: Think About Your Drink	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid

7	Sugar Water: Think About Your Drink	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
7	Sugar Water: Think About Your Drink	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
7	Sugar Water: Think About Your Drink	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
7	Sugar Water: Think About Your Drink	c	Grades: 5-8	determine the relationship between nutrition and weight control
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: K-4	identify and discuss how personal behaviors can enhance the health of an individual and reduce the chances of disease, including adequate sleep, balanced nutrition, good posture, moderate exercise, appropriate clothing, hygiene and cleanliness in food handling
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: K-4	identify, locate and select information about the sources and basic functions of the six essential nutrients
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grades: K-4	categorize foods into the appropriate group on the food pyramid based on primary nutrient content
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: K-4	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: K-4	describe the relationship of family preferences and culture to their food choices
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: K-4	identify the components of health-related fitness and relate their importance to individual well-being
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grades: K-4	explain the role of nutrition and physical fitness in the maintenance of optimal health

8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grades: 5-8	identify food sources that supply each of the essential nutrients
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: 5-8	apply nutrition knowledge to compare the nutrient contribution of a food to its energy contribution
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grades: 5-8	describe the contribution specific nutrients make toward growth, repair and cellular needs of the body
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: 5-8	organize foods into groups with similar nutrient composition.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: 5-8	select appropriate foods based on energy needs, food preferences, and nutrient requirements as represented on the food pyramid
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: 5-8	make informed decisions regarding food choices based on an understanding of balance, moderation and variety
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: 5-8	evaluate factors which influence food choices and their impact on nutrition and health
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: 5-8	analyze food labeling information to determine calories, nutrients and serving size in a product
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grades: 5-8	use information about weather safety and exercise precautions to make informed and reasoned decisions to reduce the risk of injury during exercise and sports
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	c	Grades: 5-8	determine the relationship between nutrition and weight control

9	Prime-Time Smartness	a	Grades: K-4	apply knowledge about physical activity and care of the body to daily personal health habits
9	Prime-Time Smartness	a	Grades: K-4	interpret how the media can influence a consumer's decisions regarding health practices and products
9	Prime-Time Smartness	a	Grades: K-4	use technological tools to exchange information and ideas
9	Prime-Time Smartness	a	Grades: K-4	evaluate how the media and other factors may influence one's perspective.
9	Prime-Time Smartness	a	Grades: K-4	demonstrate the ability to practice health enhancing behaviors and reduce health risks, e.g., follow safety rules, stretching before exercising
9	Prime-Time Smartness	a	Grades: 5-8	analyze cultural influences on personal health practices and decisions
9	Prime-Time Smartness	a	Grades: 5-8	use critical-thinking skills to analyze marketing and advertising techniques
9	Prime-Time Smartness	a	Grades: 5-8	differentiate between activities that will improve skill-related components versus those that will improve health-related components of fitness; correctly demonstrate a variety of activities for both
Missouri > Curriculum Frameworks > Mathematics (1996)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	b	Grades: 5-8	make, read, and interpret multiple representations including tables, charts and graphs of data
15	Keeping the Balance	1	Grades: K-4	Basic operations of addition, subtraction, multiplication and division are related to each other.
21	Freeze My TV	3	Grades: K-4	When to use concrete objects, calculators, computers, charts, graphs, etc., to organize and solve problems.

21	Freeze My TV	3	Grades: 5-8	Models, calculators, computers, charts, and graphs may be used to organize and solve problems.
21	Freeze My TV	a	Grades: 5-8	investigate problems utilizing graphical, numerical, physical, algebraic, and mathematical models or representations to understand and describe conclusions
21	Freeze My TV	b	Grades: 5-8	make, read, and interpret multiple representations including tables, charts and graphs of data
27	Freeze My TV	3	Grades: K-4	When to use concrete objects, calculators, computers, charts, graphs, etc., to organize and solve problems.
27	Freeze My TV	3	Grades: K-4	Data may be organized in a variety of forms to look for patterns.
27	Freeze My TV	1	Grades: K-4	Strategies to collect data.
27	Freeze My TV	2	Grades: K-4	Strategies to organize data.
27	Freeze My TV	4	Grades: K-4	The appropriate display of data.
27	Freeze My TV	a	Grades: K-4	collect, organize, and describe data through the use of technologies and other resources
27	Freeze My TV	b	Grades: K-4	construct, read, and interpret displays of data through verbal, nonverbal, symbolic, and graphic forms
27	Freeze My TV	c	Grades: K-4	solve problems that require collecting and analyzing data
27	Freeze My TV	3	Grades: 5-8	Models, calculators, computers, charts, and graphs may be used to organize and solve problems.
27	Freeze My TV	a	Grades: 5-8	investigate problems utilizing graphical, numerical, physical, algebraic, and mathematical models or representations to understand and describe conclusions
27	Freeze My TV	2	Grades: 5-8	Methods to analyze data.

27	Freeze My TV	3	Grades: 5-8	Methods of representing analyzed data.
27	Freeze My TV	a	Grades: 5-8	develop, analyze, and explain methods utilized to collect, organize, and describe data
27	Freeze My TV	b	Grades: 5-8	make, read, and interpret multiple representations including tables, charts and graphs of data
27	Freeze My TV	c	Grades: 5-8	formulate, predict, and defend positions taken that are based on data collected
27	Freeze My TV	d	Grades: 5-8	analyze information and arguments that are based on data collected
27	Freeze My TV	f	Grades: 5-8	use computers, graphing calculators, and/or other forms of technology to enhance understanding of numbers, data, and the resulting analysis
28	Get 3 At School and 5+ A Day	a	Grades: K-4	collect, organize, and describe data through the use of technologies and other resources
28	Get 3 At School and 5+ A Day	a	Grades: 5-8	develop, analyze, and explain methods utilized to collect, organize, and describe data
4	Balancing Act	3	Grades: K-4	Different ways of displaying data.
4	Balancing Act	b	Grades: 5-8	make, read, and interpret multiple representations including tables, charts and graphs of data
5	Fast-Food Frenzy	c	Grades: 5-8	describe connections and relationships of numbers such as ratios, proportions, and percents in problem situations
5	Fast-Food Frenzy	d	Grades: 5-8	investigate number forms such as fractions, decimals, and percents, and demonstrate their use in today's society
5	Fast-Food Frenzy	1	Grades: 5-8	Structures of measurement systems.
5	Fast-Food Frenzy	b	Grades: 5-8	make, read, and interpret multiple representations including tables, charts and graphs of data

6	Snack Attack	b	Grades: 5-8	make, read, and interpret multiple representations including tables, charts and graphs of data