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| Montana > Grade Level Learning Expectations > Mathematics (2006) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 27 | Freeze My TV | 7 | Grade 4 | Predicts and makes appropriate decisions using data (e.g., collects, organizes, constructs displays [including graphs], and interprets) to solve problems. |
| 27 | Freeze My TV | 7 | Grade 5 | Predicts and makes appropriate decisions using data (e.g., collects, organizes, graphs, and interprets data). |
| Montana > Grade Level Learning Expectations > Science January 2007 Draft (2007) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| Montana > Grade Level Learning Expectations > Reading (2006) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| Montana > Content Standards > Science (1999) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 2 | Grades: K-4 | identify and describe basic requirements of energy needed and nutritional needs for each human body system. |
| 11 | Alphabet Fruit (and Vegetables) | 2 | Grades: K-4 | identify and describe basic requirements of energy needed and nutritional needs for each human body system. |

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| 12 | Brilliant Breakfast | 2 | Grades: K-4 | identify and describe basic requirements of energy needed and nutritional needs for each human body system. |
| 23 | Veggiemania | 2 | Grades: K-4 | identify and describe basic requirements of energy needed and nutritional needs for each human body system. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 2 | Grades: K-4 | identify and describe basic requirements of energy needed and nutritional needs for each human body system. |
| 27 | Freeze My TV | 2 | Grades: 5-8 | select and accurately use appropriate equipment and technology to measure (in SI units), gather, process and analyze data from a scientific investigation. |
| 28 | Get 3 At School and 5+ A Day | 2 | Grades: K-4 | identify and describe basic requirements of energy needed and nutritional needs for each human body system. |
| 30 | Tour de Health | 2 | Grades: K-4 | identify and describe basic requirements of energy needed and nutritional needs for each human body system. |
| 4 | Balancing Act | 2 | Grades: K-4 | identify and describe basic requirements of energy needed and nutritional needs for each human body system. |
| 5 | Fast-Food Frenzy | 2 | Grades: K-4 | identify and describe basic requirements of energy needed and nutritional needs for each human body system. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 2 | Grades: K-4 | identify and describe basic requirements of energy needed and nutritional needs for each human body system. |
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| Montana > Content Standards > Social Studies (2000) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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| Montana > Content Standards > Science (2006) | | | | |

| Lesson | Title | State ID | Grade Descr | State Text |
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| 1 | Healthy Living | 2 | Grades: K-4 | identify, measure, and describe basic requirements of energy and nutritional needs for an organism. |
| 11 | Alphabet Fruit (and Vegetables) | 2 | Grades: K-4 | identify, measure, and describe basic requirements of energy and nutritional needs for an organism. |
| 12 | Brilliant Breakfast | 2 | Grades: K-4 | identify, measure, and describe basic requirements of energy and nutritional needs for an organism. |
| 23 | Veggiemania | 2 | Grades: K-4 | identify, measure, and describe basic requirements of energy and nutritional needs for an organism. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 2 | Grades: K-4 | identify, measure, and describe basic requirements of energy and nutritional needs for an organism. |
| 27 | Freeze My TV | 2 | Grades: 5-8 | select and use appropriate tools including technology to make measurements (in metric units), gather, process and analyze data from scientific investigations |
| 28 | Get 3 At School and 5+ A Day | 2 | Grades: K-4 | identify, measure, and describe basic requirements of energy and nutritional needs for an organism. |
| 30 | Tour de Health | 2 | Grades: K-4 | identify, measure, and describe basic requirements of energy and nutritional needs for an organism. |
| 4 | Balancing Act | 2 | Grades: K-4 | identify, measure, and describe basic requirements of energy and nutritional needs for an organism. |
| 5 | Fast-Food Frenzy | 2 | Grades: K-4 | identify, measure, and describe basic requirements of energy and nutritional needs for an organism. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 2 | Grades: K-4 | identify, measure, and describe basic requirements of energy and nutritional needs for an organism. |
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| Montana > Content Standards > Mathematics (1998) | | | | |
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| Lesson | Title | State ID | Grade Descr | State Text |
| 12 | Brilliant Breakfast | 2 | Grades: K-4 | construct, read, and interpret displays of data, including graphs. |
| 21 | Freeze My TV | 2 | Grades: 5-8 | construct, read, and interpret tables, charts, and graphs. |
| 27 | Freeze My TV | 1 | Grades: K-4 | collect, organize, and display data. |
| 27 | Freeze My TV | 2 | Grades: K-4 | construct, read, and interpret displays of data, including graphs. |
| 27 | Freeze My TV | 3 | Grades: K-4 | formulate and solve problems that involve collecting and analyzing data. |
| 27 | Freeze My TV | 1 | Grades: 5-8 | systematically collect, organize, and describe data. |
| 27 | Freeze My TV | 2 | Grades: 5-8 | construct, read, and interpret tables, charts, and graphs. |
| 28 | Get 3 At School and 5+ A Day | 1 | Grades: K-4 | collect, organize, and display data. |
| 28 | Get 3 At School and 5+ A Day | 2 | Grades: K-4 | construct, read, and interpret displays of data, including graphs. |
| 28 | Get 3 At School and 5+ A Day | 1 | Grades: 5-8 | systematically collect, organize, and describe data. |
| 4 | Balancing Act | 2 | Grades: 5-8 | construct, read, and interpret tables, charts, and graphs. |
| 5 | Fast-Food Frenzy | 3 | Grades: 5-8 | use the relationships and applications of ratio, proportion, percent, and scientific notation. |

| 5 | Fast-Food Frenzy | 2 | Grades: 5-8 | construct, read, and interpret tables, charts, and graphs. |
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| 6 | Snack Attack | 2 | Grades: 5-8 | construct, read, and interpret tables, charts, and graphs. |
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| Montana > Content Standards > Communication Arts (1999) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 2 | Grades: 5-8 | identify and comprehend the main idea and supporting facts and details, and summarize ideas in own words. |
| 10 | Chain Five | 2 | Grades: K-4 | demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations. |
| 11 | Alphabet Fruit (and Vegetables) | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 13 | Fitness Walking | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 14 | Healthy Living, Healthy Eating | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 15 | Keeping the Balance | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 16 | The Safe Workout: A Review | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 17 | Hunting for Hidden Fat | 6 | | |

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| | | | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 18 | Beverage Buzz: Sack the Sugar | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 19 | Snack Decisions | 4 | Grades: K-4 | demonstrate basic understanding of main ideas and some supporting details. |
| 19 | Snack Decisions | 6 | Grades: K-4 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary). |
| 19 | Snack Decisions | 2 | Grades: K-4 | identify main ideas and some supporting details of literary works. |
| 19 | Snack Decisions | 2 | Grades: K-4 | demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations. |
| 19 | Snack Decisions | 4 | Grades: K-4 | share information in appropriate ways for intended audiences. |
| 19 | Snack Decisions | 4 | Grades: 5-8 | demonstrate understanding of main ideas and select important supporting facts and details. |
| 19 | Snack Decisions | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 19 | Snack Decisions | 2 | Grades: 5-8 | identify and comprehend the main idea and supporting facts and details, and summarize ideas in own words. |
| 19 | Snack Decisions | 4 | Grades: 5-8 | share information in appropriate ways for intended audiences. |
| 20 | Snacking and Inactivity | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 21 | Freeze My TV | 6 | | |

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| | | | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 22 | Menu Monitoring | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 23 | Veggiemania | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 24 | Breakfast Bonanza | 4 | Grades: K-4 | demonstrate basic understanding of main ideas and some supporting details. |
| 24 | Breakfast Bonanza | 4 | Grades: K-4 | use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). |
| 24 | Breakfast Bonanza | 6 | Grades: K-4 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary). |
| 24 | Breakfast Bonanza | 2 | Grades: K-4 | identify main ideas and some supporting details of literary works. |
| 24 | Breakfast Bonanza | 2 | Grades: K-4 | demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations. |
| 24 | Breakfast Bonanza | 4 | Grades: 5-8 | demonstrate understanding of main ideas and select important supporting facts and details. |
| 24 | Breakfast Bonanza | 4 | Grades: 5-8 | use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). |
| 24 | Breakfast Bonanza | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 24 | Breakfast Bonanza | 7 | | |

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| | | | Grades: 5-8 | identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet). |
| 24 | Breakfast Bonanza | 2 | Grades: 5-8 | identify and comprehend the main idea and supporting facts and details, and summarize ideas in own words. |
| 26 | Fitness Walking | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 27 | Freeze My TV | 4 | Grades: K-4 | use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). |
| 27 | Freeze My TV | 3 | Grades: K-4 | perform tasks for a variety of purposes by reading (e.g., recipes, directions, schedules, maps, tables, charts). |
| 27 | Freeze My TV | 4 | Grades: 5-8 | use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). |
| 27 | Freeze My TV | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 27 | Freeze My TV | 7 | Grades: 5-8 | identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet). |
| 28 | Get 3 At School and 5+ A Day | 4 | Grades: K-4 | use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). |
| 28 | Get 3 At School and 5+ A Day | 4 | Grades: 5-8 | use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). |
| 28 | Get 3 At School and 5+ A Day | 7 | Grades: 5-8 | identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet). |
| 4 | Balancing Act | 4 | | |

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| | | | Grades: K-4 | use features and organization of fiction and nonfiction material to comprehend complex material (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). |
| 4 | Balancing Act | 6 | Grades: K-4 | read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material). |
| 4 | Balancing Act | 4 | Grades: 5-8 | use features and organization of fiction and nonfiction material to comprehend complex materials (e.g., paragraphs, chapters, titles, indexes, tables of contents, graphs, charts, visuals). |
| 4 | Balancing Act | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 4 | Balancing Act | 3 | Grades: 5-8 | read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs). |
| 4 | Balancing Act | 7 | Grades: 5-8 | identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet). |
| 5 | Fast-Food Frenzy | 2 | Grades: 5-8 | identify and comprehend the main idea and supporting facts and details, and summarize ideas in own words. |
| 6 | Snack Attack | 6 | Grades: K-4 | read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material). |
| 6 | Snack Attack | 4 | Grades: K-4 | share information in appropriate ways for intended audiences. |
| 6 | Snack Attack | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 6 | Snack Attack | 3 | Grades: 5-8 | read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs). |
| 6 | Snack Attack | 7 | Grades: 5-8 | identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet). |
| 6 | Snack Attack | 4 | | share information in appropriate ways for intended audiences. |

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| | | | Grades: 5-8 | |
| 7 | Sugar Water: Think About Your Drink | 4 | Grades: K-4 | share information in appropriate ways for intended audiences. |
| 7 | Sugar Water: Think About Your Drink | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 7 | Sugar Water: Think About Your Drink | 4 | Grades: 5-8 | share information in appropriate ways for intended audiences. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 9 | Prime-Time Smartness | 6 | Grades: K-4 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources (e.g., dictionary, thesaurus, glossary). |
| 9 | Prime-Time Smartness | 6 | Grades: K-4 | read and interpret information from a variety of documents and sources (e.g., memos, directories, maps, tables, schedules, as well as other technological material). |
| 9 | Prime-Time Smartness | 2 | Grades: K-4 | demonstrate appropriate speaking and listening behaviors in communicating with peers and others in formal and informal classroom situations. |
| 9 | Prime-Time Smartness | 4 | Grades: K-4 | share information in appropriate ways for intended audiences. |
| 9 | Prime-Time Smartness | 6 | Grades: 5-8 | develop vocabulary through the use of context clues, analysis of word parts, auditory clues, and reference sources, and construct general and specialized vocabularies related to specific academic areas, culture, and technology. |
| 9 | Prime-Time Smartness | 3 | Grades: 5-8 | read, interpret, and apply information to perform specific tasks (e.g., maps, travel books, first aid manuals, catalogs). |
| 9 | Prime-Time Smartness | 7 | Grades: 5-8 | identify, locate, read, and interpret information from a variety of documents and sources (e.g., graphs, tables, policy statements, television, Internet). |
| 9 | Prime-Time Smartness | 4 | Grades: 5-8 | share information in appropriate ways for intended audiences. |

| Montana > Content Standards > Health Enhancement (1999) | | | | |
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| Lesson | Title | State ID | Grade Descr | State Text |
| 1 | Healthy Living | 3 | Grades: 5-8 | analyze how peers, family, heredity, and environment influence personal health. |
| 1 | Healthy Living | 5 | Grades: 5-8 | demonstrate strategies to improve or maintain personal and family health. |
| 10 | Chain Five | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 10 | Chain Five | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 10 | Chain Five | 5 | Grades: 5-8 | explain how appropriate health care can prevent premature death and disability. |
| 11 | Alphabet Fruit (and Vegetables) | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 11 | Alphabet Fruit (and Vegetables) | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 12 | Brilliant Breakfast | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 12 | Brilliant Breakfast | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |

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| 13 | Fitness Walking | 1 | Grades: K-4 | describe relationships between personal health behaviors and individual well-being. |
| 13 | Fitness Walking | 1 | Grades: K-4 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 13 | Fitness Walking | 2 | Grades: K-4 | identify each component of health-related physical fitness. |
| 13 | Fitness Walking | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |
| 13 | Fitness Walking | 4 | Grades: K-4 | demonstrate individual progress toward each component of health-related physical fitness. physical fitness. |
| 13 | Fitness Walking | 4 | Grades: K-4 | set personal health goals and record progress toward achievement. |
| 13 | Fitness Walking | 5 | Grades: K-4 | predict results of positive health decisions. |
| 13 | Fitness Walking | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 13 | Fitness Walking | 1 | Grades: 5-8 | explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. |
| 13 | Fitness Walking | 1 | Grades: 5-8 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 13 | Fitness Walking | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |
| 13 | Fitness Walking | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 13 | Fitness Walking | 3 | Grades: 5-8 | predict how decisions specific to health behavior have consequences for self and others. |
| 13 | Fitness Walking | 4 | Grades: 5-8 | describe personal factors that influence an individual s health goals. |

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| 13 | Fitness Walking | 3 | Grades: 5-8 | participate in health-enhancing physical activity outside of school. |
| 14 | Healthy Living, Healthy Eating | 2 | Grades: K-4 | identify each component of health-related physical fitness. |
| 14 | Healthy Living, Healthy Eating | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |
| 14 | Healthy Living, Healthy Eating | 4 | Grades: K-4 | demonstrate individual progress toward each component of health-related physical fitness. physical fitness. |
| 14 | Healthy Living, Healthy Eating | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 14 | Healthy Living, Healthy Eating | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |
| 14 | Healthy Living, Healthy Eating | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 15 | Keeping the Balance | 2 | Grades: K-4 | describe the basic structure and function of the major human body systems,emphasizing growth and development. |
| 15 | Keeping the Balance | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 15 | Keeping the Balance | 1 | Grades: K-4 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 15 | Keeping the Balance | 2 | Grades: K-4 | identify each component of health-related physical fitness. |
| 15 | Keeping the Balance | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |
| 15 | Keeping the Balance | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 15 | Keeping the Balance | 1 | | |

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| | | | Grades: 5-8 | explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. |
| 15 | Keeping the Balance | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 15 | Keeping the Balance | 1 | Grades: 5-8 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 15 | Keeping the Balance | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |
| 15 | Keeping the Balance | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 15 | Keeping the Balance | 3 | Grades: 5-8 | participate in health-enhancing physical activity outside of school. |
| 16 | The Safe Workout: A Review | 2 | Grades: K-4 | describe the basic structure and function of the major human body systems, emphasizing growth and development. |
| 16 | The Safe Workout: A Review | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 16 | The Safe Workout: A Review | 1 | Grades: K-4 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 16 | The Safe Workout: A Review | 2 | Grades: K-4 | identify each component of health-related physical fitness. |
| 16 | The Safe Workout: A Review | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |
| 16 | The Safe Workout: A Review | 4 | Grades: K-4 | demonstrate individual progress toward each component of health-related physical fitness. physical fitness. |
| 16 | The Safe Workout: A Review | 5 | Grades: K-4 | predict results of positive health decisions. |

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| 16 | The Safe Workout: A Review | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 16 | The Safe Workout: A Review | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 16 | The Safe Workout: A Review | 1 | Grades: 5-8 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 16 | The Safe Workout: A Review | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |
| 16 | The Safe Workout: A Review | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 16 | The Safe Workout: A Review | 3 | Grades: 5-8 | participate in health-enhancing physical activity outside of school. |
| 17 | Hunting for Hidden Fat | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 17 | Hunting for Hidden Fat | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 18 | Beverage Buzz: Sack the Sugar | 2 | Grades: K-4 | describe the basic structure and function of the major human body systems, emphasizing growth and development. |
| 19 | Snack Decisions | 6 | Grades: 5-8 | identify the validity of health information and how culture, media, and technology influence choices. |
| 20 | Snacking and Inactivity | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 20 | Snacking and Inactivity | 1 | Grades: K-4 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 20 | Snacking and Inactivity | 2 | | identify each component of health-related physical fitness. |

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| | | | Grades: K-4 | |
| 20 | Snacking and Inactivity | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |
| 20 | Snacking and Inactivity | 4 | Grades: K-4 | demonstrate individual progress toward each component of health-related physical fitness. physical fitness. |
| 20 | Snacking and Inactivity | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 20 | Snacking and Inactivity | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 20 | Snacking and Inactivity | 1 | Grades: 5-8 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 20 | Snacking and Inactivity | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |
| 20 | Snacking and Inactivity | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 20 | Snacking and Inactivity | 3 | Grades: 5-8 | participate in health-enhancing physical activity outside of school. |
| 21 | Freeze My TV | 1 | Grades: K-4 | describe relationships between personal health behaviors and individual well-being. |
| 21 | Freeze My TV | 1 | Grades: K-4 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 21 | Freeze My TV | 2 | Grades: K-4 | identify each component of health-related physical fitness. |
| 21 | Freeze My TV | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |
| 21 | Freeze My TV | 4 | | |

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| | | | Grades: K-4 | demonstrate individual progress toward each component of health-related physical fitness. physical fitness. |
| 21 | Freeze My TV | 4 | Grades: K-4 | set personal health goals and record progress toward achievement. |
| 21 | Freeze My TV | 5 | Grades: K-4 | predict results of positive health decisions. |
| 21 | Freeze My TV | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 21 | Freeze My TV | 1 | Grades: 5-8 | explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. |
| 21 | Freeze My TV | 1 | Grades: 5-8 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 21 | Freeze My TV | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |
| 21 | Freeze My TV | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 21 | Freeze My TV | 2 | Grades: 5-8 | analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community. |
| 21 | Freeze My TV | 3 | Grades: 5-8 | predict how decisions specific to health behavior have consequences for self and others. |
| 21 | Freeze My TV | 4 | Grades: 5-8 | describe personal factors that influence an individual's health goals. |
| 21 | Freeze My TV | 3 | Grades: 5-8 | participate in health-enhancing physical activity outside of school. |
| 22 | Menu Monitoring | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 22 | Menu Monitoring | 4 | | |

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| | | | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 23 | Veggiemania | 1 | Grades: K-4 | describe relationships between personal health behaviors and individual well-being. |
| 23 | Veggiemania | 4 | Grades: K-4 | set personal health goals and record progress toward achievement. |
| 23 | Veggiemania | 5 | Grades: K-4 | predict results of positive health decisions. |
| 23 | Veggiemania | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 23 | Veggiemania | 1 | Grades: 5-8 | explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. |
| 23 | Veggiemania | 3 | Grades: 5-8 | predict how decisions specific to health behavior have consequences for self and others. |
| 23 | Veggiemania | 4 | Grades: 5-8 | describe personal factors that influence an individual's health goals. |
| 25 | Foods From Around the World; Italy, China, Mexico, and Ethiopia | 6 | Grades: 5-8 | identify the validity of health information and how culture, media, and technology influence choices. |
| 26 | Fitness Walking | 1 | Grades: K-4 | describe relationships between personal health behaviors and individual well-being. |
| 26 | Fitness Walking | 1 | Grades: K-4 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 26 | Fitness Walking | 2 | Grades: K-4 | identify each component of health-related physical fitness. |
| 26 | Fitness Walking | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |

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| 26 | Fitness Walking | 4 | Grades: K-4 | demonstrate individual progress toward each component of health-related physical fitness. physical fitness. |
| 26 | Fitness Walking | 4 | Grades: K-4 | set personal health goals and record progress toward achievement. |
| 26 | Fitness Walking | 5 | Grades: K-4 | predict results of positive health decisions. |
| 26 | Fitness Walking | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 26 | Fitness Walking | 1 | Grades: 5-8 | explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. |
| 26 | Fitness Walking | 1 | Grades: 5-8 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 26 | Fitness Walking | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |
| 26 | Fitness Walking | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 26 | Fitness Walking | 3 | Grades: 5-8 | predict how decisions specific to health behavior have consequences for self and others. |
| 26 | Fitness Walking | 4 | Grades: 5-8 | describe personal factors that influence an individual's health goals. |
| 26 | Fitness Walking | 3 | Grades: 5-8 | participate in health-enhancing physical activity outside of school. |
| 27 | Freeze My TV | 1 | Grades: K-4 | describe relationships between personal health behaviors and individual well-being. |
| 27 | Freeze My TV | 1 | Grades: K-4 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 27 | Freeze My TV | 2 | Grades: K-4 | identify each component of health-related physical fitness. |

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| 27 | Freeze My TV | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |
| 27 | Freeze My TV | 4 | Grades: K-4 | demonstrate individual progress toward each component of health-related physical fitness. physical fitness. |
| 27 | Freeze My TV | 4 | Grades: K-4 | set personal health goals and record progress toward achievement. |
| 27 | Freeze My TV | 5 | Grades: K-4 | predict results of positive health decisions. |
| 27 | Freeze My TV | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 27 | Freeze My TV | 1 | Grades: 5-8 | explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. |
| 27 | Freeze My TV | 1 | Grades: 5-8 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 27 | Freeze My TV | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |
| 27 | Freeze My TV | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 27 | Freeze My TV | 2 | Grades: 5-8 | analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community. |
| 27 | Freeze My TV | 3 | Grades: 5-8 | predict how decisions specific to health behavior have consequences for self and others. |
| 27 | Freeze My TV | 4 | Grades: 5-8 | describe personal factors that influence an individual's health goals. |
| 27 | Freeze My TV | 3 | Grades: 5-8 | participate in health-enhancing physical activity outside of school. |
| 29 | Class Walking Clubs | 1 | Grades: K-4 | describe relationships between personal health behaviors and individual well-being. |

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| 29 | Class Walking Clubs | 1 | Grades: K-4 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 29 | Class Walking Clubs | 2 | Grades: K-4 | identify each component of health-related physical fitness. |
| 29 | Class Walking Clubs | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |
| 29 | Class Walking Clubs | 4 | Grades: K-4 | demonstrate individual progress toward each component of health-related physical fitness. physical fitness. |
| 29 | Class Walking Clubs | 4 | Grades: K-4 | set personal health goals and record progress toward achievement. |
| 29 | Class Walking Clubs | 5 | Grades: K-4 | predict results of positive health decisions. |
| 29 | Class Walking Clubs | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 29 | Class Walking Clubs | 1 | Grades: 5-8 | explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. |
| 29 | Class Walking Clubs | 1 | Grades: 5-8 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 29 | Class Walking Clubs | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |
| 29 | Class Walking Clubs | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 29 | Class Walking Clubs | 3 | Grades: 5-8 | predict how decisions specific to health behavior have consequences for self and others. |
| 29 | Class Walking Clubs | 4 | Grades: 5-8 | describe personal factors that influence an individual's health goals. |
| 29 | Class Walking Clubs | 3 | Grades: 5-8 | participate in health-enhancing physical activity outside of school. |

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| 3 | The Safe Workout: An Introduction | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 3 | The Safe Workout: An Introduction | 1 | Grades: K-4 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 3 | The Safe Workout: An Introduction | 2 | Grades: K-4 | identify each component of health-related physical fitness. |
| 3 | The Safe Workout: An Introduction | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |
| 3 | The Safe Workout: An Introduction | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 3 | The Safe Workout: An Introduction | 1 | Grades: 5-8 | explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. |
| 3 | The Safe Workout: An Introduction | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 3 | The Safe Workout: An Introduction | 1 | Grades: 5-8 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 3 | The Safe Workout: An Introduction | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |
| 3 | The Safe Workout: An Introduction | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 3 | The Safe Workout: An Introduction | 3 | Grades: 5-8 | participate in health-enhancing physical activity outside of school. |
| 30 | Tour de Health | 1 | Grades: K-4 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 30 | Tour de Health | 2 | Grades: K-4 | identify each component of health-related physical fitness. |

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| 30 | Tour de Health | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |
| 30 | Tour de Health | 4 | Grades: K-4 | demonstrate individual progress toward each component of health-related physical fitness. physical fitness. |
| 30 | Tour de Health | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 30 | Tour de Health | 1 | Grades: 5-8 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 30 | Tour de Health | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |
| 30 | Tour de Health | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 30 | Tour de Health | 3 | Grades: 5-8 | participate in health-enhancing physical activity outside of school. |
| 4 | Balancing Act | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 4 | Balancing Act | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 5 | Fast-Food Frenzy | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 5 | Fast-Food Frenzy | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 7 | Sugar Water: Think About Your Drink | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |

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| 7 | Sugar Water: Think About Your Drink | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 4 | Grades: K-4 | identify personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 1 | Grades: K-4 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 2 | Grades: K-4 | identify each component of health-related physical fitness. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 3 | Grades: K-4 | associate each health-related physical fitness component to the improvement of personal health. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 4 | Grades: K-4 | demonstrate individual progress toward each component of health-related physical fitness. physical fitness. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 4 | Grades: 5-8 | explain personal health-enhancing strategies that encompass substance abuse, nutrition, exercise, sexual activity, injury/disease prevention, including HIV/AIDS prevention, and stress management. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 1 | Grades: 5-8 | participate in a variety of developmentally appropriate fitness activities involving each component of health-related physical fitness. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 2 | Grades: 5-8 | understand and apply basic principles of training to improve health-related physical fitness. |

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| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 4 | Grades: 5-8 | demonstrate individual progress toward each component of health-related physical fitness. |
| 8 | The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind | 3 | Grades: 5-8 | participate in health-enhancing physical activity outside of school. |
| 9 | Prime-Time Smartness | 4 | Grades: K-4 | set personal health goals and record progress toward achievement. |
| 9 | Prime-Time Smartness | 5 | Grades: K-4 | predict results of positive health decisions. |
| 9 | Prime-Time Smartness | 5 | Grades: K-4 | demonstrate strategies to improve or maintain personal health. |
| 9 | Prime-Time Smartness | 1 | Grades: 5-8 | explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death. |
| 9 | Prime-Time Smartness | 1 | Grades: 5-8 | individually and collaboratively apply problem-solving processes to health issues. |
| 9 | Prime-Time Smartness | 2 | Grades: 5-8 | analyze how health-related decisions are influenced by the attitudes and values of individuals, families, and the community. |
| 9 | Prime-Time Smartness | 3 | Grades: 5-8 | predict how decisions specific to health behavior have consequences for self and others. |
| 9 | Prime-Time Smartness | 6 | Grades: 5-8 | identify the validity of health information and how culture, media, and technology influence choices. |
| Montana > Content Standards > Technology (1999) | | | | |
| Lesson | Title | State ID | Grade Descr | State Text |
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