

New Hampshire > Grade Level and Grade Span Expectations > Science (2006)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
1	Healthy Living	S:LS4:4:3.3	Grades: 3-4	Recognize the nutritional value of different foods and distinguish between healthy and unhealthy food choices using data gathered from food labels and dietary guidelines, such as the food pyramid.
10	Chain Five	S:LS4:4:3.3	Grades: 3-4	Recognize the nutritional value of different foods and distinguish between healthy and unhealthy food choices using data gathered from food labels and dietary guidelines, such as the food pyramid.
10	Chain Five	S:LS4:6:2.2	Grades: 5-6	Recognize that there are some diseases that human beings can only get once; and explain how many diseases can be prevented by vaccination.
10	Chain Five	S:LS5:6:3.2	Grades: 5-6	Differentiate between vaccines, which help prevent diseases from developing and spreading, and medicines, which relieve symptoms or cure diseases.
11	Alphabet Fruit (and Vegetables)	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
11	Alphabet Fruit (and Vegetables)	S:LS4:4:3.3	Grades: 3-4	Recognize the nutritional value of different foods and distinguish between healthy and unhealthy food choices using data gathered from food labels and dietary guidelines, such as the food pyramid.
12	Brilliant Breakfast	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
12	Brilliant Breakfast	S:LS4:4:3.3	Grades: 3-4	Recognize the nutritional value of different foods and distinguish between healthy and unhealthy food choices using data gathered from food labels and dietary guidelines, such as the food pyramid.
14	Healthy Living, Healthy Eating	S:LS4:4:2.2	Grades: 3-4	Recognize that vitamins and minerals are needed in small amounts and are essential to maintain proper health.
15	Keeping the Balance	S:LS4:4:2.2	Grades: 3-4	

				Recognize that vitamins and minerals are needed in small amounts and are essential to maintain proper health.
17	Hunting for Hidden Fat	S:LS4:4:2.2	Grades: 3-4	Recognize that vitamins and minerals are needed in small amounts and are essential to maintain proper health.
18	Beverage Buzz: Sack the Sugar	S:LS4:4:2.2	Grades: 3-4	Recognize that vitamins and minerals are needed in small amounts and are essential to maintain proper health.
19	Snack Decisions	S:LS4:4:2.2	Grades: 3-4	Recognize that vitamins and minerals are needed in small amounts and are essential to maintain proper health.
2	Carb Smart	S:LS4:4:2.2	Grades: 3-4	Recognize that vitamins and minerals are needed in small amounts and are essential to maintain proper health.
21	Freeze My TV	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
21	Freeze My TV	S:SPS2:4:3.2	Grades: 3-4	Use geometric figures, number sequences, graphs, diagrams, and pictures as scientific models.
21	Freeze My TV	S:SPS4:4:1.2	Grades: 3-4	Use appropriate tools to measure and graph data.
21	Freeze My TV	S:SPS4:4:3.2	Grades: 3-4	Build a concept map (or other graphic organizer) to understand a complex problem.
21	Freeze My TV	S:SPS4:4:3.3	Grades: 3-4	Organize observations and data into tables, charts and graphs.
21	Freeze My TV	S:SPS4:8:2.1	Grades: 5-6	Use a wide range of tools and a variety of oral, written, and graphic formats to share information and results from observations and investigations.
21	Freeze My TV	S:SPS4:8:3.3	Grades: 5-6	Make sketches, graphs, and diagrams to explain ideas and to demonstrate the interconnections between systems.
22	Menu Monitoring	S:LS4:4:2.2	Grades: 3-4	Recognize that vitamins and minerals are needed in small amounts and are essential to maintain proper health.
23	Veggiemania	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
23	Veggiemania	S:LS4:4:2.2	Grades: 3-4	Recognize that vitamins and minerals are needed in small amounts and are essential to maintain proper health.
23	Veggiemania	S:LS4:4:3.3	Grades: 3-4	

				Recognize the nutritional value of different foods and distinguish between healthy and unhealthy food choices using data gathered from food labels and dietary guidelines, such as the food pyramid.
23	Veggiemania	S:LS5:6:3.2	Grades: 5-6	Differentiate between vaccines, which help prevent diseases from developing and spreading, and medicines, which relieve symptoms or cure diseases.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	S:LS4:4:3.3	Grades: 3-4	Recognize the nutritional value of different foods and distinguish between healthy and unhealthy food choices using data gathered from food labels and dietary guidelines, such as the food pyramid.
26	Fitness Walking	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
27	Freeze My TV	S:ESS1:4:1.3	Grades: 3-4	Based on data collected from daily weather observations, describe weather changes or weather patterns.
27	Freeze My TV	S:ESS4:4:2.1	Grades: 3-4	Demonstrate the use of simple instruments to collect weather data, including thermometers, windsocks, meter sticks, and rain gauges.
27	Freeze My TV	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
27	Freeze My TV	S:LS5:4:1.1	Grades: 3-4	Recognize that man uses various mechanical devices to record and describe living organisms.
27	Freeze My TV	S:LS5:4:2.1	Grades: 3-4	Demonstrate the use of appropriate tools and simple equipment, such as thermometers, magnifiers and microscopes to gather data and extend the senses.
27	Freeze My TV	S:PS1:4:2.5	Grades: 3-4	Collect and organize data about physical properties in order to classify objects or draw conclusions about objects and their characteristic properties (e.g., temperature, color, size, shape, weight, texture, flexibility).
27	Freeze My TV	S:PS4:4:2.1	Grades: 3-4	Demonstrate how to use tools, such as magnifiers, scales, balances, rulers, and thermometers to gather data and extend the senses.

27	Freeze My TV	S:SPS1:4:2.2	Grades: 3-4	Select an activity and justify it as an effective means of collecting appropriate data.
27	Freeze My TV	S:SPS2:4:3.2	Grades: 3-4	Use geometric figures, number sequences, graphs, diagrams, and pictures as scientific models.
27	Freeze My TV	S:SPS3:4:2.4	Grades: 3-4	Locate and collect information about the environment and environmental and natural resources topics.
27	Freeze My TV	S:SPS4:4:1.2	Grades: 3-4	Use appropriate tools to measure and graph data.
27	Freeze My TV	S:SPS4:4:3.2	Grades: 3-4	Build a concept map (or other graphic organizer) to understand a complex problem.
27	Freeze My TV	S:SPS4:4:3.3	Grades: 3-4	Organize observations and data into tables, charts and graphs.
27	Freeze My TV	S:LS5:6:2.1	Grades: 5-6	Demonstrate the appropriate use of tools, such as thermometers, probes, microscopes and computers to gather, analyze and interpret data in the life sciences.
27	Freeze My TV	S:SPS1:6:2.2	Grades: 5-6	Identify and utilize appropriate tools/technology for collecting data in designing investigations.
27	Freeze My TV	S:SPS1:6:3.2	Grades: 5-6	Use appropriate tools to collect and record data.
27	Freeze My TV	S:SPS1:6:4.3	Grades: 5-6	Compare and display data in a variety of student or computer generated formats (such as diagrams, flow charts, tables, bar graphs, line graphs, scatter plots, and histograms).
27	Freeze My TV	S:SPS4:8:1.2	Grades: 5-6	Collect real-time observations and data, synthesizing and building upon existing information (e.g., online databases, NOAA, EPA, USGS) to solve problems.
27	Freeze My TV	S:SPS4:8:1.3	Grades: 5-6	Use appropriate tools to analyze and synthesize information (e.g., diagrams, flow charts, frequency tables, bar graphs, line graphs, stem-and-leaf plots) to draw conclusions and implications based on investigations of an issue or question.
27	Freeze My TV	S:SPS4:8:2.1	Grades: 5-6	Use a wide range of tools and a variety of oral, written, and graphic formats to share information and results from observations and investigations.
27	Freeze My TV	S:SPS4:8:3.3	Grades: 5-6	Make sketches, graphs, and diagrams to explain ideas and to demonstrate the interconnections between systems.
27	Freeze My TV	S:SPS4:8:8.1	Grades: 5-6	Develop and execute a plan to collect and record accurate and complete data from various sources to solve a problem or answer a question; and gather and critically analyze data from a variety of sources.
28	Get 3 At School and 5+ A Day	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.

28	Get 3 At School and 5+ A Day	S:LS4:4:3.3	Grades: 3-4	Recognize the nutritional value of different foods and distinguish between healthy and unhealthy food choices using data gathered from food labels and dietary guidelines, such as the food pyramid.
29	Class Walking Clubs	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
3	The Safe Workout: An Introduction	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
30	Tour de Health	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
30	Tour de Health	S:LS4:4:2.2	Grades: 3-4	Recognize that vitamins and minerals are needed in small amounts and are essential to maintain proper health.
30	Tour de Health	S:LS4:4:3.3	Grades: 3-4	Recognize the nutritional value of different foods and distinguish between healthy and unhealthy food choices using data gathered from food labels and dietary guidelines, such as the food pyramid.
4	Balancing Act	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
4	Balancing Act	S:LS4:4:2.2	Grades: 3-4	Recognize that vitamins and minerals are needed in small amounts and are essential to maintain proper health.
4	Balancing Act	S:LS4:4:3.3	Grades: 3-4	Recognize the nutritional value of different foods and distinguish between healthy and unhealthy food choices using data gathered from food labels and dietary guidelines, such as the food pyramid.
5	Fast-Food Frenzy	S:LS4:4:2.1	Grades: 3-4	Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
5	Fast-Food Frenzy	S:LS4:4:3.3	Grades: 3-4	Recognize the nutritional value of different foods and distinguish between healthy and unhealthy food choices using data gathered from food labels and dietary guidelines, such as the food pyramid.
7	Sugar Water: Think About Your Drink	S:LS4:4:2.2	Grades: 3-4	Recognize that vitamins and minerals are needed in small amounts and are essential to maintain proper health.
8		S:LS4:4:2.1	Grades: 3-4	

	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind			Explain how the amount of rest and the types of food, exercise and recreation humans choose can influence and affect their well-being.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	S:LS4:4:3.3	Grades: 3-4	Recognize the nutritional value of different foods and distinguish between healthy and unhealthy food choices using data gathered from food labels and dietary guidelines, such as the food pyramid.
New Hampshire > Grade Level and Grade Span Expectations > Written and Oral Communication (2006)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
1	Healthy Living	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
1	Healthy Living	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
10	Chain Five	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
10	Chain Five	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
10	Chain Five	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
10	Chain Five	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
10	Chain Five	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)

11	Alphabet Fruit (and Vegetables)	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
11	Alphabet Fruit (and Vegetables)	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
11	Alphabet Fruit (and Vegetables)	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
11	Alphabet Fruit (and Vegetables)	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
11	Alphabet Fruit (and Vegetables)	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
11	Alphabet Fruit (and Vegetables)	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
12	Brilliant Breakfast	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
12	Brilliant Breakfast	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
12	Brilliant Breakfast	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
13	Fitness Walking	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
13	Fitness Walking	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
13	Fitness Walking	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
13	Fitness Walking	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
13	Fitness Walking	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
13	Fitness Walking	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)

14	Healthy Living, Healthy Eating	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
14	Healthy Living, Healthy Eating	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
14	Healthy Living, Healthy Eating	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
14	Healthy Living, Healthy Eating	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
14	Healthy Living, Healthy Eating	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
14	Healthy Living, Healthy Eating	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
15	Keeping the Balance	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
15	Keeping the Balance	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
15	Keeping the Balance	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
15	Keeping the Balance	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
15	Keeping the Balance	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
15	Keeping the Balance	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
16	The Safe Workout: A Review	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
16	The Safe Workout: A Review	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
16	The Safe Workout: A Review	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented

16	The Safe Workout: A Review	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
16	The Safe Workout: A Review	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
16	The Safe Workout: A Review	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
17	Hunting for Hidden Fat	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
17	Hunting for Hidden Fat	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
17	Hunting for Hidden Fat	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
17	Hunting for Hidden Fat	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
17	Hunting for Hidden Fat	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
17	Hunting for Hidden Fat	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
18	Beverage Buzz: Sack the Sugar	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
18	Beverage Buzz: Sack the Sugar	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
18	Beverage Buzz: Sack the Sugar	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
18	Beverage Buzz: Sack the Sugar	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
18	Beverage Buzz: Sack the Sugar	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal

18	Beverage Buzz: Sack the Sugar	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
19	Snack Decisions	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
19	Snack Decisions	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
19	Snack Decisions	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
19	Snack Decisions	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
19	Snack Decisions	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
19	Snack Decisions	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
2	Carb Smart	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
2	Carb Smart	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
2	Carb Smart	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
20	Snacking and Inactivity	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
20	Snacking and Inactivity	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
20	Snacking and Inactivity	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
20	Snacking and Inactivity	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
20	Snacking and Inactivity	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal

20	Snacking and Inactivity	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
21	Freeze My TV	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
21	Freeze My TV	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
21	Freeze My TV	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
21	Freeze My TV	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
21	Freeze My TV	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
21	Freeze My TV	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
22	Menu Monitoring	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
22	Menu Monitoring	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
22	Menu Monitoring	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
22	Menu Monitoring	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
22	Menu Monitoring	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
22	Menu Monitoring	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
23	Veggiemania	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
23	Veggiemania	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
23	Veggiemania	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented

23	Veggiemania	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
23	Veggiemania	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
23	Veggiemania	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
24	Breakfast Bonanza	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
24	Breakfast Bonanza	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
24	Breakfast Bonanza	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
24	Breakfast Bonanza	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
24	Breakfast Bonanza	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
26	Fitness Walking	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
26	Fitness Walking	W:OC:4:2.1	Grade 4	

				Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
26	Fitness Walking	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
26	Fitness Walking	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
26	Fitness Walking	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
26	Fitness Walking	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
27	Freeze My TV	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
27	Freeze My TV	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
27	Freeze My TV	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
27	Freeze My TV	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
27	Freeze My TV	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
27	Freeze My TV	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
28	Get 3 At School and 5+ A Day	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
28	Get 3 At School and 5+ A Day	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
28	Get 3 At School and 5+ A Day	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
3	The Safe Workout: An Introduction	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
3		W:OC:4:2.1	Grade 4	

	The Safe Workout: An Introduction			Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
3	The Safe Workout: An Introduction	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
30	Tour de Health	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
30	Tour de Health	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
30	Tour de Health	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
4	Balancing Act	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
4	Balancing Act	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
4	Balancing Act	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
4	Balancing Act	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
4	Balancing Act	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
5	Fast-Food Frenzy	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
6	Snack Attack	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
6	Snack Attack	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
6	Snack Attack	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
6	Snack Attack	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal

7	Sugar Water: Think About Your Drink	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
7	Sugar Water: Think About Your Drink	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
7	Sugar Water: Think About Your Drink	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
7	Sugar Water: Think About Your Drink	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
7	Sugar Water: Think About Your Drink	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
7	Sugar Water: Think About Your Drink	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
8	The Safe Workout: Snacking's Just Fine,	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal

	If you Choose the Right Kind			
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
9	Prime-Time Smartness	W:RC:4:1.1a	Grade 4	Selecting appropriate information to set context/background
9	Prime-Time Smartness	W:OC:4:1.4	Grade 4	Participating in large and small group discussions to show understanding how other group members think.
9	Prime-Time Smartness	W:OC:4:2.1	Grade 4	Identifying rules that regulate social conventions in small groups (e.g., interviews, small group discussions, etc.)
9	Prime-Time Smartness	W:IW:5:1.2	Grade 5	Selecting appropriate information to set the context
9	Prime-Time Smartness	W:OC:5:1.2	Grade 5	Summarizing, paraphrasing, questioning, or contributing to information presented
9	Prime-Time Smartness	W:OC:5:1.4	Grade 5	Participating in large and small group discussions showing respect for a range of individual ideas
9	Prime-Time Smartness	W:OC:5:1.5	Grade 5	Reaching consensus to solve a problem, make a decision, or achieve a goal
9	Prime-Time Smartness	W:OC:5:2.1	Grade 5	Demonstrating skills required in interpersonal, small group, and public exchanges (e.g., discussions, interviews)
New Hampshire > Grade Level and Grade Span Expectations > Reading - NECAP only (2004)				
Lesson	Title	State ID	Grade Descr	State Text

1	Healthy Living	R 4 7.3	Grade 4	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)
24	Breakfast Bonanza	R 4 7.2	Grade 4	Using information from the text to answer questions related to explicitly stated main/central ideas or key details
24	Breakfast Bonanza	R 5 7.2	Grade 5	Using information from the text to answer questions related to main/central ideas or key details
27	Freeze My TV	R 4 7.1	Grade 4	Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
28	Get 3 At School and 5+ A Day	R 4 7.1	Grade 4	Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
3	The Safe Workout: An Introduction	R 4 7.1	Grade 4	Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
3	The Safe Workout: An Introduction	R 5 7.1	Grade 5	Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
4	Balancing Act	R 4 7.1	Grade 4	Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
4	Balancing Act	R 5 7.1	Grade 5	Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
5	Fast-Food Frenzy	R 4 7.1	Grade 4	Obtaining information from text features (e.g., table of contents, glossary, index, transition words/phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
5	Fast-Food Frenzy	R 4 7.3	Grade 4	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)
5	Fast-Food Frenzy	R 5 7.1	Grade 5	

				Obtaining information from text features (e.g., table of contents, glossary, index, transition words /phrases, bold or italicized text, headings, subheadings, graphic organizers, charts, graphs, or illustrations)
5	Fast-Food Frenzy	R 5 7.3	Grade 5	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
New Hampshire > Grade Level and Grade Span Expectations > Writing - NECAP only (2004)				
Lesson	Title	State ID	Grade Descr	State Text
New Hampshire > Grade Level and Grade Span Expectations > Mathematics (2006)				
Lesson	Title	State ID	Grade Descr	State Text
17	Hunting for Hidden Fat	M:DSP:4:3	Grade 4	Organizes and displays data using tables, line plots, bar graphs, and pictographs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
17	Hunting for Hidden Fat	M:DSP:5:3a	Grade 5	Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
21	Freeze My TV	M:DSP:4:3	Grade 4	Organizes and displays data using tables, line plots, bar graphs, and pictographs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
21	Freeze My TV	M:DSP:5:3a	Grade 5	Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.

24	Breakfast Bonanza	M:DSP:5:3a	Grade 5	Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
27	Freeze My TV	M:DSP:4:3	Grade 4	Organizes and displays data using tables, line plots, bar graphs, and pictographs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
27	Freeze My TV	M:DSP:4:6	Grade 4	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations.
27	Freeze My TV	M:DSP:5:1	Grade 5	Interprets a given representation (tables, bar graphs, circle graphs, or line graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
27	Freeze My TV	M:DSP:5:3a	Grade 5	Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
27	Freeze My TV	M:DSP:5:3b	Grade 5	Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations required in M:DSP:5:1.
27	Freeze My TV	M:DSP:5:6	Grade 5	In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations.
28	Get 3 At School and 5+ A Day	M:DSP:4:6	Grade 4	In response to a teacher or student generated question or hypothesis, groups decide the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real

				world situations.
28	Get 3 At School and 5+ A Day	M:DSP:5:3a	Grade 5	Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
28	Get 3 At School and 5+ A Day	M:DSP:5:6	Grade 5	In response to a teacher or student generated question or hypothesis decides the most effective method (e.g., survey, observation, experimentation) to collect the data (numerical or categorical) necessary to answer the question; collects, organizes, and appropriately displays the data; analyzes the data to draw conclusions about the question or hypothesis being tested, and when appropriate makes predictions; and asks new questions and makes connections to real world situations.
4	Balancing Act	M:DSP:5:3a	Grade 5	Organizes and displays data using tables, bar graphs, or line graphs to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
5	Fast-Food Frenzy	M:G&M:4:7	Grade 4	Measures and uses units of measures appropriately and consistently, and makes conversions within systems when solving problems across the content strands.
5	Fast-Food Frenzy	M:N&O:5:2	Grade 5	Demonstrates understanding of the relative magnitude of numbers by ordering, comparing, or identifying equivalent positive fractional numbers, decimals, or benchmark percents within number formats (fractions to fractions, decimals to decimals, or percents to percents); or integers in context using models or number lines.
New Hampshire > Grade Level and Grade Span Expectations > Mathematics - NECAP only (2004)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	M(DSP) 4 1	Grade 4	Interprets a given representation (line plots, tables, bar graphs, pictographs, or circle graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
27	Freeze My TV	M(DSP) 5 1	Grade 5	Interprets a given representation (tables, bar graphs, circle graphs, or line graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make

				predictions, or to solve problems.
27	Freeze My TV	M(DSP) 5 3	Grade 5	Identifies or describes representations or elements of representations that best display a given set of data or situation, consistent with the representations required in M(DSP) 5 1.
4	Balancing Act	M(DSP) 4 1	Grade 4	Interprets a given representation (line plots, tables, bar graphs, pictographs, or circle graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
4	Balancing Act	M(DSP) 5 1	Grade 5	Interprets a given representation (tables, bar graphs, circle graphs, or line graphs) to answer questions related to the data, to analyze the data to formulate or justify conclusions, to make predictions, or to solve problems.
5	Fast-Food Frenzy		Grade 5	positive fractional numbers (proper, mixed number, and improper) (halves, fourths, eighths, thirds, sixths, twelfths, fifths, or powers of ten (10, 100, 1000)), decimals (to thousandths), or benchmark percents (10%, 25%, 50%, 75% or 100%) as a part to whole relationship in area, set, or linear models using models, explanations, or other representations.
New Hampshire > Grade Level and Grade Span Expectations > Social Studies (2006)				
Lesson	Title	State ID	Grade Descr	State Text
New Hampshire > Grade Level and Grade Span Expectations > Reading (2006)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	R:LT:4:1.2	Grade 4	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
1	Healthy Living	R:IT:4:1.2	Grade 4	Using information from the text to answer questions related to explicitly stated main/central ideas or key details

1	Healthy Living	R:IT:4:1.3	Grade 4	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)
1	Healthy Living	R:LT:5:1.2	Grade 5	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
1	Healthy Living	R:IT:5:1.2	Grade 5	Using information from the text to answer questions related to main/central ideas or key details
1	Healthy Living	R:IT:5:1.3	Grade 5	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
10	Chain Five	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
10	Chain Five	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
11	Alphabet Fruit (and Vegetables)	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
11	Alphabet Fruit (and Vegetables)	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
11	Alphabet Fruit (and Vegetables)	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
11	Alphabet Fruit (and Vegetables)	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
13	Fitness Walking	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
13	Fitness Walking	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
13	Fitness Walking	R:V:5:2.2	Grade 5	

				Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
13	Fitness Walking	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
14	Healthy Living, Healthy Eating	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
14	Healthy Living, Healthy Eating	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
14	Healthy Living, Healthy Eating	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
14	Healthy Living, Healthy Eating	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
15	Keeping the Balance	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
15	Keeping the Balance	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
15	Keeping the Balance	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
15	Keeping the Balance	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
16	The Safe Workout: A Review	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
16	The Safe Workout: A Review	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the

				comments and recommendations of peers, librarians, teachers, and others
16	The Safe Workout: A Review	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
16	The Safe Workout: A Review	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
17	Hunting for Hidden Fat	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
17	Hunting for Hidden Fat	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
17	Hunting for Hidden Fat	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
17	Hunting for Hidden Fat	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
18	Beverage Buzz: Sack the Sugar	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
18	Beverage Buzz: Sack the Sugar	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
18	Beverage Buzz: Sack the Sugar	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
18	Beverage Buzz: Sack the Sugar	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
19	Snack Decisions	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
19	Snack Decisions	R:LT:4:1.2	Grade 4	

				Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
19	Snack Decisions	R:IT:4:1.2	Grade 4	Using information from the text to answer questions related to explicitly stated main/central ideas or key details
19	Snack Decisions	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
19	Snack Decisions	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
19	Snack Decisions	R:LT:5:1.2	Grade 5	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
19	Snack Decisions	R:IT:5:1.2	Grade 5	Using information from the text to answer questions related to main/central ideas or key details
19	Snack Decisions	R:IT:5:2.3	Grade 5	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant
19	Snack Decisions	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
2	Carb Smart	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
2	Carb Smart	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
20	Snacking and Inactivity	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
20	Snacking and Inactivity	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

20	Snacking and Inactivity	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
20	Snacking and Inactivity	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
21	Freeze My TV	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
21	Freeze My TV	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
21	Freeze My TV	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
21	Freeze My TV	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
22	Menu Monitoring	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
22	Menu Monitoring	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
22	Menu Monitoring	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
22	Menu Monitoring	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
23	Veggiemania	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
23	Veggiemania	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the

				comments and recommendations of peers, librarians, teachers, and others
23	Veggiemania	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
23	Veggiemania	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
24	Breakfast Bonanza	R:LT:4:1.2	Grade 4	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
24	Breakfast Bonanza	R:IT:4:1.2	Grade 4	Using information from the text to answer questions related to explicitly stated main/central ideas or key details
24	Breakfast Bonanza	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
24	Breakfast Bonanza	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
24	Breakfast Bonanza	R:LT:5:1.2	Grade 5	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
24	Breakfast Bonanza	R:IT:5:1.2	Grade 5	Using information from the text to answer questions related to main/central ideas or key details
24	Breakfast Bonanza	R:IT:5:2.3	Grade 5	Drawing inferences about text, including author's purpose (e.g., to inform, explain, entertain, persuade) or message; or forming and supporting opinions/judgments and assertions about central ideas that are relevant
24	Breakfast Bonanza	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
24	Breakfast Bonanza	R:B:5:3.3	Grade 5	Gathering, organizing, and interpreting the information
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
26	Fitness Walking	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
26	Fitness Walking	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
26	Fitness Walking	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
26	Fitness Walking	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
27	Freeze My TV	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
27	Freeze My TV	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
27	Freeze My TV	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
27	Freeze My TV	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
28	Get 3 At School and 5+ A Day	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
28	Get 3 At School and 5+ A Day	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

30	Tour de Health	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
30	Tour de Health	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
4	Balancing Act	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
4	Balancing Act	R:IT:4:1.5	Grade 4	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)
4	Balancing Act	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
4	Balancing Act	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
4	Balancing Act	R:IT:5:1.5	Grade 5	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus
4	Balancing Act	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
4	Balancing Act	R:B:5:3.3	Grade 5	Gathering, organizing, and interpreting the information
5	Fast-Food Frenzy	R:LT:4:1.2	Grade 4	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
5	Fast-Food Frenzy	R:IT:4:1.3	Grade 4	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, or summarizing)

5	Fast-Food Frenzy	R:IT:4:1.5	Grade 4	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)
5	Fast-Food Frenzy	R:LT:5:1.2	Grade 5	Paraphrasing or summarizing key ideas/plot, with major events sequenced, as appropriate to text
5	Fast-Food Frenzy	R:IT:5:1.3	Grade 5	Organizing information to show understanding (e.g., representing main/central ideas or details within text through charting, mapping, paraphrasing, summarizing, or comparing/contrasting)
5	Fast-Food Frenzy	R:IT:5:1.5	Grade 5	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus)
6	Snack Attack	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
6	Snack Attack	R:IT:4:1.5	Grade 4	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)
6	Snack Attack	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
6	Snack Attack	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
6	Snack Attack	R:IT:5:1.5	Grade 5	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus)
6	Snack Attack	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others

6	Snack Attack	R:B:5:3.3	Grade 5	Gathering, organizing, and interpreting the information
7	Sugar Water: Think About Your Drink	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
7	Sugar Water: Think About Your Drink	R:IT:4:1.5	Grade 4	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children's magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)
7	Sugar Water: Think About Your Drink	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
7	Sugar Water: Think About Your Drink	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
7	Sugar Water: Think About Your Drink	R:IT:5:1.5	Grade 5	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children's magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus
7	Sugar Water: Think About Your Drink	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
8	The Safe Workout: Snacking's Just Fine, If you Choose the	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary

	Right Kind			
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
9	Prime-Time Smartness	R:V:4:2.2	Grade 4	Selecting appropriate words to use in context, including content specific vocabulary, words with multiple meanings, or precise vocabulary
9	Prime-Time Smartness	R:IT:4:1.5	Grade 4	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, encyclopedias, children s magazines, content trade books, textbooks, student newspapers; and practical/functional texts: procedures, instructions, book orders, announcements, invitations)
9	Prime-Time Smartness	R:B:4:2.2	Grade 4	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
9	Prime-Time Smartness	R:V:5:2.2	Grade 5	Selecting appropriate words or explaining the use of words in context, including, content specific vocabulary, words with multiple meanings, or precise vocabulary
9	Prime-Time Smartness	R:IT:5:1.5	Grade 5	Identifying the characteristics of a variety of types of text (e.g., reference: dictionaries, glossaries, reports, encyclopedias, children s magazines, content trade books, textbooks, student newspapers, Internet websites, biographies; and practical/functional texts: procedures, instructions, book orders, announcements, invitations, recipes, menus
9	Prime-Time Smartness	R:B:5:2.2	Grade 5	Participating in discussions about text, ideas, and student writing by offering comments and supporting evidence, recommending books and other materials, and responding to the comments and recommendations of peers, librarians, teachers, and others
9	Prime-Time Smartness	R:B:5:3.3	Grade 5	Gathering, organizing, and interpreting the information
New Hampshire > Curriculum Frameworks > Social Studies (1999)				

Lesson	Title	State ID	Grade Descr	State Text
New Hampshire > Curriculum Frameworks > Technology Education (2001)				
Lesson	Title	State ID	Grade Descr	State Text
New Hampshire > Curriculum Frameworks > English Language Arts (1999)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Intermediate	Use illustrations, maps, charts, footnotes, diagrams, subheadings, and tables to determine the organization of texts and better understand the materials they read.
11	Alphabet Fruit (and Vegetables)		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
13	Fitness Walking		Intermediate	Understand that the standard meaning of words may be changed by the use of non-standard English, dialect, idioms, specialized vocabulary, homophones (words that are pronounced the same but differ in meaning, origin, and usually spelling), and homographs (words that have the same spelling but differ in meaning, origin, and sometimes pronunciation).
13	Fitness Walking		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
14	Healthy Living, Healthy Eating		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
15	Keeping the Balance		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
16	The Safe Workout: A Review		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
17			Intermediate	

	Hunting for Hidden Fat			Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
18	Beverage Buzz: Sack the Sugar		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
19	Snack Decisions		Intermediate	Determine literal meanings and develop informed, reasoned inferences, judgements, and interpretations from texts by identifying and considering main ideas, supporting details, main and supporting characters, mood, tone, internal and external conflicts, foreshadowing of events, turning point, suspense, subplots, and climax.
19	Snack Decisions		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
20	Snacking and Inactivity		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
21	Freeze My TV		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
22	Menu Monitoring		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
23	Veggiemania		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
24	Breakfast Bonanza		Intermediate	Determine literal meanings and develop informed, reasoned inferences, judgements, and interpretations from texts by identifying and considering main ideas, supporting details, main and supporting characters, mood, tone, internal and external conflicts, foreshadowing of events, turning point, suspense, subplots, and climax.
26	Fitness Walking		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
27	Freeze My TV		Intermediate	Use illustrations, maps, charts, footnotes, diagrams, subheadings, and tables to determine the organization of texts and better understand the materials they read.
27	Freeze My TV		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
4	Balancing Act		Intermediate	

				Use illustrations, maps, charts, footnotes, diagrams, subheadings, and tables to determine the organization of texts and better understand the materials they read.
4	Balancing Act		Intermediate	Use graphic features, such as captions, graphs, headings, and drawings, as a means of locating information and checking understanding.
5	Fast-Food Frenzy		Intermediate	Use illustrations, maps, charts, footnotes, diagrams, subheadings, and tables to determine the organization of texts and better understand the materials they read.
6	Snack Attack		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
7	Sugar Water: Think About Your Drink		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Intermediate	Use illustrations, maps, charts, footnotes, diagrams, subheadings, and tables to determine the organization of texts and better understand the materials they read.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
9	Prime-Time Smartness		Intermediate	Contribute to verbal discussions and interactions, using evidence to present, support, and defend their ideas and points of view.
New Hampshire > Curriculum Frameworks > Mathematics (1999)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast		Grades: 4-6	Simulate, display, graph, and analyze data using technology and other means.
15	Keeping the Balance		Grades: 4-6	Understand the mathematical processes and procedures of addition, subtraction, multiplication, and division and relate them to one another.

21	Freeze My TV		Grades: 4-6	Simulate, display, graph, and analyze data using technology and other means.
21	Freeze My TV		Grades: 4-6	Analyze tables and graphs to identify algebraic relationships.
27	Freeze My TV		Grades: 4-6	Collect, organize, describe, represent, and interpret data in both simulations and real world situations.
27	Freeze My TV		Grades: 4-6	Simulate, display, graph, and analyze data using technology and other means.
27	Freeze My TV		Grades: 4-6	Demonstrate an ability to read and interpret statistical data presented in text.
27	Freeze My TV		Grades: 4-6	Represent situations and number patterns with concrete materials, tables, graphs, verbal rules, and standard algebraic notation.
27	Freeze My TV		Grades: 4-6	Analyze tables and graphs to identify algebraic relationships.
27	Freeze My TV		Grades: 4-6	Represent data in an organized fashion so the number of items in a set can be determined.
28	Get 3 At School and 5+ A Day		Grades: 4-6	Collect, organize, describe, represent, and interpret data in both simulations and real world situations.
28	Get 3 At School and 5+ A Day		Grades: 4-6	Represent data in an organized fashion so the number of items in a set can be determined.
4	Balancing Act		Grades: 4-6	Simulate, display, graph, and analyze data using technology and other means.
4	Balancing Act		Grades: 4-6	Represent situations and number patterns with concrete materials, tables, graphs, verbal rules, and standard algebraic notation.
4	Balancing Act		Grades: 4-6	Analyze tables and graphs to identify algebraic relationships.
6	Snack Attack		Grades: 4-6	Simulate, display, graph, and analyze data using technology and other means.
6	Snack Attack		Grades: 4-6	Analyze tables and graphs to identify algebraic relationships.
New Hampshire > Curriculum Frameworks > Science (1999)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		End of	Measure their own pulse rates after different amounts of exercise, collect data, graph results

			Grade 4	and discuss how pulse rate relates to exercise
21	Freeze My TV		End of Grade 6	Read bar graphs, line graphs, circle graphs, and tables
21	Freeze My TV		End of Grade 6	Use graphs, geometric figures, number and time lines, and other devices to represent events and processes in the natural world
21	Freeze My TV		End of Grade 4	Prepare various types of graphs and tables as means for summarizing and analyzing data which they have collected.
21	Freeze My TV		End of Grade 4	Measure their own pulse rates after different amounts of exercise, collect data, graph results and discuss how pulse rate relates to exercise
26	Fitness Walking		End of Grade 4	Measure their own pulse rates after different amounts of exercise, collect data, graph results and discuss how pulse rate relates to exercise
27	Freeze My TV		End of Grade 6	Use appropriate tools and techniques to gather, organize, and interpret data
27	Freeze My TV		End of Grade 6	Read bar graphs, line graphs, circle graphs, and tables
27	Freeze My TV		End of Grade 6	Use technology to capture information on film, tape, etc.
27	Freeze My TV		End of Grade 6	Compile and display classroom data on a computer
27	Freeze My TV		End of Grade 6	Identify and gather information needed to make a decision on a science- and/or technology-related issue
27	Freeze My TV		End of Grade 6	State the type of information which can be gathered by the use of scientific instruments such as telescopes, satellites, etc.
27	Freeze My TV		End of Grade 6	Use graphs, geometric figures, number and time lines, and other devices to represent events and processes in the natural world
27	Freeze My TV		End of Grade 4	Prepare various types of graphs and tables as means for summarizing and analyzing data which they have collected.
27	Freeze My TV			

			End of Grade 4	Examine parts of plants of the same species, recognize variations, and construct graphs and charts showing the variation in one or more attributes or characteristics
27	Freeze My TV		End of Grade 4	Measure their own pulse rates after different amounts of exercise, collect data, graph results and discuss how pulse rate relates to exercise
29	Class Walking Clubs		End of Grade 4	Measure their own pulse rates after different amounts of exercise, collect data, graph results and discuss how pulse rate relates to exercise
3	The Safe Workout: An Introduction		End of Grade 4	Measure their own pulse rates after different amounts of exercise, collect data, graph results and discuss how pulse rate relates to exercise
30	Tour de Health		End of Grade 4	Measure their own pulse rates after different amounts of exercise, collect data, graph results and discuss how pulse rate relates to exercise
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		End of Grade 4	Measure their own pulse rates after different amounts of exercise, collect data, graph results and discuss how pulse rate relates to exercise