

New Mexico > LITES Standards > Science (2003)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV	3	Grade 4	Conduct multiple trials to test a prediction, draw logical conclusions, and construct and interpret graphs from measurements.
27	Freeze My TV	3	Grade 4	Conduct multiple trials to test a prediction, draw logical conclusions, and construct and interpret graphs from measurements.
27	Freeze My TV	4	Grade 4	Collect data in an investigation using multiple techniques, including control groups, and analyze those data to determine what other investigations could be conducted to validate findings.
27	Freeze My TV	2	Grade 5	Use appropriate technologies (e.g., calculators, computers, balances, spring scales, microscopes) to perform scientific tests and to collect and display data.
27	Freeze My TV	3	Grade 5	Use graphic representations (e.g., charts, graphs, tables, labeled diagrams) to present data and produce explanations for investigations.
New Mexico > LITES Standards > Health Education (1997)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	B	Grades: K-4	Identify examples of mental, emotional, social, and physical health during childhood
1	Healthy Living	D	Grades: K-4	Describe how physical, social, and emotional environments influence personal health;
1	Healthy Living	B	Grades: 5-8	Describe the interrelationship of mental, emotional, social, and physical health during adolescence;
10	Chain Five	F	Grades: 5-8	Describe ways to reduce risks related to adolescent health issues;
10	Chain Five	G	Grades: 5-8	Explain how health care can prevent premature death and disability;

10	Chain Five	H	Grades: 5-8	Describe how lifestyle, pathogens, family history, and other risk factors are related to the prevention or cause of disease and other health problems
13	Fitness Walking	A	Grades: K-4	Identify/describe/understand the relationships between personal health behaviors and individual well being;
13	Fitness Walking	A	Grades: 5-8	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;
13	Fitness Walking	H	Grades: 5-8	Describe how lifestyle, pathogens, family history, and other risk factors are related to the prevention or cause of disease and other health problems
15	Keeping the Balance	A	Grades: 5-8	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;
16	The Safe Workout: A Review	F	Grades: K-4	Demonstrate ways to avoid and reduce threatening situations;
16	The Safe Workout: A Review	F	Grades: 5-8	Demonstrate ways to avoid and reduce threatening situations;
19	Snack Decisions	C	Grades: K-4	Explain how the media influences the selection of health information, products, and services;
19	Snack Decisions	B	Grades: K-4	Explain how media influence thoughts, feelings, and health behaviors;
19	Snack Decisions	C	Grades: 5-8	Analyze how the media influences the selection of health and information and products;
19	Snack Decisions	B	Grades: 5-8	Analyze how messages from media and other sources influence health behaviors;
20	Snacking and Inactivity	B	Grades: K-4	Identify examples of mental, emotional, social, and physical health during childhood
20	Snacking and Inactivity	D	Grades: K-4	Describe how physical, social, and emotional environments influence personal health;
20	Snacking and Inactivity	B	Grades: 5-8	Describe the interrelationship of mental, emotional, social, and physical health during adolescence;
21	Freeze My TV	A	Grades: K-4	

				Identify/describe/understand the relationships between personal health behaviors and individual well being;
21	Freeze My TV	C	Grades: K-4	Describe ways technology can influence personal health;
21	Freeze My TV	A	Grades: 5-8	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;
21	Freeze My TV	H	Grades: 5-8	Describe how lifestyle, pathogens, family history, and other risk factors are related to the prevention or cause of disease and other health problems
21	Freeze My TV	C	Grades: 5-8	Analyze the influence of technology on personal and family health;
23	Veggiemania	A	Grades: K-4	Identify/describe/understand the relationships between personal health behaviors and individual well being;
23	Veggiemania	A	Grades: 5-8	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	A	Grades: K-4	Describe how cultures within the local community influence personal health behaviors;
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	A	Grades: 5-8	Describe the influence of cultural beliefs on health behaviors and the use of health services;
26	Fitness Walking	A	Grades: K-4	Identify/describe/understand the relationships between personal health behaviors and individual well being;
26	Fitness Walking	A	Grades: 5-8	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;
26	Fitness Walking	H	Grades: 5-8	Describe how lifestyle, pathogens, family history, and other risk factors are related to the prevention or cause of disease and other health problems
27	Freeze My TV	A	Grades: K-4	Identify/describe/understand the relationships between personal health behaviors and individual well being;
27	Freeze My TV	A	Grades: K-4	Identify responsible health behaviors;
27	Freeze My TV	B	Grades: K-4	Identify personal health needs

27	Freeze My TV	D	Grades: K-4	Demonstrate strategies to improve or maintain personal health;
27	Freeze My TV	C	Grades: K-4	Describe ways technology can influence personal health;
27	Freeze My TV	A	Grades: 5-8	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;
27	Freeze My TV	H	Grades: 5-8	Describe how lifestyle, pathogens, family history, and other risk factors are related to the prevention or cause of disease and other health problems
27	Freeze My TV	D	Grades: 5-8	Demonstrate strategies to improve of maintain personal and family health
27	Freeze My TV	C	Grades: 5-8	Analyze the influence of technology on personal and family health;
29	Class Walking Clubs	A	Grades: K-4	Identify/describe/understand the relationships between personal health behaviors and individual well being;
29	Class Walking Clubs	A	Grades: 5-8	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;
29	Class Walking Clubs	H	Grades: 5-8	Describe how lifestyle, pathogens, family history, and other risk factors are related to the prevention or cause of disease and other health problems
3	The Safe Workout: An Introduction	A	Grades: 5-8	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;
9	Prime-Time Smartness	A	Grades: K-4	Identify characteristics of valid health information and health-promoting products and services;
9	Prime-Time Smartness	C	Grades: K-4	Explain how the media influences the selection of health information, products, and services;
9	Prime-Time Smartness	B	Grades: K-4	Explain how media influence thoughts, feelings, and health behaviors;
9	Prime-Time Smartness	C	Grades: K-4	Describe ways technology can influence personal health;
9	Prime-Time Smartness	A	Grades: 5-8	Explain the relationship between positive health behaviors and the prevention of injury, illness, disease, and premature death;

9	Prime-Time Smartness	C	Grades: 5-8	Analyze how the media influences the selection of health and information and products;
9	Prime-Time Smartness	B	Grades: 5-8	Analyze how messages from media and other sources influence health behaviors;
9	Prime-Time Smartness	C	Grades: 5-8	Analyze the influence of technology on personal and family health;
New Mexico > LITES Standards > Social Studies (2001)				
Lesson	Title	State ID	Grade Descr	State Text
New Mexico > LITES Standards > Mathematics (2002)				
Lesson	Title	State ID	Grade Descr	State Text
15	Keeping the Balance		Grade 4	standard algorithms for the addition and subtraction of multi-digit numbers
17	Hunting for Hidden Fat	2	Grade 5	Construct, interpret, and analyze data from graphical representations and draw simple conclusions using bar graphs, line graphs, circle graphs, frequency tables, and Venn diagrams.
17	Hunting for Hidden Fat		Grade 5	bar, line, and circle graphs
21	Freeze My TV		Grade 5	graphs, tables, and charts to describe data
21	Freeze My TV	2	Grade 5	Construct, interpret, and analyze data from graphical representations and draw simple conclusions using bar graphs, line graphs, circle graphs, frequency tables, and Venn diagrams.
21	Freeze My TV	4	Grade 5	Organize and display single-variable data in appropriate graphs and representations.
21	Freeze My TV		Grade 5	bar, line, and circle graphs
21	Freeze My TV	1	Grade 5	

				Organize and display single-variable data in appropriate graphs and representations and determine which types of graphs are appropriate for various data sets.
24	Breakfast Bonanza	2	Grade 5	Construct, interpret, and analyze data from graphical representations and draw simple conclusions using bar graphs, line graphs, circle graphs, frequency tables, and Venn diagrams.
24	Breakfast Bonanza		Grade 5	bar, line, and circle graphs
27	Freeze My TV		Grade 4	choose and construct representations that are appropriate for the data set
27	Freeze My TV	2	Grade 4	Design investigations and represent data using tables and graphs (e.g., line plots, bar graphs, line graphs).
27	Freeze My TV	1	Grade 4	Compare and describe related data sets.
27	Freeze My TV	3	Grade 4	Use data analysis to make reasonable inferences/predictions and to develop convincing arguments from data described in a variety of formats (e.g. bar graphs, Venn diagrams, charts, tables, line graphs, and pictographs).
27	Freeze My TV		Grade 5	graphs, tables, and charts to describe data
27	Freeze My TV	1	Grade 5	Construct, read, analyze, and interpret tables, charts, graphs, and data plots.
27	Freeze My TV	2	Grade 5	Construct, interpret, and analyze data from graphical representations and draw simple conclusions using bar graphs, line graphs, circle graphs, frequency tables, and Venn diagrams.
27	Freeze My TV	3	Grade 5	Display, analyze, compare, and interpret different data sets, including data sets of different sizes.
27	Freeze My TV	4	Grade 5	Organize and display single-variable data in appropriate graphs and representations.
27	Freeze My TV		Grade 5	bar, line, and circle graphs
27	Freeze My TV		Grade 5	charts and tables
27	Freeze My TV	1	Grade 5	

				Organize and display single-variable data in appropriate graphs and representations and determine which types of graphs are appropriate for various data sets.
27	Freeze My TV	2	Grade 5	Use fractions and percentages to compare data sets of different sizes.
28	Get 3 At School and 5+ A Day		Grade 4	choose and construct representations that are appropriate for the data set
28	Get 3 At School and 5+ A Day	2	Grade 4	Design investigations and represent data using tables and graphs (e.g., line plots, bar graphs, line graphs).
28	Get 3 At School and 5+ A Day	3	Grade 5	Display, analyze, compare, and interpret different data sets, including data sets of different sizes.
28	Get 3 At School and 5+ A Day	4	Grade 5	Organize and display single-variable data in appropriate graphs and representations.
4	Balancing Act	2	Grade 4	Design investigations and represent data using tables and graphs (e.g., line plots, bar graphs, line graphs).
4	Balancing Act	2	Grade 4	Develop convincing arguments from data displayed in a variety of formats.
4	Balancing Act	1	Grade 5	Construct, read, analyze, and interpret tables, charts, graphs, and data plots.
4	Balancing Act	2	Grade 5	Construct, interpret, and analyze data from graphical representations and draw simple conclusions using bar graphs, line graphs, circle graphs, frequency tables, and Venn diagrams.
4	Balancing Act	4	Grade 5	Organize and display single-variable data in appropriate graphs and representations.
4	Balancing Act		Grade 5	bar, line, and circle graphs
4	Balancing Act		Grade 5	charts and tables
4	Balancing Act	1	Grade 5	Organize and display single-variable data in appropriate graphs and representations and determine which types of graphs are appropriate for various data sets.
5	Fast-Food Frenzy	4	Grade 5	

				Interpret percents as part of a hundred (i.e., find decimal and percent equivalents for common fractions, explain how they represent the same value, and compute a given percent of a whole number).
5	Fast-Food Frenzy	1	Grade 5	Construct, read, analyze, and interpret tables, charts, graphs, and data plots.
5	Fast-Food Frenzy		Grade 5	charts and tables
6	Snack Attack	4	Grade 5	Organize and display single-variable data in appropriate graphs and representations.
6	Snack Attack	1	Grade 5	Organize and display single-variable data in appropriate graphs and representations and determine which types of graphs are appropriate for various data sets.
New Mexico > LITES Standards > Language Arts (2000)				
Lesson	Title	State ID	Grade Descr	State Text
11	Alphabet Fruit (and Vegetables)	1	Grade 4	Actively contribute to a discussion.
13	Fitness Walking	1	Grade 4	Actively contribute to a discussion.
14	Healthy Living, Healthy Eating	1	Grade 4	Actively contribute to a discussion.
15	Keeping the Balance	1	Grade 4	Actively contribute to a discussion.
16	The Safe Workout: A Review	1	Grade 4	Actively contribute to a discussion.
17	Hunting for Hidden Fat	1	Grade 4	Actively contribute to a discussion.
18	Beverage Buzz: Sack the Sugar	1	Grade 4	Actively contribute to a discussion.
19	Snack Decisions	1	Grade 4	Actively contribute to a discussion.
19	Snack Decisions	4	Grade 5	Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.

19	Snack Decisions	3	Grade 5	Create journals, notes, stories, reports, and letters using appropriate formats and multimedia technologies to communicate to an audience for a specific purpose.
20	Snacking and Inactivity	1	Grade 4	Actively contribute to a discussion.
21	Freeze My TV	1	Grade 4	Actively contribute to a discussion.
22	Menu Monitoring	1	Grade 4	Actively contribute to a discussion.
23	Veggiemania	1	Grade 4	Actively contribute to a discussion.
24	Breakfast Bonanza	4	Grade 5	Choose materials to read independently, identifying the main ideas and significant details, and determine the correct sequence of events or information.
26	Fitness Walking	1	Grade 4	Actively contribute to a discussion.
27	Freeze My TV	1	Grade 4	Actively contribute to a discussion.
6	Snack Attack	1	Grade 4	Actively contribute to a discussion.
7	Sugar Water: Think About Your Drink	1	Grade 4	Actively contribute to a discussion.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1	Grade 4	Actively contribute to a discussion.
9	Prime-Time Smartness	1	Grade 4	Actively contribute to a discussion.
New Mexico > Assessment Frameworks > Science (2004)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV	3	Grade 4	Conduct multiple trials to test a prediction, draw logical conclusions, and construct and interpret graphs from measurements.
21	Freeze My TV	3	Grade 5	Use graphic representations (e.g., charts, graphs, tables, labeled diagrams) to present data and produce explanations for investigations.
27	Freeze My TV	3	Grade 4	

				Conduct multiple trials to test a prediction, draw logical conclusions, and construct and interpret graphs from measurements.
27	Freeze My TV	4	Grade 4	Collect data in an investigation using multiple techniques, including control groups, and analyze those data to determine what other investigations could be conducted to validate findings.
27	Freeze My TV	2	Grade 5	Use appropriate technologies (e.g., calculators, computers, balances, spring scales, microscopes) to perform scientific tests and to collect and display data.
27	Freeze My TV	3	Grade 5	Use graphic representations (e.g., charts, graphs, tables, labeled diagrams) to present data and produce explanations for investigations.
New Mexico > Assessment Frameworks > Mathematics (2004)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	2	Grade 4	Design investigations and represent data using tables and graphs (e.g., line plots, bar graphs, line graphs).
12	Brilliant Breakfast	1	Grade 5	Construct, read, analyze, and interpret tables, charts, graphs, and data plots.
12	Brilliant Breakfast	2	Grade 5	Construct, interpret, and analyze data from graphical representations and draw simple conclusions using bar graphs, line graphs, circle graphs, frequency tables, and Venn diagrams.
15	Keeping the Balance	5	Grade 4	Demonstrate the concept of distributivity of multiplication over addition and subtraction (e.g., $7 \times 28$ is equivalent to $(7 \times 20) + (7 \times 8)$ or $(7 \times 30) - (7 \times 2)$ ).
15	Keeping the Balance	5	Grade 5	Relate the basic arithmetic operations to one another (e.g., multiplication and division are inverse operations).
17	Hunting for Hidden Fat		Grade 5	bar, line, and circle graphs
21	Freeze My TV	2	Grade 4	

				Model problem situations and use graphs, tables, pictures, and equations to draw conclusions (e.g., different patterns of change).
21	Freeze My TV	2	Grade 4	Design investigations and represent data using tables and graphs (e.g., line plots, bar graphs, line graphs).
21	Freeze My TV	1	Grade 5	Construct, read, analyze, and interpret tables, charts, graphs, and data plots.
21	Freeze My TV	4	Grade 5	Organize and display single-variable data in appropriate graphs and representations.
21	Freeze My TV		Grade 5	bar, line, and circle graphs
21	Freeze My TV	1	Grade 5	Organize and display single-variable data in appropriate graphs and representations and determine which types of graphs are appropriate for various data sets.
24	Breakfast Bonanza	2	Grade 4	Design investigations and represent data using tables and graphs (e.g., line plots, bar graphs, line graphs).
24	Breakfast Bonanza		Grade 5	bar, line, and circle graphs
27	Freeze My TV	2	Grade 4	Model problem situations and use graphs, tables, pictures, and equations to draw conclusions (e.g., different patterns of change).
27	Freeze My TV		Grade 4	choose and construct representations that are appropriate for the data set
27	Freeze My TV		Grade 4	recognize the differences in representing categorical and numerical data
27	Freeze My TV	2	Grade 4	Design investigations and represent data using tables and graphs (e.g., line plots, bar graphs, line graphs).
27	Freeze My TV	1	Grade 4	Compare and describe related data sets.
27	Freeze My TV	3	Grade 4	Use data analysis to make reasonable inferences/predictions and to develop convincing arguments from data described in a variety of formats (e.g. bar graphs, Venn diagrams, charts, tables, line graphs, and pictographs).
27	Freeze My TV	2	Grade 4	Develop convincing arguments from data displayed in a variety of formats.

27	Freeze My TV	1	Grade 5	Construct, read, analyze, and interpret tables, charts, graphs, and data plots.
27	Freeze My TV	2	Grade 5	Construct, interpret, and analyze data from graphical representations and draw simple conclusions using bar graphs, line graphs, circle graphs, frequency tables, and Venn diagrams.
27	Freeze My TV	3	Grade 5	Display, analyze, compare, and interpret different data sets, including data sets of different sizes.
27	Freeze My TV	4	Grade 5	Organize and display single-variable data in appropriate graphs and representations.
27	Freeze My TV		Grade 5	frequency tables
27	Freeze My TV		Grade 5	stem and leaf plots
27	Freeze My TV		Grade 5	bar, line, and circle graphs
27	Freeze My TV		Grade 5	Venn diagrams
27	Freeze My TV		Grade 5	pictorial displays
27	Freeze My TV		Grade 5	charts and tables
27	Freeze My TV	6	Grade 5	Formulate questions and identify data to be collected to correctly answer a question.
27	Freeze My TV	1	Grade 5	Organize and display single-variable data in appropriate graphs and representations and determine which types of graphs are appropriate for various data sets.
27	Freeze My TV	2	Grade 5	Use fractions and percentages to compare data sets of different sizes.
28	Get 3 At School and 5+ A Day		Grade 4	choose and construct representations that are appropriate for the data set
28	Get 3 At School and 5+ A Day		Grade 4	recognize the differences in representing categorical and numerical data
28	Get 3 At School and 5+ A Day	2	Grade 4	Design investigations and represent data using tables and graphs (e.g., line plots, bar graphs, line graphs).
28	Get 3 At School and 5+ A Day	3	Grade 5	Display, analyze, compare, and interpret different data sets, including data sets of different sizes.

28	Get 3 At School and 5+ A Day	4	Grade 5	Organize and display single-variable data in appropriate graphs and representations.
28	Get 3 At School and 5+ A Day		Grade 5	frequency tables
28	Get 3 At School and 5+ A Day		Grade 5	stem and leaf plots
28	Get 3 At School and 5+ A Day		Grade 5	bar, line, and circle graphs
28	Get 3 At School and 5+ A Day		Grade 5	Venn diagrams
28	Get 3 At School and 5+ A Day		Grade 5	pictorial displays
28	Get 3 At School and 5+ A Day		Grade 5	charts and tables
28	Get 3 At School and 5+ A Day	1	Grade 5	Organize and display single-variable data in appropriate graphs and representations and determine which types of graphs are appropriate for various data sets.
4	Balancing Act	2	Grade 4	Model problem situations and use graphs, tables, pictures, and equations to draw conclusions (e.g., different patterns of change).
4	Balancing Act	2	Grade 4	Design investigations and represent data using tables and graphs (e.g., line plots, bar graphs, line graphs).
4	Balancing Act	3	Grade 4	Use data analysis to make reasonable inferences/predictions and to develop convincing arguments from data described in a variety of formats (e.g. bar graphs, Venn diagrams, charts, tables, line graphs, and pictographs).
4	Balancing Act		Grade 5	manipulatives or pictures to model computational procedures
4	Balancing Act		Grade 5	diagrams or pictures to model problem situations
4	Balancing Act	1	Grade 5	Construct, read, analyze, and interpret tables, charts, graphs, and data plots.
4	Balancing Act	4	Grade 5	Organize and display single-variable data in appropriate graphs and representations.
4	Balancing Act		Grade 5	bar, line, and circle graphs
4	Balancing Act		Grade 5	pictorial displays

4	Balancing Act		Grade 5	charts and tables
4	Balancing Act	1	Grade 5	Organize and display single-variable data in appropriate graphs and representations and determine which types of graphs are appropriate for various data sets.
5	Fast-Food Frenzy	4	Grade 5	Interpret percents as part of a hundred (i.e., find decimal and percent equivalents for common fractions, explain how they represent the same value, and compute a given percent of a whole number).
5	Fast-Food Frenzy	1	Grade 5	Construct, read, analyze, and interpret tables, charts, graphs, and data plots.
5	Fast-Food Frenzy		Grade 5	charts and tables
5	Fast-Food Frenzy	2	Grade 5	Use fractions and percentages to compare data sets of different sizes.
6	Snack Attack	2	Grade 4	Model problem situations and use graphs, tables, pictures, and equations to draw conclusions (e.g., different patterns of change).
6	Snack Attack	2	Grade 4	Design investigations and represent data using tables and graphs (e.g., line plots, bar graphs, line graphs).
6	Snack Attack	1	Grade 5	Construct, read, analyze, and interpret tables, charts, graphs, and data plots.
6	Snack Attack	4	Grade 5	Organize and display single-variable data in appropriate graphs and representations.
6	Snack Attack	1	Grade 5	Organize and display single-variable data in appropriate graphs and representations and determine which types of graphs are appropriate for various data sets.