

New York > Learning Standards > Social Studies (1996)				
Lesson	Title	State ID	Grade Descr	State Text
New York > Learning Standards > Language Arts (2005)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Grade 4	Collect and interpret data, facts, and ideas from unfamiliar texts
1	Healthy Living		Grade 4	Identify a conclusion that summarizes the main idea
11	Alphabet Fruit (and Vegetables)		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
11	Alphabet Fruit (and Vegetables)		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
13	Fitness Walking		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
13	Fitness Walking		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
14	Healthy Living, Healthy Eating		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
14	Healthy Living, Healthy Eating		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
15	Keeping the Balance		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
15	Keeping the Balance		Grade 5	

				Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
16	The Safe Workout: A Review		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
16	The Safe Workout: A Review		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
17	Hunting for Hidden Fat		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
17	Hunting for Hidden Fat		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
18	Beverage Buzz: Sack the Sugar		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
18	Beverage Buzz: Sack the Sugar		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
19	Snack Decisions		Grade 4	Identify a conclusion that summarizes the main idea
19	Snack Decisions		Grade 4	a central idea and supporting details
19	Snack Decisions		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
19	Snack Decisions		Grade 5	a central idea and supporting details
19	Snack Decisions		Grade 5	details that are primary and those that are less important
19	Snack Decisions		Grade 5	Share information from personal experience
19	Snack Decisions		Grade 5	Share information from a variety of texts
19	Snack Decisions		Grade 5	State a main idea and support it with facts, details, and examples
19	Snack Decisions		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
20	Snacking and Inactivity		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other

20	Snacking and Inactivity		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
21	Freeze My TV		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
21	Freeze My TV		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
22	Menu Monitoring		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
22	Menu Monitoring		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
23	Veggiemania		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
23	Veggiemania		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
24	Breakfast Bonanza		Grade 4	Collect and interpret data, facts, and ideas from unfamiliar texts
24	Breakfast Bonanza		Grade 4	Identify a conclusion that summarizes the main idea
24	Breakfast Bonanza		Grade 4	a central idea and supporting details
24	Breakfast Bonanza		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
24	Breakfast Bonanza		Grade 5	Recognize organizational formats to assist in comprehension of informational texts
24	Breakfast Bonanza		Grade 5	a central idea and supporting details
24	Breakfast Bonanza		Grade 5	details that are primary and those that are less important
24	Breakfast Bonanza		Grade 5	State a main idea and support it with facts, details, and examples
24	Breakfast Bonanza		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
26	Fitness Walking		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other

26	Fitness Walking		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
27	Freeze My TV		Grade 4	Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts
27	Freeze My TV		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
27	Freeze My TV		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
3	The Safe Workout: An Introduction		Grade 4	Collect and interpret data, facts, and ideas from unfamiliar texts
4	Balancing Act		Grade 4	Collect and interpret data, facts, and ideas from unfamiliar texts
4	Balancing Act		Grade 4	Use text features, such as captions, charts, tables, graphs, maps, notes, and other visuals, to understand and interpret informational texts
4	Balancing Act		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
4	Balancing Act		Grade 5	Use information and ideas from other subject areas and personal experiences to form and express opinions
4	Balancing Act		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
5	Fast-Food Frenzy		Grade 4	Collect and interpret data, facts, and ideas from unfamiliar texts
5	Fast-Food Frenzy		Grade 4	Identify a conclusion that summarizes the main idea
6	Snack Attack		Grade 4	Collect and interpret data, facts, and ideas from unfamiliar texts
6	Snack Attack		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
6	Snack Attack		Grade 5	Share information from personal experience
6	Snack Attack		Grade 5	Share information from a variety of texts
6	Snack Attack		Grade 5	

				Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
7	Sugar Water: Think About Your Drink		Grade 4	Write labels and captions for graphics to convey information, with assistance
7	Sugar Water: Think About Your Drink		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
7	Sugar Water: Think About Your Drink		Grade 5	Write labels or captions for graphics, such as charts, graphs, and diagrams, to convey information
7	Sugar Water: Think About Your Drink		Grade 5	Share information from personal experience
7	Sugar Water: Think About Your Drink		Grade 5	Share information from a variety of texts
7	Sugar Water: Think About Your Drink		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other
9	Prime-Time Smartness		Grade 4	Collect and interpret data, facts, and ideas from unfamiliar texts
9	Prime-Time Smartness		Grade 4	describe literary elements such as plot, setting, and characters
9	Prime-Time Smartness		Grade 4	describe themes of literary texts
9	Prime-Time Smartness		Grade 4	compare and contrast elements of texts
9	Prime-Time Smartness		Grade 4	Produce clear, well-organized responses to stories read or listened to, supporting the understanding of characters and events with details from the story
9	Prime-Time Smartness		Grade 4	Produce imaginative stories and personal narratives that show insight, development, organization, and effective language

9	Prime-Time Smartness		Grade 4	Use resources such as personal experiences and themes from the text and performances to stimulate own writing
9	Prime-Time Smartness		Grade 4	Use a computer to create, respond to, and interpret literary texts
9	Prime-Time Smartness		Grade 4	Maintain a portfolio that includes literary and interpretive writing as a method of reviewing work with teachers and parents/caregivers
9	Prime-Time Smartness		Grade 4	Summarize the plot, with assistance
9	Prime-Time Smartness		Grade 4	Describe the characters and explain how they change, with assistance
9	Prime-Time Smartness		Grade 4	Describe the setting and recognize its importance to the story, with assistance
9	Prime-Time Smartness		Grade 4	Draw a conclusion about the work, with assistance
9	Prime-Time Smartness		Grade 4	Discuss the content of friendly notes, cards, letters, and personal narrative, with a partner or small group, in order to get to know the writer and each other
9	Prime-Time Smartness		Grade 5	summarize the plot
9	Prime-Time Smartness		Grade 5	describe the characters and how they change
9	Prime-Time Smartness		Grade 5	describe the setting and recognize its importance to the story
9	Prime-Time Smartness		Grade 5	draw a conclusion about the work
9	Prime-Time Smartness		Grade 5	interpret the impact of literary devices, such as simile and personification
9	Prime-Time Smartness		Grade 5	recognize the impact of rhythm and rhyme in poems
9	Prime-Time Smartness		Grade 5	Respond to literature, connecting the response to personal experience
9	Prime-Time Smartness		Grade 5	Maintain a writing portfolio that includes literary, interpretive, and responsive writing
9	Prime-Time Smartness		Grade 5	Share information from personal experience
9	Prime-Time Smartness		Grade 5	Share information from a variety of texts
9	Prime-Time Smartness		Grade 5	Discuss the content of friendly notes, cards, and letters with a teacher or classmate in order to get to know the writer and each other

New York > Learning Standards > Math, Science and Technology (1996)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast		Elementary	use statistical methods such as graphs, tables, and charts to interpret data.
12	Brilliant Breakfast		Elementary	interpret graphs.
21	Freeze My TV		Elementary	interpret graphs.
21	Freeze My TV		Elementary	analyze data by making tables and graphs and looking for patterns of change.
27	Freeze My TV		Elementary	organize observations and measurements of objects and events through classification and the preparation of simple charts and tables.
27	Freeze My TV		Elementary	collect and display data.
27	Freeze My TV		Elementary	use statistical methods such as graphs, tables, and charts to interpret data.
27	Freeze My TV		Elementary	interpret graphs.
27	Freeze My TV		Elementary	analyze data by making tables and graphs and looking for patterns of change.
27	Freeze My TV		Elementary	observe phenomena and evaluate them scientifically and mathematically by conducting a fair test of the effect of variables and using mathematical knowledge and technological tools to collect, analyze, and present data and conclusions.
27	Freeze My TV		Elementary	gather and process information
27	Freeze My TV		Elementary	Gathering and Processing Information: Accessing information from printed media, electronic data bases, and community resources and using the information to develop a definition of the problem and to research possible solutions.
28	Get 3 At School and 5+ A Day		Elementary	collect and display data.
3	The Safe Workout: An Introduction		Elementary	describe the factors that help promote good health and growth in humans.
4	Balancing Act		Elementary	use statistical methods such as graphs, tables, and charts to interpret data.

4	Balancing Act		Elementary	interpret graphs.
5	Fast-Food Frenzy		Elementary	demonstrate the concept of percent through problems related to actual situations.
6	Snack Attack		Elementary	interpret graphs.
New York > Learning Standards > Health Education (1996)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Elementary	practice and support others in making healthy choices.
10	Chain Five		Elementary	practice and support others in making healthy choices.
11	Alphabet Fruit (and Vegetables)		Elementary	practice and support others in making healthy choices.
12	Brilliant Breakfast		Elementary	practice and support others in making healthy choices.
13	Fitness Walking		Elementary	possess basic knowledge and skills which support positive health choices and behaviors
13	Fitness Walking		Elementary	practice and support others in making healthy choices.
14	Healthy Living, Healthy Eating		Elementary	practice and support others in making healthy choices.
15	Keeping the Balance		Elementary	understand how behaviors such as food selection, exercise, and rest affect growth and development
15	Keeping the Balance		Elementary	know about some diseases and disorders and how they are prevented and treated
16	The Safe Workout: A Review		Elementary	understand how behaviors such as food selection, exercise, and rest affect growth and development
17	Hunting for Hidden Fat		Elementary	practice and support others in making healthy choices.
18	Beverage Buzz: Sack the Sugar		Elementary	know how basic body systems work and interrelate in normal patterns of growth and development

18	Beverage Buzz: Sack the Sugar		Elementary	understand how behaviors such as food selection, exercise, and rest affect growth and development
18	Beverage Buzz: Sack the Sugar		Elementary	practice and support others in making healthy choices.
19	Snack Decisions		Elementary	practice and support others in making healthy choices.
19	Snack Decisions		Elementary	recognize how the media influences health choices.
20	Snacking and Inactivity		Elementary	practice and support others in making healthy choices.
21	Freeze My TV		Elementary	possess basic knowledge and skills which support positive health choices and behaviors
21	Freeze My TV		Elementary	practice and support others in making healthy choices.
22	Menu Monitoring		Elementary	practice and support others in making healthy choices.
23	Veggiemania		Elementary	possess basic knowledge and skills which support positive health choices and behaviors
23	Veggiemania		Elementary	practice and support others in making healthy choices.
24	Breakfast Bonanza		Elementary	practice and support others in making healthy choices.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Elementary	understand how culture contributes to individual family and community beliefs and practices affecting health
26	Fitness Walking		Elementary	possess basic knowledge and skills which support positive health choices and behaviors
26	Fitness Walking		Elementary	practice and support others in making healthy choices.
27	Freeze My TV		Elementary	possess basic knowledge and skills which support positive health choices and behaviors
28	Get 3 At School and 5+ A Day		Elementary	practice and support others in making healthy choices.
29	Class Walking Clubs		Elementary	possess basic knowledge and skills which support positive health choices and behaviors
29	Class Walking Clubs		Elementary	practice and support others in making healthy choices.
4	Balancing Act		Elementary	practice and support others in making healthy choices.
6	Snack Attack		Elementary	practice and support others in making healthy choices.

7	Sugar Water: Think About Your Drink		Elementary	practice and support others in making healthy choices.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Elementary	practice and support others in making healthy choices.
9	Prime-Time Smartness		Elementary	possess basic knowledge and skills which support positive health choices and behaviors
9	Prime-Time Smartness		Elementary	practice and support others in making healthy choices.
9	Prime-Time Smartness		Elementary	recognize how the media influences health choices.
New York > Learning Standards > English Language Arts (1996)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Elementary	gather and interpret information from children s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams
1	Healthy Living		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
10	Chain Five		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
11	Alphabet Fruit (and Vegetables)		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
12	Brilliant Breakfast		Elementary	gather and interpret information from children s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams
12	Brilliant Breakfast		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations

13	Fitness Walking		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
14	Healthy Living, Healthy Eating		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
15	Keeping the Balance		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
16	The Safe Workout: A Review		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
17	Hunting for Hidden Fat		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
18	Beverage Buzz: Sack the Sugar		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
19	Snack Decisions		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
2	Carb Smart		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
20	Snacking and Inactivity		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
21	Freeze My TV		Elementary	gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams
21	Freeze My TV		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
22	Menu Monitoring		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
23	Veggiemania		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
24	Breakfast Bonanza		Elementary	

				gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams
24	Breakfast Bonanza		Elementary	read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor
24	Breakfast Bonanza		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
26	Fitness Walking		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
27	Freeze My TV		Elementary	gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams
27	Freeze My TV		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
28	Get 3 At School and 5+ A Day		Elementary	gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams
28	Get 3 At School and 5+ A Day		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
3	The Safe Workout: An Introduction		Elementary	gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams
3	The Safe Workout: An Introduction		Elementary	read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor

3	The Safe Workout: An Introduction		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
30	Tour de Health		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
4	Balancing Act		Elementary	gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams
4	Balancing Act		Elementary	read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor
4	Balancing Act		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
5	Fast-Food Frenzy		Elementary	gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams
5	Fast-Food Frenzy		Elementary	read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor
6	Snack Attack		Elementary	gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams
6	Snack Attack		Elementary	read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor
7	Sugar Water: Think About Your Drink		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Elementary	gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams

8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
9	Prime-Time Smartness		Elementary	gather and interpret information from children's reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such sources as charts, graphs, maps, and diagrams
9	Prime-Time Smartness		Elementary	present personal responses to literature that make reference to the plot, characters, ideas, vocabulary, and text structure
9	Prime-Time Smartness		Elementary	read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor
9	Prime-Time Smartness		Elementary	recognize the kind of interaction appropriate for different circumstances, such as story hour, group discussions, and one-on-one conversations
New York > Core Curriculum > Science (1999)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
1	Healthy Living	5.3b	Elementary	Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs) ; eating a balanced diet; engaging in regular exercise.
1	Healthy Living	5.2b	Intermediate	Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.
1	Healthy Living	5.2d	Intermediate	Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
1	Healthy Living	5.2e	Intermediate	In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the

				nutrients might result in weight gain, weight loss, or a diseased state.
10	Chain Five	7	Intermediate Process Skills	interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web
11	Alphabet Fruit (and Vegetables)	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
12	Brilliant Breakfast	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
12	Brilliant Breakfast	7	Intermediate Process Skills	interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web
12	Brilliant Breakfast	5.2d	Intermediate	Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
12	Brilliant Breakfast	5.2e	Intermediate	In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
12	Brilliant Breakfast	6.1a	Intermediate	Energy flows through ecosystems in one direction, usually from the Sun, through producers to consumers and then to decomposers. This process may be visualized with food chains or energy pyramids.
17	Hunting for Hidden Fat	5.2b	Intermediate	Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.
2	Carb Smart	1.2b	Intermediate	Tissues, organs, and organ systems help to provide all cells with nutrients, oxygen, and waste removal.
2	Carb Smart	5.2b	Intermediate	Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.
2	Carb Smart	5.2e	Intermediate	In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
21	Freeze My TV		Elementary Process Skills	graphic representations

21	Freeze My TV	M2.1a	Elementary	Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
21	Freeze My TV	S3.1a	Elementary	Accurately transfer data from a science journal or notes to appropriate graphic organizer
21	Freeze My TV		Elementary	analyze data by making tables and graphs and looking for patterns of change
21	Freeze My TV	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
21	Freeze My TV	5.3b	Elementary	Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs) ; eating a balanced diet; engaging in regular exercise.
21	Freeze My TV	S3.1b	Intermediate	generate and use scales, create legends, and appropriately label axes
21	Freeze My TV	S3.2h	Intermediate	use and interpret graphs and data tables
21	Freeze My TV	5.2c	Intermediate	Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.
22	Menu Monitoring	5.2b	Intermediate	Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.
23	Veggiemania	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
23	Veggiemania	5.2b	Intermediate	Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.
23	Veggiemania	5.2d	Intermediate	Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
23	Veggiemania	5.2e	Intermediate	In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
24	Breakfast Bonanza	7	Intermediate Process Skills	interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web
24	Breakfast Bonanza	6.1a	Intermediate	Energy flows through ecosystems in one direction, usually from the Sun, through producers to consumers and then to decomposers. This process may be visualized with

				food chains or energy pyramids.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	7	Intermediate Process Skills	interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	5.2d	Intermediate	Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	5.2e	Intermediate	In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	6.1a	Intermediate	Energy flows through ecosystems in one direction, usually from the Sun, through producers to consumers and then to decomposers. This process may be visualized with food chains or energy pyramids.
26	Fitness Walking	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
26	Fitness Walking	5.3b	Elementary	Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs) ; eating a balanced diet; engaging in regular exercise.
26	Fitness Walking	5.2c	Intermediate	Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.
27	Freeze My TV	xvii	Elementary Process Skills	observe, collect, organize, and appropriately record data, then accurately interpret results
27	Freeze My TV		Elementary Process Skills	journal entries
27	Freeze My TV		Elementary Process Skills	graphic representations

27	Freeze My TV	M2.1a	Elementary	Explain verbally, graphically, or in writing the reasoning used to develop mathematical conclusions
27	Freeze My TV	S2.3a	Elementary	Use appropriate "inquiry and process skills" to collect data
27	Freeze My TV	S3.1a	Elementary	Accurately transfer data from a science journal or notes to appropriate graphic organizer
27	Freeze My TV		Elementary	analyze data by making tables and graphs and looking for patterns of change
27	Freeze My TV		Elementary	gather and process information
27	Freeze My TV	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
27	Freeze My TV	5.3b	Elementary	Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs) ; eating a balanced diet; engaging in regular exercise.
27	Freeze My TV	S2.3c	Intermediate	collect quantitative and qualitative data
27	Freeze My TV	S3.1b	Intermediate	generate and use scales, create legends, and appropriately label axes
27	Freeze My TV	S3.2a	Intermediate	accurately describe the procedures used and the data gathered
27	Freeze My TV	S3.2h	Intermediate	use and interpret graphs and data tables
27	Freeze My TV	1.2	Intermediate	Use spreadsheets and database software to collect, process, display, and analyze information. Students access needed information from electronic databases and on-line telecommunication services.
27	Freeze My TV	1.4a	Intermediate	collect the data, using the appropriate, available tool
27	Freeze My TV		Intermediate	Gathering and Processing Information: Accessing information from printed media, electronic data bases, and community resources and using the information to develop a definition of the problem and to research possible solutions.
27	Freeze My TV	5.2c	Intermediate	Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.
28	Get 3 At School and 5+ A Day	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
28	Get 3 At School and 5+ A Day	7		interpret and/or illustrate the energy flow in a food chain, energy pyramid, or food web

			Intermediate Process Skills	
28	Get 3 At School and 5+ A Day	5.2d	Intermediate	Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
28	Get 3 At School and 5+ A Day	5.2e	Intermediate	In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
28	Get 3 At School and 5+ A Day	6.1a	Intermediate	Energy flows through ecosystems in one direction, usually from the Sun, through producers to consumers and then to decomposers. This process may be visualized with food chains or energy pyramids.
29	Class Walking Clubs	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
29	Class Walking Clubs	5.3b	Elementary	Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs) ; eating a balanced diet; engaging in regular exercise.
29	Class Walking Clubs	5.2c	Intermediate	Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.
3	The Safe Workout: An Introduction	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
3	The Safe Workout: An Introduction	5.3b	Elementary	Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs) ; eating a balanced diet; engaging in regular exercise.
3	The Safe Workout: An Introduction	5.2c	Intermediate	Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.
30	Tour de Health	5.1a	Elementary	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
30	Tour de Health	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
30	Tour de Health	5.3b	Elementary	Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs) ; eating a balanced diet; engaging in

				regular exercise.
30	Tour de Health	1.2b	Intermediate	Tissues, organs, and organ systems help to provide all cells with nutrients, oxygen, and waste removal.
30	Tour de Health	5.1d	Intermediate	The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.
30	Tour de Health	5.2b	Intermediate	Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.
30	Tour de Health	5.2c	Intermediate	Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.
30	Tour de Health	5.2d	Intermediate	Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
30	Tour de Health	5.2e	Intermediate	In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
4	Balancing Act	5.1a	Elementary	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
4	Balancing Act	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
4	Balancing Act	5.2b	Intermediate	Foods contain a variety of substances, which include carbohydrates, fats, vitamins, proteins, minerals, and water. Each substance is vital to the survival of the organism.
4	Balancing Act	5.2d	Intermediate	Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
4	Balancing Act	5.2e	Intermediate	In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
5	Fast-Food Frenzy	5.1a	Elementary	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
5	Fast-Food Frenzy	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.

5	Fast-Food Frenzy	1.2b	Intermediate	Tissues, organs, and organ systems help to provide all cells with nutrients, oxygen, and waste removal.
5	Fast-Food Frenzy	5.2d	Intermediate	Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
5	Fast-Food Frenzy	5.2e	Intermediate	In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
6	Snack Attack	5.1a	Elementary	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
6	Snack Attack	5.1d	Intermediate	The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5.1a	Elementary	All living things grow, take in nutrients, breathe, reproduce, and eliminate waste.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5.3a	Elementary	Humans need a variety of healthy foods, exercise, and rest in order to grow and maintain good health.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5.3b	Elementary	Good health habits include hand washing and personal cleanliness; avoiding harmful substances (including alcohol, tobacco, illicit drugs) ; eating a balanced diet; engaging in regular exercise.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	1.2b	Intermediate	Tissues, organs, and organ systems help to provide all cells with nutrients, oxygen, and waste removal.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5.1d	Intermediate	The methods for obtaining nutrients vary among organisms. Producers, such as green plants, use light energy to make their food. Consumers, such as animals, take in energy-rich foods.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5.2c	Intermediate	Metabolism is the sum of all chemical reactions in an organism. Metabolism can be influenced by hormones, exercise, diet, and aging.

8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5.2d	Intermediate	Energy in foods is measured in Calories. The total caloric value of each type of food varies. The number of Calories a person requires varies from person to person.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	5.2e	Intermediate	In order to maintain a balanced state, all organisms have a minimum daily intake of each type of nutrient based on species, size, age, sex, activity, etc. An imbalance in any of the nutrients might result in weight gain, weight loss, or a diseased state.
New York > Core Curriculum > English Language Arts (2005)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living		Grade 5	Respond in writing to prompts that follow the reading of literary and informational texts
10	Chain Five		Grade 4	Participate in group discussions on a variety of topics
10	Chain Five		Grade 5	Participate in group discussions on a variety of topics
10	Chain Five		Grades: 5-6	Establish eye contact during presentations and group discussions
11	Alphabet Fruit (and Vegetables)		Grade 4	Participate in group discussions on a variety of topics
11	Alphabet Fruit (and Vegetables)		Grade 5	Participate in group discussions on a variety of topics
12	Brilliant Breakfast		Grade 4	Participate in group discussions on a variety of topics
12	Brilliant Breakfast		Grade 5	Participate in group discussions on a variety of topics
13	Fitness Walking		Grade 4	Participate in group discussions on a variety of topics
13	Fitness Walking		Grade 5	Participate in group discussions on a variety of topics
14	Healthy Living, Healthy Eating		Grade 4	Participate in group discussions on a variety of topics
14			Grade 5	Participate in group discussions on a variety of topics

	Healthy Living, Healthy Eating			
15	Keeping the Balance		Grade 4	Participate in group discussions on a variety of topics
15	Keeping the Balance		Grade 5	Participate in group discussions on a variety of topics
16	The Safe Workout: A Review		Grade 4	Participate in group discussions on a variety of topics
16	The Safe Workout: A Review		Grade 5	Participate in group discussions on a variety of topics
17	Hunting for Hidden Fat		Grade 4	Participate in group discussions on a variety of topics
17	Hunting for Hidden Fat		Grade 5	Participate in group discussions on a variety of topics
18	Beverage Buzz: Sack the Sugar		Grade 4	Participate in group discussions on a variety of topics
18	Beverage Buzz: Sack the Sugar		Grade 5	Participate in group discussions on a variety of topics
19	Snack Decisions		Grade 4	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources
19	Snack Decisions		Grade 4	State a main idea and support it with details from the text
19	Snack Decisions		Grade 4	Participate in group discussions on a variety of topics
19	Snack Decisions		Grade 5	State or summarize a main idea and support/elaborate with relevant details
19	Snack Decisions		Grade 5	Participate in group discussions on a variety of topics
19	Snack Decisions		Grades: 5-6	Use word recognition and context clues to read fluently
19	Snack Decisions		Grades: 5-6	Establish eye contact during presentations and group discussions
20	Snacking and Inactivity		Grade 4	Participate in group discussions on a variety of topics
20	Snacking and Inactivity		Grade 5	Participate in group discussions on a variety of topics
21	Freeze My TV		Grade 4	Participate in group discussions on a variety of topics
21	Freeze My TV		Grade 5	Participate in group discussions on a variety of topics

22	Menu Monitoring		Grade 4	Participate in group discussions on a variety of topics
22	Menu Monitoring		Grade 5	Participate in group discussions on a variety of topics
23	Veggiemania		Grade 4	Participate in group discussions on a variety of topics
23	Veggiemania		Grade 5	Participate in group discussions on a variety of topics
24	Breakfast Bonanza		Grade 4	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources
24	Breakfast Bonanza		Grade 4	State a main idea and support it with details from the text
24	Breakfast Bonanza		Grade 4	Participate in group discussions on a variety of topics
24	Breakfast Bonanza		Grade 5	State or summarize a main idea and support/elaborate with relevant details
24	Breakfast Bonanza		Grade 5	Participate in group discussions on a variety of topics
24	Breakfast Bonanza		Grades: 5-6	Use word recognition and context clues to read fluently
24	Breakfast Bonanza		Grades: 5-6	Establish eye contact during presentations and group discussions
26	Fitness Walking		Grade 4	Participate in group discussions on a variety of topics
26	Fitness Walking		Grade 5	Participate in group discussions on a variety of topics
27	Freeze My TV		Grade 4	Participate in group discussions on a variety of topics
27	Freeze My TV		Grade 5	Participate in group discussions on a variety of topics
4	Balancing Act		Grades: 2-4	Recognize and discriminate among a variety of informational text
4	Balancing Act		Grade 4	Show interest in a wide range of grade-level texts, both literary and informational
4	Balancing Act		Grade 4	Participate in group discussions on a variety of topics
4	Balancing Act		Grade 5	Participate in group discussions on a variety of topics
6	Snack Attack		Grades: 2-4	Recognize and discriminate among a variety of informational text
6	Snack Attack		Grade 4	Show interest in a wide range of grade-level texts, both literary and informational
6	Snack Attack		Grade 4	Participate in group discussions on a variety of topics

6	Snack Attack		Grade 5	Participate in group discussions on a variety of topics
7	Sugar Water: Think About Your Drink		Grade 4	Participate in group discussions on a variety of topics
7	Sugar Water: Think About Your Drink		Grade 5	Participate in group discussions on a variety of topics
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 4	Participate in group discussions on a variety of topics
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind		Grade 5	Participate in group discussions on a variety of topics
9	Prime-Time Smartness		Grades: 2-4	Recognize and discriminate among a variety of informational text
9	Prime-Time Smartness		Grade 4	Determine the meaning of unfamiliar words by using context clues, dictionaries, and other resources
9	Prime-Time Smartness		Grade 4	Show interest in a wide range of grade-level texts, both literary and informational
9	Prime-Time Smartness		Grade 4	Respond in writing to prompts that follow the reading of literary and informational texts
9	Prime-Time Smartness		Grade 4	Participate in group discussions on a variety of topics
9	Prime-Time Smartness		Grade 5	Respond in writing to prompts that follow the reading of literary and informational texts
9	Prime-Time Smartness		Grade 5	Respond to writing prompts that follow listening to literary and informational texts
9	Prime-Time Smartness		Grade 5	Participate in group discussions on a variety of topics
9	Prime-Time Smartness		Grades: 5-6	Use word recognition and context clues to read fluently
9	Prime-Time Smartness		Grades: 5-6	Establish eye contact during presentations and group discussions
New York > Core Curriculum > Social Studies (2003)				
Lesson	Title		Grade Descr	State Text

		State ID		
New York > Core Curriculum > Mathematics (2005)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	4.S.4	Grade 4	Read and interpret line graphs
15	Keeping the Balance	4.N.14	Grade 4	Use a variety of strategies to add and subtract numbers up to 10,000
17	Hunting for Hidden Fat	4.S.3	Grade 4	Represent data using tables, bar graphs, and pictographs
21	Freeze My TV	4.S.3	Grade 4	Represent data using tables, bar graphs, and pictographs
24	Breakfast Bonanza	4.S.4	Grade 4	Read and interpret line graphs
24	Breakfast Bonanza	5.S.2	Grade 5	Display data in a line graph to show an increase or decrease over time
27	Freeze My TV	4.S.2	Grade 4	Collect data using observations, surveys, and experiments and record appropriately
27	Freeze My TV	4.S.3	Grade 4	Represent data using tables, bar graphs, and pictographs
27	Freeze My TV	4.S.4	Grade 4	Read and interpret line graphs
27	Freeze My TV	5.S.1	Grade 5	Collect and record data from a variety of sources (e.g., newspapers, magazines, polls, charts, and surveys)
27	Freeze My TV	5.S.2	Grade 5	Display data in a line graph to show an increase or decrease over time
27	Freeze My TV	5.S.3	Grade 5	Calculate the mean for a given set of data and use to describe a set of data
28	Get 3 At School and 5+ A Day	4.S.2	Grade 4	Collect data using observations, surveys, and experiments and record appropriately
28	Get 3 At School and 5+ A Day	5.S.1	Grade 5	Collect and record data from a variety of sources (e.g., newspapers, magazines, polls, charts, and surveys)
4	Balancing Act	4.S.3	Grade 4	Represent data using tables, bar graphs, and pictographs
5	Fast-Food Frenzy	5.N.11	Grade 5	Understand that percent means part of 100, and write percents as fractions and decimals

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