

Virginia > Curriculum Framework > Science (2003)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV		Grade 4	analyze a set of 20 or fewer objects, measures, or pictures; classify them into basic categories to organize the data (descriptive or numerical); and construct bar graphs and line graphs depicting the distribution of those data.
21	Freeze My TV		Grade 4	make predictions based on picture graphs, bar graphs, and basic line graphs.
27	Freeze My TV		Grade 4	analyze a set of 20 or fewer objects, measures, or pictures; classify them into basic categories to organize the data (descriptive or numerical); and construct bar graphs and line graphs depicting the distribution of those data.
27	Freeze My TV		Grade 4	make predictions based on picture graphs, bar graphs, and basic line graphs.
27	Freeze My TV		Grade 4	collect and display in a table and line graph time and position data for a moving object.
27	Freeze My TV		Grade 4	design an investigation in which weather data are gathered using meteorological tools and charted to make weather predictions.
27	Freeze My TV		Grade 5	collect, record, and report data, using charts and tables, and translate numerical data into bar or line graphs.
27	Freeze My TV		Grade 5	design an investigation to locate, chart, and report weathering and erosion at home and on the school grounds. Create a plan to solve erosion problems that may be found.
Virginia > Curriculum Framework > English (2003)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living			

			Grade 4	identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes
10	Chain Five		Grade 5	organizing information from group discussion for presentation
19	Snack Decisions		Grade 4	use context to clarify the meaning of unfamiliar words
19	Snack Decisions		Grade 4	use context to select the applicable definition of a multiple-meaning word from a glossary or dictionary
19	Snack Decisions		Grade 4	identify major events and supporting details
19	Snack Decisions		Grade 4	identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes
19	Snack Decisions		Grade 5	organizing information from group discussion for presentation
19	Snack Decisions		Grade 5	use word references and context clues to determine which meaning is appropriate in a given situation
24	Breakfast Bonanza		Grade 4	use context to clarify the meaning of unfamiliar words
24	Breakfast Bonanza		Grade 4	use context to select the applicable definition of a multiple-meaning word from a glossary or dictionary
24	Breakfast Bonanza		Grade 4	identify major events and supporting details
24	Breakfast Bonanza		Grade 4	identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes
24	Breakfast Bonanza		Grade 5	organizing information from group discussion for presentation
24	Breakfast Bonanza		Grade 5	use word references and context clues to determine which meaning is appropriate in a given situation

5	Fast-Food Frenzy		Grade 4	identify the important information and provide supporting details for each important idea in a selection to summarize the text by using tools such as graphic organizers, outlining, and notes
9	Prime-Time Smartness		Grade 4	use context to clarify the meaning of unfamiliar words
9	Prime-Time Smartness		Grade 4	use context to select the applicable definition of a multiple-meaning word from a glossary or dictionary
9	Prime-Time Smartness		Grade 4	write responses that go beyond literal restatements in order to make connections to their own lives and to other selections
9	Prime-Time Smartness		Grade 5	organizing information from group discussion for presentation
9	Prime-Time Smartness		Grade 5	use word references and context clues to determine which meaning is appropriate in a given situation
Virginia > Curriculum Framework > History and Social Science (2001)				
Lesson	Title	State ID	Grade Descr	State Text
Virginia > Curriculum Framework > Mathematics (2002)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast		Grade 4	Select from among four choices a correct analysis of the data presented in a bar or line graph. For example, given a line graph showing the number of soccer players (in millions) in the U.S. over the time period 1980 to 2000 in five-year intervals, select the correct answer response that relates to the graphs, such as, The greatest increase in number of soccer players occurred between 1985 and 1990.

15	Keeping the Balance		Grade 4	Find the sum or difference of two whole numbers, each 999,999 or less, using paper and pencil.
15	Keeping the Balance		Grade 4	Find the sum or difference of two whole numbers, each 999,999 or less, using a calculator.
17	Hunting for Hidden Fat		Grade 4	Construct and display data in bar graphs, labeling one axis with equal whole-number increments of 1 or more (numerical data) (e.g., multiples of 5, 10, or 100) and the other axis with categories related to the title of the graph (categorical data) (e.g., swimming, fishing, boating, and water skiing as the categories of Favorite Summer Sports ).
17	Hunting for Hidden Fat		Grade 4	Analyze information from simple line and bar graphs by describing the characteristics of the data and the data as a whole (e.g., the category with the greatest/least, categories with the same number of responses, similarities and differences, the total number). Data points will be limited to 20 and categories to 4.
17	Hunting for Hidden Fat		Grade 4	Select from among four choices a correct analysis of the data presented in a bar or line graph. For example, given a line graph showing the number of soccer players (in millions) in the U.S. over the time period 1980 to 2000 in five-year intervals, select the correct answer response that relates to the graphs, such as, The greatest increase in number of soccer players occurred between 1985 and 1990.
17	Hunting for Hidden Fat		Grade 5	Construct bar graphs, labeling one axis with equal whole number or decimal increments and the other axis with attributes of the topic (categorical data) (e.g., skiing, basketball, ice hockey, skating, and sledding as the categories of Favorite Winter Sports ). Bar graphs will have no more than six categories.
17	Hunting for Hidden Fat		Grade 5	Display data in line graphs, bar graphs, and stem-and-leaf plots.
21	Freeze My TV		Grade 4	Construct and display data in bar graphs, labeling one axis with equal whole-number increments of 1 or more (numerical data) (e.g., multiples of 5, 10, or 100) and the other axis with categories related to the title of the graph (categorical data) (e.g., swimming, fishing, boating, and water skiing as the categories of Favorite Summer Sports ).
21	Freeze My TV		Grade 4	Title the given graph or identify the title in a given graph and label the axes.
21	Freeze My TV		Grade 4	Analyze information from simple line and bar graphs by describing the characteristics of the data and the data as a whole (e.g., the category with the greatest/least, categories with the same number of responses, similarities and differences, the total number). Data points will be limited to 20 and categories to 4.

21	Freeze My TV		Grade 4	Select from among four choices a correct analysis of the data presented in a bar or line graph. For example, given a line graph showing the number of soccer players (in millions) in the U.S. over the time period 1980 to 2000 in five-year intervals, select the correct answer response that relates to the graphs, such as, The greatest increase in number of soccer players occurred between 1985 and 1990.
21	Freeze My TV		Grade 5	Construct bar graphs, labeling one axis with equal wholenumber or decimal increments and the other axis with attributes of the topic (categorical data) (e.g., skiing, basketball, ice hockey, skating, and sledding as the categories of Favorite Winter Sports ). Bar graphs will have no more than six categories.
21	Freeze My TV		Grade 5	Display data in line graphs, bar graphs, and stem-and-leaf plots.
21	Freeze My TV		Grade 5	Title the given graph, or identify the title.
24	Breakfast Bonanza		Grade 4	Analyze information from simple line and bar graphs by describing the characteristics of the data and the data as a whole (e.g., the category with the greatest/least, categories with the same number of responses, similarities and differences, the total number). Data points will be limited to 20 and categories to 4.
24	Breakfast Bonanza		Grade 4	Select from among four choices a correct analysis of the data presented in a bar or line graph. For example, given a line graph showing the number of soccer players (in millions) in the U.S. over the time period 1980 to 2000 in five-year intervals, select the correct answer response that relates to the graphs, such as, The greatest increase in number of soccer players occurred between 1985 and 1990.
24	Breakfast Bonanza		Grade 5	Display data in line graphs, bar graphs, and stem-and-leaf plots.
27	Freeze My TV		Grade 4	Organize data into a chart or table.
27	Freeze My TV		Grade 4	Construct and display data in bar graphs, labeling one axis with equal whole-number increments of 1 or more (numerical data) (e.g., multiples of 5, 10, or 100) and the other axis with categories related to the title of the graph (categorical data) (e.g., swimming, fishing, boating, and water skiing as the categories of Favorite Summer Sports ).
27	Freeze My TV		Grade 4	Construct and display data in line graphs, labeling the vertical axis with equal whole-number increments of 1 or more and the horizontal axis with continuous data commonly related to time (e.g., hours, days, months, years, and age). Line graphs will have no more than four identified points along a continuum for

				continuous data. For example, growth charts showing age versus height place age on the horizontal axis (e.g., 1 month, 2 months, 3 months, and 4 months).
27	Freeze My TV		Grade 4	Title the given graph or identify the title in a given graph and label the axes.
27	Freeze My TV		Grade 4	Analyze information from simple line and bar graphs by describing the characteristics of the data and the data as a whole (e.g., the category with the greatest/least, categories with the same number of responses, similarities and differences, the total number). Data points will be limited to 20 and categories to 4.
27	Freeze My TV		Grade 4	Interpret the data to answer the question posed, and compare the answer to the prediction (e.g., The summer sport preferred by most is swimming, which is what I predicted before collecting the data. ).
27	Freeze My TV		Grade 4	Write at least one sentence to describe the analysis and interpretation of the data, identifying parts of the data that have special characteristics, including categories with the greatest, the least, or the same.
27	Freeze My TV		Grade 4	Select from among four choices a correct analysis of the data presented in a bar or line graph. For example, given a line graph showing the number of soccer players (in millions) in the U.S. over the time period 1980 to 2000 in five-year intervals, select the correct answer response that relates to the graphs, such as, The greatest increase in number of soccer players occurred between 1985 and 1990.
27	Freeze My TV		Grade 5	Organize the data into a chart or table.
27	Freeze My TV		Grade 5	Construct bar graphs, labeling one axis with equal wholenumber or decimal increments and the other axis with attributes of the topic (categorical data) (e.g., skiing, basketball, ice hockey, skating, and sledding as the categories of Favorite Winter Sports ). Bar graphs will have no more than six categories.
27	Freeze My TV		Grade 5	Display data in line graphs, bar graphs, and stem-and-leaf plots.
27	Freeze My TV		Grade 5	Construct line graphs, labeling the vertical axis with equal whole-number, decimal, or fractional increments and the horizontal axis with continuous data commonly related to time (e.g., hours, days, months, years, and age). Line graphs will have no more than six identified points along a continuum for continuous data (e.g., the decades: 1950s, 1960s, 1970s, 1980s, 1990s, and 2000s).
27	Freeze My TV		Grade 5	Construct a stem-and-leaf plot to organize and display data, where the stem is listed in ascending order and the leaves are in ascending order, with or without commas between leaves.

27	Freeze My TV		Grade 5	Title the given graph, or identify the title.
27	Freeze My TV		Grade 5	Interpret the data to compare the answer to the prediction.
27	Freeze My TV		Grade 5	Write a few sentences to describe the interpretation of the data.
4	Balancing Act		Grade 4	Organize data into a chart or table.
4	Balancing Act		Grade 4	Title the given graph or identify the title in a given graph and label the axes.
4	Balancing Act		Grade 5	Organize the data into a chart or table.
4	Balancing Act		Grade 5	Title the given graph, or identify the title.
5	Fast-Food Frenzy		Grade 4	Find the sum or difference of two whole numbers, each 999,999 or less, using paper and pencil.
5	Fast-Food Frenzy		Grade 4	Find the sum or difference of two whole numbers, each 999,999 or less, using a calculator.
5	Fast-Food Frenzy		Grade 4	Organize data into a chart or table.
5	Fast-Food Frenzy		Grade 5	Organize the data into a chart or table.
6	Snack Attack		Grade 4	Title the given graph or identify the title in a given graph and label the axes.
6	Snack Attack		Grade 5	Title the given graph, or identify the title.

Virginia > Standards of Learning > Computer/Technology (2005)				
Lesson	Title	State ID	Grade Descr	State Text
Virginia > Standards of Learning > History and Social Science (2001)				
Lesson	Title	State ID	Grade Descr	State Text
Virginia > Standards of Learning > Mathematics (2001)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	4.20	Grade Four	The student will collect, organize, and display data in line and bar graphs with scale increments of one or greater than one and use the display to interpret the results, draw conclusions, and make predictions.
27	Freeze My TV	4.20	Grade Four	The student will collect, organize, and display data in line and bar graphs with scale increments of one or greater than one and use the display to interpret the results, draw conclusions, and make predictions.
27	Freeze My TV	5.18	Grade Five	The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, stem-and-leaf plots, and line graphs, to draw conclusions and make predictions.
28	Get 3 At School and 5+ A Day	4.20	Grade Four	The student will collect, organize, and display data in line and bar graphs with scale increments of one or greater than one and use the display to interpret the results, draw conclusions, and make predictions.
28	Get 3 At School and 5+ A Day	5.18	Grade Five	The student will, given a problem situation, collect, organize, and display a set of numerical data in a variety of forms, using bar graphs, stem-and-leaf plots, and line graphs, to draw conclusions and make predictions.

Virginia > Standards of Learning > English (2002)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	c	Grade Five	Summarize information gathered in group activities.
1	Healthy Living	a	Grade Five	Develop notes that include important concepts, summaries, and identification of information sources.
10	Chain Five	b	Grade Four	Contribute to group discussions.
10	Chain Five	a	Grade Five	Participate in and contribute to discussions across content areas.
10	Chain Five	c	Grade Five	Summarize information gathered in group activities.
11	Alphabet Fruit (and Vegetables)	b	Grade Four	Contribute to group discussions.
11	Alphabet Fruit (and Vegetables)	a	Grade Five	Participate in and contribute to discussions across content areas.
13	Fitness Walking	b	Grade Four	Contribute to group discussions.
13	Fitness Walking	a	Grade Five	Participate in and contribute to discussions across content areas.
14	Healthy Living, Healthy Eating	b	Grade Four	Contribute to group discussions.
14	Healthy Living, Healthy Eating	a	Grade Five	Participate in and contribute to discussions across content areas.
15	Keeping the Balance	b		Contribute to group discussions.

			Grade Four	
15	Keeping the Balance	a	Grade Five	Participate in and contribute to discussions across content areas.
16	The Safe Workout: A Review	b	Grade Four	Contribute to group discussions.
16	The Safe Workout: A Review	a	Grade Five	Participate in and contribute to discussions across content areas.
17	Hunting for Hidden Fat	b	Grade Four	Contribute to group discussions.
17	Hunting for Hidden Fat	a	Grade Five	Participate in and contribute to discussions across content areas.
18	Beverage Buzz: Sack the Sugar	b	Grade Four	Contribute to group discussions.
18	Beverage Buzz: Sack the Sugar	a	Grade Five	Participate in and contribute to discussions across content areas.
19	Snack Decisions	b	Grade Four	Contribute to group discussions.
19	Snack Decisions	a	Grade Four	Use context to clarify meanings of unfamiliar words.
19	Snack Decisions	a	Grade Five	Participate in and contribute to discussions across content areas.
19	Snack Decisions	c	Grade Five	Summarize information gathered in group activities.
19	Snack Decisions	a	Grade Five	Develop notes that include important concepts, summaries, and identification of information sources.
20	Snacking and Inactivity	b	Grade Four	Contribute to group discussions.

20	Snacking and Inactivity	a	Grade Five	Participate in and contribute to discussions across content areas.
21	Freeze My TV	b	Grade Four	Contribute to group discussions.
21	Freeze My TV	a	Grade Five	Participate in and contribute to discussions across content areas.
22	Menu Monitoring	b	Grade Four	Contribute to group discussions.
22	Menu Monitoring	a	Grade Five	Participate in and contribute to discussions across content areas.
23	Veggiemania	b	Grade Four	Contribute to group discussions.
23	Veggiemania	a	Grade Five	Participate in and contribute to discussions across content areas.
24	Breakfast Bonanza	b	Grade Four	Contribute to group discussions.
24	Breakfast Bonanza	a	Grade Four	Use context to clarify meanings of unfamiliar words.
24	Breakfast Bonanza	a	Grade Five	Participate in and contribute to discussions across content areas.
24	Breakfast Bonanza	c	Grade Five	Summarize information gathered in group activities.
24	Breakfast Bonanza	b	Grade Five	Identify structural patterns found in nonfiction.
24	Breakfast Bonanza	a	Grade Five	Develop notes that include important concepts, summaries, and identification of information sources.
26	Fitness Walking	b	Grade Four	Contribute to group discussions.

26	Fitness Walking	a	Grade Five	Participate in and contribute to discussions across content areas.
27	Freeze My TV	b	Grade Four	Contribute to group discussions.
27	Freeze My TV	a	Grade Five	Participate in and contribute to discussions across content areas.
27	Freeze My TV	b	Grade Five	Organize information on charts, maps, and graphs.
4	Balancing Act	b	Grade Four	Contribute to group discussions.
4	Balancing Act	a	Grade Five	Participate in and contribute to discussions across content areas.
4	Balancing Act	a	Grade Five	Use text organizers, such as type, headings, and graphics, to predict and categorize information.
5	Fast-Food Frenzy	c	Grade Five	Summarize information gathered in group activities.
6	Snack Attack	b	Grade Four	Contribute to group discussions.
6	Snack Attack	a	Grade Five	Participate in and contribute to discussions across content areas.
7	Sugar Water: Think About Your Drink	b	Grade Four	Contribute to group discussions.
7	Sugar Water: Think About Your Drink	a	Grade Five	Participate in and contribute to discussions across content areas.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grade Four	Contribute to group discussions.

8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grade Five	Participate in and contribute to discussions across content areas.
9	Prime-Time Smartness	b	Grade Four	Contribute to group discussions.
9	Prime-Time Smartness	a	Grade Four	Use context to clarify meanings of unfamiliar words.
9	Prime-Time Smartness	a	Grade Five	Participate in and contribute to discussions across content areas.
9	Prime-Time Smartness	c	Grade Five	Summarize information gathered in group activities.
Virginia > Standards of Learning > Health Education (2001)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	b	Grade Four	the components of a balanced meal;
1	Healthy Living	c	Grade Four	the effects of malnutrition;
1	Healthy Living	e	Grade Four	the impact of fats, carbohydrates, and proteins on physical performance.
1	Healthy Living	d	Grade Five	the importance of exercise and recreation;
10	Chain Five	a	Grade Four	the nutrients needed for proper brain functioning;

10	Chain Five	b	Grade Four	the components of a balanced meal;
10	Chain Five	a	Grade Five	the relationship between health promotion and disease prevention;
10	Chain Five	b	Grade Five	the connection between dietary guidelines and weight management;
11	Alphabet Fruit (and Vegetables)	b	Grade Four	the components of a balanced meal;
11	Alphabet Fruit (and Vegetables)	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
12	Brilliant Breakfast	b	Grade Four	the components of a balanced meal;
12	Brilliant Breakfast	b	Grade Five	the connection between dietary guidelines and weight management;
13	Fitness Walking	e	Grade Four	the role of regular physical activity.
13	Fitness Walking	d	Grade Five	the importance of exercise and recreation;
13	Fitness Walking	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
14	Healthy Living, Healthy Eating	a	Grade Four	the nutrients needed for proper brain functioning;
14	Healthy Living, Healthy Eating	b	Grade Four	the components of a balanced meal;
14	Healthy Living, Healthy Eating	e	Grade Four	the impact of fats, carbohydrates, and proteins on physical performance.
14	Healthy Living, Healthy Eating	e	Grade Four	the role of regular physical activity.

14	Healthy Living, Healthy Eating	b	Grade Five	the connection between dietary guidelines and weight management;
14	Healthy Living, Healthy Eating	d	Grade Five	the importance of exercise and recreation;
14	Healthy Living, Healthy Eating	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
15	Keeping the Balance	a	Grade Four	the nutrients needed for proper brain functioning;
15	Keeping the Balance	d	Grade Four	the impact of growth and development;
15	Keeping the Balance	e	Grade Four	the impact of fats, carbohydrates, and proteins on physical performance.
15	Keeping the Balance	e	Grade Four	the role of regular physical activity.
15	Keeping the Balance	d	Grade Five	the importance of exercise and recreation;
15	Keeping the Balance	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
16	The Safe Workout: A Review	b	Grade Four	the components of a balanced meal;
16	The Safe Workout: A Review	d	Grade Four	the impact of growth and development;
16	The Safe Workout: A Review	e	Grade Four	the role of regular physical activity.
16	The Safe Workout: A Review	b	Grade Five	the connection between dietary guidelines and weight management;
16	The Safe Workout: A Review	d	Grade Five	the importance of exercise and recreation;

16	The Safe Workout: A Review	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
17	Hunting for Hidden Fat	b	Grade Four	the components of a balanced meal;
17	Hunting for Hidden Fat	e	Grade Four	the impact of fats, carbohydrates, and proteins on physical performance.
17	Hunting for Hidden Fat	b	Grade Five	the connection between dietary guidelines and weight management;
18	Beverage Buzz: Sack the Sugar	b	Grade Four	the components of a balanced meal;
18	Beverage Buzz: Sack the Sugar	d	Grade Four	the impact of growth and development;
18	Beverage Buzz: Sack the Sugar	b	Grade Five	the connection between dietary guidelines and weight management;
19	Snack Decisions	a	Grade Four	the nutrients needed for proper brain functioning;
19	Snack Decisions	b	Grade Four	the components of a balanced meal;
19	Snack Decisions	e	Grade Four	the impact of fats, carbohydrates, and proteins on physical performance.
19	Snack Decisions	b	Grade Five	the connection between dietary guidelines and weight management;
19	Snack Decisions	b	Grade Five	tools for the critical evaluation of advertisements and promotions.
2	Carb Smart	a	Grade Four	the nutrients needed for proper brain functioning;
2	Carb Smart	b	Grade Four	the components of a balanced meal;

2	Carb Smart	e	Grade Four	the impact of fats, carbohydrates, and proteins on physical performance.
20	Snacking and Inactivity	a	Grade Four	the nutrients needed for proper brain functioning;
20	Snacking and Inactivity	b	Grade Four	the components of a balanced meal;
20	Snacking and Inactivity	e	Grade Four	the impact of fats, carbohydrates, and proteins on physical performance.
20	Snacking and Inactivity	e	Grade Four	the role of regular physical activity.
20	Snacking and Inactivity	d	Grade Five	the importance of exercise and recreation;
20	Snacking and Inactivity	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
21	Freeze My TV	e	Grade Four	the role of regular physical activity.
21	Freeze My TV	b	Grade Five	the connection between dietary guidelines and weight management;
21	Freeze My TV	d	Grade Five	the importance of exercise and recreation;
21	Freeze My TV	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
22	Menu Monitoring	a	Grade Four	the nutrients needed for proper brain functioning;
22	Menu Monitoring	b	Grade Four	the components of a balanced meal;
22	Menu Monitoring	b	Grade Five	the connection between dietary guidelines and weight management;

23	Veggiemania	a	Grade Four	the nutrients needed for proper brain functioning;
23	Veggiemania	b	Grade Four	the components of a balanced meal;
24	Breakfast Bonanza	b	Grade Four	the components of a balanced meal;
24	Breakfast Bonanza	b	Grade Five	the connection between dietary guidelines and weight management;
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	a	Grade Four	the nutrients needed for proper brain functioning;
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	b	Grade Four	the components of a balanced meal;
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	b	Grade Five	the existence of customs and traditions;
26	Fitness Walking	e	Grade Four	the role of regular physical activity.
26	Fitness Walking	d	Grade Five	the importance of exercise and recreation;
26	Fitness Walking	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
27	Freeze My TV	e	Grade Four	the role of regular physical activity.
27	Freeze My TV	b		the connection between dietary guidelines and weight management;

			Grade Five	
27	Freeze My TV	d	Grade Five	the importance of exercise and recreation;
27	Freeze My TV	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
28	Get 3 At School and 5+ A Day	b	Grade Four	the components of a balanced meal;
29	Class Walking Clubs	e	Grade Four	the role of regular physical activity.
29	Class Walking Clubs	d	Grade Five	the importance of exercise and recreation;
29	Class Walking Clubs	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
3	The Safe Workout: An Introduction	b	Grade Four	the components of a balanced meal;
3	The Safe Workout: An Introduction	d	Grade Four	laws related to illegal alcohol and tobacco use.
3	The Safe Workout: An Introduction	e	Grade Four	the role of regular physical activity.
3	The Safe Workout: An Introduction	b	Grade Five	the connection between dietary guidelines and weight management;
3	The Safe Workout: An Introduction	d	Grade Five	the importance of exercise and recreation;
3	The Safe Workout: An Introduction	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
30	Tour de Health	a	Grade Four	the nutrients needed for proper brain functioning;

30	Tour de Health	b	Grade Four	the components of a balanced meal;
30	Tour de Health	e	Grade Four	the role of regular physical activity.
30	Tour de Health	b	Grade Five	the connection between dietary guidelines and weight management;
30	Tour de Health	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
4	Balancing Act	a	Grade Four	the nutrients needed for proper brain functioning;
4	Balancing Act	b	Grade Four	the components of a balanced meal;
4	Balancing Act	e	Grade Four	the impact of fats, carbohydrates, and proteins on physical performance.
5	Fast-Food Frenzy	a	Grade Four	the nutrients needed for proper brain functioning;
5	Fast-Food Frenzy	b	Grade Four	the components of a balanced meal;
5	Fast-Food Frenzy	e	Grade Four	the impact of fats, carbohydrates, and proteins on physical performance.
5	Fast-Food Frenzy	b	Grade Five	the connection between dietary guidelines and weight management;
6	Snack Attack	a	Grade Four	the nutrients needed for proper brain functioning;
6	Snack Attack	b	Grade Four	the components of a balanced meal;
6	Snack Attack	e	Grade Four	the impact of fats, carbohydrates, and proteins on physical performance.

6	Snack Attack	b	Grade Five	the connection between dietary guidelines and weight management;
7	Sugar Water: Think About Your Drink	a	Grade Four	the nutrients needed for proper brain functioning;
7	Sugar Water: Think About Your Drink	b	Grade Four	the components of a balanced meal;
7	Sugar Water: Think About Your Drink	e	Grade Four	the impact of fats, carbohydrates, and proteins on physical performance.
7	Sugar Water: Think About Your Drink	b	Grade Five	the connection between dietary guidelines and weight management;
7	Sugar Water: Think About Your Drink	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	a	Grade Four	the nutrients needed for proper brain functioning;
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grade Four	the components of a balanced meal;
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	e	Grade Four	the role of regular physical activity.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	b	Grade Five	the connection between dietary guidelines and weight management;
8	The Safe Workout: Snacking's Just Fine, If	d	Grade Five	the importance of exercise and recreation;

	you Choose the Right Kind			
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	e	Grade Five	the effects of personal health habits on cardiovascular fitness;
9	Prime-Time Smartness	b	Grade Five	tools for the critical evaluation of advertisements and promotions.
Virginia > Standards of Learning > Science (2003)				
Lesson	Title	State ID	Grade Descr	State Text
21	Freeze My TV	f	Grade Four	data are displayed using bar and basic line graphs;
27	Freeze My TV	f	Grade Four	data are displayed using bar and basic line graphs;
27	Freeze My TV	h	Grade Four	predictions are made based on data from picture graphs, bar graphs, and basic line graphs.
27	Freeze My TV	e	Grade Five	data are collected, recorded, and reported using the appropriate graphical representation (graphs, charts, diagrams);