

West Virginia > Alternate Academic Achievement Standards > Mathematics (2005)				
Lesson	Title	State ID	Grade Descr	State Text
West Virginia > Alternate Academic Achievement Standards > Language Arts (2005)				
Lesson	Title	State ID	Grade Descr	State Text
West Virginia > Standards and Objectives > Learning Skills and Technology Tools (2006)				
Lesson	Title	State ID	Grade Descr	State Text
West Virginia > Standards and Objectives > Reading and Language Arts (2006)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	RLA.O.4.1.08	Grade 4	interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.
1	Healthy Living	RLA.O.4.1.15	Grade 4	

				use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).
1	Healthy Living		Grade 4	gathering information from direct quotes, maps, charts, graphs and tables
1	Healthy Living	RLA.O.5.1.14	Grade 5	classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines).
19	Snack Decisions		Grade 4	context clues
19	Snack Decisions	RLA.O.4.1.02	Grade 4	apply structural analysis including etymology and context clues to decode and encode words.
19	Snack Decisions	RLA.O.4.1.08	Grade 4	interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.
19	Snack Decisions	RLA.O.5.1.06	Grade 5	determine main ideas and locate supporting details in literary passages and informational texts.
19	Snack Decisions		Grade 5	use context clues
24	Breakfast Bonanza		Grade 4	context clues
24	Breakfast Bonanza	RLA.O.4.1.02	Grade 4	apply structural analysis including etymology and context clues to decode and encode words.
24	Breakfast Bonanza	RLA.O.4.1.08	Grade 4	interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.
24	Breakfast Bonanza	RLA.O.4.1.14	Grade 4	select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).
24	Breakfast Bonanza	RLA.O.4.1.15	Grade 4	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).
24	Breakfast Bonanza		Grade 4	gathering information from direct quotes, maps, charts, graphs and tables
24	Breakfast Bonanza	RLA.O.5.1.06	Grade 5	determine main ideas and locate supporting details in literary passages and informational texts.

24	Breakfast Bonanza		Grade 5	use context clues
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grade 4	gathering information from direct quotes, maps, charts, graphs and tables
27	Freeze My TV	RLA.O.4.1.15	Grade 4	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).
27	Freeze My TV		Grade 4	gathering information from direct quotes, maps, charts, graphs and tables
27	Freeze My TV	RLA.O.5.1.14	Grade 5	classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines).
28	Get 3 At School and 5+ A Day		Grade 4	gathering information from direct quotes, maps, charts, graphs and tables
28	Get 3 At School and 5+ A Day	RLA.O.5.1.14	Grade 5	classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines).
3	The Safe Workout: An Introduction	RLA.O.4.1.15	Grade 4	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).
3	The Safe Workout: An Introduction	RLA.O.5.1.14	Grade 5	classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines).
4	Balancing Act	RLA.O.4.1.06	Grade 4	examine meaning clues to aid comprehension of content across the curriculum (e.g., pictures, picture captions, titles, headings, text structure, topic).
4	Balancing Act	RLA.O.4.1.14	Grade 4	select and use a variety of sources to gather information (e.g., dictionaries, encyclopedias, newspapers, informational texts, electronic resources).
4	Balancing Act	RLA.O.4.1.15	Grade 4	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).
4	Balancing Act	RLA.O.4.1.16	Grade 4	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, information texts).
4	Balancing Act		Grade 4	gathering information from direct quotes, maps, charts, graphs and tables
4	Balancing Act	RLA.O.5.1.14	Grade 5	classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines).

5	Fast-Food Frenzy	RLA.O.4.1.08	Grade 4	interpret and extend the ideas in literary and informational texts to summarize, determine story elements, skim and scan, determine cause and effect, compare and contrast, visualize, paraphrase, infer, sequence, determine fact and opinion, draw conclusions, analyze characterize and provide main idea and support details.
5	Fast-Food Frenzy	RLA.O.4.1.15	Grade 4	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).
5	Fast-Food Frenzy		Grade 4	gathering information from direct quotes, maps, charts, graphs and tables
5	Fast-Food Frenzy	RLA.O.5.1.14	Grade 5	classify and interpret graphic aids (e.g., maps, charts, graphs, tables, timelines).
6	Snack Attack	RLA.O.4.1.15	Grade 4	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).
6	Snack Attack	RLA.O.4.1.16	Grade 4	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, information texts).
9	Prime-Time Smartness		Grade 4	context clues
9	Prime-Time Smartness	RLA.O.4.1.02	Grade 4	apply structural analysis including etymology and context clues to decode and encode words.
9	Prime-Time Smartness	RLA.O.4.1.15	Grade 4	use graphic organizers and visualization techniques to interpret information (e.g., charts, graphs, diagrams, non-verbal symbols).
9	Prime-Time Smartness	RLA.O.4.1.16	Grade 4	use reading skills and strategies to understand a variety of information resources to support literacy learning (e.g., written directions, captions, electronic resources, labels, information texts).
9	Prime-Time Smartness		Grade 5	use context clues
West Virginia > Standards and Objectives > Social Studies (2006)				
Lesson	Title	State ID	Grade Descr	State Text

West Virginia > Standards and Objectives > Science (2003)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five	SC.5.4.8	Fifth Grade	trace and describe the pathways of the sun's energy through producers, consumers and decomposers using food webs and pyramids.
12	Brilliant Breakfast	SC.5.4.8	Fifth Grade	trace and describe the pathways of the sun's energy through producers, consumers and decomposers using food webs and pyramids.
24	Breakfast Bonanza	SC.5.4.8	Fifth Grade	trace and describe the pathways of the sun's energy through producers, consumers and decomposers using food webs and pyramids.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	SC.5.4.8	Fifth Grade	trace and describe the pathways of the sun's energy through producers, consumers and decomposers using food webs and pyramids.
27	Freeze My TV	SC.5.2.7	Fifth Grade	construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.
28	Get 3 At School and 5+ A Day	SC.5.4.8	Fifth Grade	trace and describe the pathways of the sun's energy through producers, consumers and decomposers using food webs and pyramids.
West Virginia > Standards and Objectives > Mathematics (2003)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	MA.4.5.3	Fourth Grade	collect, organize, display, read and interpret data from a problem solving situation in line graphs, bar graphs, tally charts and tables with scale increments greater than one.
27	Freeze My TV	MA.4.5.3	Fourth Grade	collect, organize, display, read and interpret data from a problem solving situation in line graphs, bar graphs, tally charts and tables with scale increments greater than one.

27	Freeze My TV	MA.5.5.1	Fifth Grade	collect, organize, display, read and interpret data from a problem-solving situation in a stem and leaf plot.
28	Get 3 At School and 5+ A Day	MA.4.5.3	Fourth Grade	collect, organize, display, read and interpret data from a problem solving situation in line graphs, bar graphs, tally charts and tables with scale increments greater than one.
28	Get 3 At School and 5+ A Day	MA.5.5.1	Fifth Grade	collect, organize, display, read and interpret data from a problem-solving situation in a stem and leaf plot.
4	Balancing Act	MA.4.5.2	Fourth Grade	read and interpret information represented on a circle graph.
4	Balancing Act	MA.5.5.5	Fifth Grade	construct a circle graph.
West Virginia > Standards and Objectives > Social Studies (2003)				
Lesson	Title	State ID	Grade Descr	State Text
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	SS.4.4.6	Fourth Grade	analyze and compare the effects of geographic factors upon people s jobs, food, clothing, shelter, services and interaction with the outside world.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	SS.WV.4.4	Fourth Grade	analyze the impact of West Virginia s geography on transportation, settlement, jobs, clothing, food, shelter, services and interaction with the outside world.
West Virginia > Standards and Objectives > Health Education (2003)				
Lesson	Title	State ID	Grade Descr	State Text

1	Healthy Living	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
1	Healthy Living	HE.5.1.1	Fifth Grade	identify the five aspects of total wellness (e.g., physical, emotional, social, intellectual, spiritual) and typical changes that occur during adolescence.
1	Healthy Living	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
1	Healthy Living	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
1	Healthy Living	HE.5.6.1	Fifth Grade	analyze disease prevention plans (e.g., diet and exercise).
1	Healthy Living	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
10	Chain Five	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
10	Chain Five	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
10	Chain Five	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
10	Chain Five	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
10	Chain Five	HE.5.6.1	Fifth Grade	analyze disease prevention plans (e.g., diet and exercise).
10	Chain Five	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
10	Chain Five	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
10	Chain Five	HE.5.7.4	Fifth Grade	discuss her/his role in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through services, regulations and

				laws.
11	Alphabet Fruit (and Vegetables)	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
11	Alphabet Fruit (and Vegetables)	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
11	Alphabet Fruit (and Vegetables)	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
11	Alphabet Fruit (and Vegetables)	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
11	Alphabet Fruit (and Vegetables)	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
12	Brilliant Breakfast	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
12	Brilliant Breakfast	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
12	Brilliant Breakfast	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
12	Brilliant Breakfast	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
12	Brilliant Breakfast	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
12	Brilliant Breakfast	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
13	Fitness Walking	HE.4.1.2	Fourth Grade	identify responsible health behaviors to avoid the spread of contagious diseases.
13	Fitness Walking	HE.4.4.2	Fourth Grade	discuss examples of food advertising, identifying the purposes and the relationship to personal health.
13	Fitness Walking	HE.5.4.1		

			Fifth Grade	explain how risk behaviors as seen on TV and movies may influence a student's future behaviors.
13	Fitness Walking	HE.5.6.1	Fifth Grade	analyze disease prevention plans (e.g., diet and exercise).
14	Healthy Living, Healthy Eating	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
14	Healthy Living, Healthy Eating	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
14	Healthy Living, Healthy Eating	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
14	Healthy Living, Healthy Eating	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
14	Healthy Living, Healthy Eating	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
15	Keeping the Balance	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
15	Keeping the Balance	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
15	Keeping the Balance	HE.5.6.1	Fifth Grade	analyze disease prevention plans (e.g., diet and exercise).
16	The Safe Workout: A Review	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
16	The Safe Workout: A Review	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
16	The Safe Workout: A Review	HE.5.4.1	Fifth Grade	explain how risk behaviors as seen on TV and movies may influence a student's future behaviors.
16	The Safe Workout: A Review	HE.5.6.1	Fifth Grade	analyze disease prevention plans (e.g., diet and exercise).

16	The Safe Workout: A Review	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
17	Hunting for Hidden Fat	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
17	Hunting for Hidden Fat	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
17	Hunting for Hidden Fat	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
17	Hunting for Hidden Fat	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
17	Hunting for Hidden Fat	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
17	Hunting for Hidden Fat	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
18	Beverage Buzz: Sack the Sugar	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
18	Beverage Buzz: Sack the Sugar	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
18	Beverage Buzz: Sack the Sugar	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
18	Beverage Buzz: Sack the Sugar	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
18	Beverage Buzz: Sack the Sugar	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
19	Snack Decisions	HE.4.2.2	Fourth Grade	identify health related products advertised on TV (or through other media) and explain whom the media is trying to influence.
19	Snack Decisions	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.

19	Snack Decisions	HE.4.4.2	Fourth Grade	discuss examples of food advertising, identifying the purposes and the relationship to personal health.
19	Snack Decisions	HE.4.4.3	Fourth Grade	list TV programs that exemplify healthy family relationships and explain their selection.
19	Snack Decisions	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
19	Snack Decisions	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
19	Snack Decisions	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
19	Snack Decisions	HE.5.4.1	Fifth Grade	explain how risk behaviors as seen on TV and movies may influence a student's future behaviors.
19	Snack Decisions	HE.5.4.2	Fifth Grade	explain peer and media impact upon common eating disorders and how to prevent them.
19	Snack Decisions	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
19	Snack Decisions	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
2	Carb Smart	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
2	Carb Smart	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
20	Snacking and Inactivity	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
20	Snacking and Inactivity	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
20	Snacking and Inactivity	HE.5.1.1	Fifth Grade	identify the five aspects of total wellness (e.g., physical, emotional, social, intellectual, spiritual) and typical changes that occur during adolescence.

20	Snacking and Inactivity	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
20	Snacking and Inactivity	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
20	Snacking and Inactivity	HE.5.6.1	Fifth Grade	analyze disease prevention plans (e.g., diet and exercise).
20	Snacking and Inactivity	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
21	Freeze My TV	HE.4.1.2	Fourth Grade	identify responsible health behaviors to avoid the spread of contagious diseases.
21	Freeze My TV	HE.4.4.2	Fourth Grade	discuss examples of food advertising, identifying the purposes and the relationship to personal health.
21	Freeze My TV	HE.4.4.6	Fourth Grade	use technology to examine/explore risks involved in not using appropriate safety skills and equipment for recreational purposes (e.g., bike riding, helmet use).
21	Freeze My TV	HE.5.4.1	Fifth Grade	explain how risk behaviors as seen on TV and movies may influence a student's future behaviors.
21	Freeze My TV	HE.5.6.1	Fifth Grade	analyze disease prevention plans (e.g., diet and exercise).
21	Freeze My TV	HE.5.6.2	Fifth Grade	identify strategies to change an unhealthy behavior (e.g., smoking, overeating).
22	Menu Monitoring	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
22	Menu Monitoring	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
22	Menu Monitoring	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
22	Menu Monitoring	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.

22	Menu Monitoring	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
22	Menu Monitoring	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
22	Menu Monitoring	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
23	Veggiemania	HE.4.1.2	Fourth Grade	identify responsible health behaviors to avoid the spread of contagious diseases.
23	Veggiemania	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
24	Breakfast Bonanza	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
24	Breakfast Bonanza	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HE.5.4.3	Fifth Grade	analyze the cultural differences of health practices.
26	Fitness Walking	HE.4.1.2	Fourth Grade	identify responsible health behaviors to avoid the spread of contagious diseases.
26	Fitness Walking	HE.4.4.2	Fourth Grade	discuss examples of food advertising, identifying the purposes and the relationship to personal health.
26	Fitness Walking	HE.5.4.1	Fifth Grade	explain how risk behaviors as seen on TV and movies may influence a student's future behaviors.

26	Fitness Walking	HE.5.6.1	Fifth Grade	analyze disease prevention plans (e.g., diet and exercise).
27	Freeze My TV	HE.4.1.2	Fourth Grade	identify responsible health behaviors to avoid the spread of contagious diseases.
27	Freeze My TV	HE.4.4.2	Fourth Grade	discuss examples of food advertising, identifying the purposes and the relationship to personal health.
27	Freeze My TV	HE.4.4.6	Fourth Grade	use technology to examine/explore risks involved in not using appropriate safety skills and equipment for recreational purposes (e.g., bike riding, helmet use).
27	Freeze My TV	HE.5.4.1	Fifth Grade	explain how risk behaviors as seen on TV and movies may influence a student's future behaviors.
27	Freeze My TV	HE.5.6.1	Fifth Grade	analyze disease prevention plans (e.g., diet and exercise).
28	Get 3 At School and 5+ A Day	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
28	Get 3 At School and 5+ A Day	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
28	Get 3 At School and 5+ A Day	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
29	Class Walking Clubs	HE.4.1.2	Fourth Grade	identify responsible health behaviors to avoid the spread of contagious diseases.
29	Class Walking Clubs	HE.4.4.2	Fourth Grade	discuss examples of food advertising, identifying the purposes and the relationship to personal health.
29	Class Walking Clubs	HE.5.4.1	Fifth Grade	explain how risk behaviors as seen on TV and movies may influence a student's future behaviors.
29	Class Walking Clubs	HE.5.6.1	Fifth Grade	analyze disease prevention plans (e.g., diet and exercise).
3	The Safe Workout: An Introduction	HE.4.3.1	Fourth Grade	state reasons why people do or do not misuse drugs (e.g., alcohol, tobacco, caffeine, over-the-counter and prescription drugs).

3	The Safe Workout: An Introduction	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
3	The Safe Workout: An Introduction	HE.4.5.4	Fourth Grade	practice assertiveness and refusal skills.
3	The Safe Workout: An Introduction	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
3	The Safe Workout: An Introduction	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
3	The Safe Workout: An Introduction	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
3	The Safe Workout: An Introduction	HE.5.4.1	Fifth Grade	explain how risk behaviors as seen on TV and movies may influence a student's future behaviors.
3	The Safe Workout: An Introduction	HE.5.5.6	Fifth Grade	practice assertiveness and refusal skills.
3	The Safe Workout: An Introduction	HE.5.6.1	Fifth Grade	analyze disease prevention plans (e.g., diet and exercise).
3	The Safe Workout: An Introduction	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
3	The Safe Workout: An Introduction	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
30	Tour de Health	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
30	Tour de Health	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
30	Tour de Health	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
4	Balancing Act	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.

5	Fast-Food Frenzy	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
5	Fast-Food Frenzy	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
5	Fast-Food Frenzy	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
5	Fast-Food Frenzy	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
5	Fast-Food Frenzy	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
5	Fast-Food Frenzy	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
6	Snack Attack	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
6	Snack Attack	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
6	Snack Attack	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
6	Snack Attack	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
6	Snack Attack	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
6	Snack Attack	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
7	Sugar Water: Think About Your Drink	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
7	Sugar Water: Think About Your Drink	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.

7	Sugar Water: Think About Your Drink	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
7	Sugar Water: Think About Your Drink	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
7	Sugar Water: Think About Your Drink	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
7	Sugar Water: Think About Your Drink	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
7	Sugar Water: Think About Your Drink	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HE.4.4.1	Fourth Grade	analyze menus from culturally different restaurants for nutritional value.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HE.4.7.2	Fourth Grade	propose family menus that meet dietary guidelines.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HE.5.1.2	Fifth Grade	describe the relationship between nutrition and health risk factors.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HE.5.3.4	Fifth Grade	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HE.5.7.2	Fifth Grade	propose family menus that meet dietary guidelines.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HE.5.7.3	Fifth Grade	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., food labels).
9	Prime-Time Smartness	HE.4.1.2		identify responsible health behaviors to avoid the spread of contagious diseases.

			Fourth Grade	
9	Prime-Time Smartness	HE.4.2.2	Fourth Grade	identify health related products advertised on TV (or through other media) and explain whom the media is trying to influence.
9	Prime-Time Smartness	HE.4.4.2	Fourth Grade	discuss examples of food advertising, identifying the purposes and the relationship to personal health.
9	Prime-Time Smartness	HE.4.4.3	Fourth Grade	list TV programs that exemplify healthy family relationships and explain their selection.
9	Prime-Time Smartness	HE.4.4.6	Fourth Grade	use technology to examine/explore risks involved in not using appropriate safety skills and equipment for recreational purposes (e.g., bike riding, helmet use).
9	Prime-Time Smartness	HE.4.6.1	Fourth Grade	record his/her own health-promoting habits and describe which activities/foods were good, health-promoting decisions.
9	Prime-Time Smartness	HE.5.4.1	Fifth Grade	explain how risk behaviors as seen on TV and movies may influence a student's future behaviors.
West Virginia > Standards and Objectives > Technology (2003)				
Lesson	Title	State ID	Grade Descr	State Text
West Virginia > Standards and Objectives > Science (2006)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV	SC.O.5.1.06	Grade 5	formulate conclusions through close observations, logical reasoning, objectivity, perseverance and integrity in data collection.
27	Freeze My TV	SC.O.5.1.11	Grade 5	construct and use charts, graphs and tables to organize, display, interpret, analyze and explain data.

27	Freeze My TV	SC.O.5.2.20	Grade 5	use a variety of instruments and sources to collect and display weather data to describe weather patterns.
West Virginia > Standards and Objectives > Reading and English Language Arts (2003)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
11	Alphabet Fruit (and Vegetables)	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
13	Fitness Walking	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
14	Healthy Living, Healthy Eating	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
15	Keeping the Balance	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
16	The Safe Workout: A Review	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
17	Hunting for Hidden Fat	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
18	Beverage Buzz: Sack the Sugar	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
19	Snack Decisions	RLA.4.1.2	Fourth Grade	apply structural analysis and context clues to decode and encode words.
19	Snack Decisions	RLA.5.1.3	Fifth Grade	determine main idea and locate supporting details in a literary passage and across the curriculum.

19	Snack Decisions	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
20	Snacking and Inactivity	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
21	Freeze My TV	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
22	Menu Monitoring	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
23	Veggiemania	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
24	Breakfast Bonanza	RLA.4.1.2	Fourth Grade	apply structural analysis and context clues to decode and encode words.
24	Breakfast Bonanza	RLA.5.1.3	Fifth Grade	determine main idea and locate supporting details in a literary passage and across the curriculum.
24	Breakfast Bonanza	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
26	Fitness Walking	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
27	Freeze My TV	RLA.5.2.18	Fifth Grade	identify and interpret graphic aids (e.g., maps; charts; graphs; tables; timelines).
27	Freeze My TV	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
3	The Safe Workout: An Introduction	RLA.5.2.18	Fifth Grade	identify and interpret graphic aids (e.g., maps; charts; graphs; tables; timelines).
4	Balancing Act	RLA.5.2.18	Fifth Grade	identify and interpret graphic aids (e.g., maps; charts; graphs; tables; timelines).
4	Balancing Act	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.

5	Fast-Food Frenzy	RLA.5.2.18	Fifth Grade	identify and interpret graphic aids (e.g., maps; charts; graphs; tables; timelines).
6	Snack Attack	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
7	Sugar Water: Think About Your Drink	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
9	Prime-Time Smartness	RLA.4.1.2	Fourth Grade	apply structural analysis and context clues to decode and encode words.
9	Prime-Time Smartness	RLA.5.3.6	Fifth Grade	contribute to group discussions by exhibiting active listening skills.
West Virginia > Standards and Objectives > Physical Education (2007)				
Lesson	Title	State ID	Grade Descr	State Text
West Virginia > Standards and Objectives > Health and Wellness (2007)				
Lesson	Title	State ID	Grade Descr	State Text
1	Healthy Living	WE.4.1.06	Grade 4	identify and demonstrate at least 3 physical activities of moderate to vigorous intensity that one can do outside of school environment for most if not all days of the week.
1	Healthy Living	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.

1	Healthy Living	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
1	Healthy Living	HE.5.1.01	Grade 5	identify the five dimensions of total wellness (i.e., physical, emotional, social, intellectual, spiritual) and typical changes that occur during adolescence.
1	Healthy Living	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
1	Healthy Living	HE.5.6.01	Grade 5	describe disease prevention plans (e.g., diet, exercise, hygiene, habits).
1	Healthy Living	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
1	Healthy Living	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
10	Chain Five	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
10	Chain Five	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
10	Chain Five	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
10	Chain Five	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
10	Chain Five	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
10	Chain Five	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
10	Chain Five	HE.5.8.04	Grade 5	discuss roles in helping community efforts to prevent and control disease, protect natural resources, reduce injuries and prevent pollution through service agencies, regulations and laws.
11	Alphabet Fruit (and Vegetables)	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
11	Alphabet Fruit (and Vegetables)	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
11	Alphabet Fruit (and Vegetables)	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).

11	Alphabet Fruit (and Vegetables)	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
12	Brilliant Breakfast	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
12	Brilliant Breakfast	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
12	Brilliant Breakfast	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
12	Brilliant Breakfast	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
12	Brilliant Breakfast	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
12	Brilliant Breakfast	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
13	Fitness Walking	WE.4.1.01	Grade 4	identify responsible health behaviors to avoid the spread of contagious diseases.
13	Fitness Walking	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.
13	Fitness Walking	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
13	Fitness Walking	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.
13	Fitness Walking	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.
13	Fitness Walking	HE.5.2.04	Grade 5	discuss how peers can influence healthy and unhealthy behaviors.
13	Fitness Walking	HE.5.2.05	Grade 5	describe ways technology can influence personal health.
13	Fitness Walking	HE.5.6.01	Grade 5	describe disease prevention plans (e.g., diet, exercise, hygiene, habits).
13	Fitness Walking	HE.5.6.02	Grade 5	identify strategies to change an unhealthy behavior (e.g., smoking, overeating, nail biting).
13	Fitness Walking	HE.5.7.05	Grade 5	demonstrate a variety of behaviors that help to avoid or reduce health risks.
13	Fitness Walking	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.

14	Healthy Living, Healthy Eating	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.
14	Healthy Living, Healthy Eating	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
14	Healthy Living, Healthy Eating	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.
14	Healthy Living, Healthy Eating	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.
14	Healthy Living, Healthy Eating	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
14	Healthy Living, Healthy Eating	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
14	Healthy Living, Healthy Eating	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
14	Healthy Living, Healthy Eating	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
15	Keeping the Balance	WE.4.1.01	Grade 4	identify responsible health behaviors to avoid the spread of contagious diseases.
15	Keeping the Balance	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.
15	Keeping the Balance	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
15	Keeping the Balance	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.
15	Keeping the Balance	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.
15	Keeping the Balance	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
15	Keeping the Balance	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
15	Keeping the Balance	HE.5.6.01	Grade 5	describe disease prevention plans (e.g., diet, exercise, hygiene, habits).
16		WE.4.1.06	Grade 4	

	The Safe Workout: A Review			identify and demonstrate at least 3 physical activities of moderate to vigorous intensity that one can do outside of school environment for most if not all days of the week.
16	The Safe Workout: A Review	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.
16	The Safe Workout: A Review	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
16	The Safe Workout: A Review	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.
16	The Safe Workout: A Review	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.
16	The Safe Workout: A Review	WE.4.3.07	Grade 4	identify the components of the F.I.T.T. principle of exercise: frequency, intensity, time, and type.
16	The Safe Workout: A Review	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
16	The Safe Workout: A Review	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
16	The Safe Workout: A Review	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
16	The Safe Workout: A Review	HE.5.2.04	Grade 5	discuss how peers can influence healthy and unhealthy behaviors.
16	The Safe Workout: A Review	HE.5.2.05	Grade 5	describe ways technology can influence personal health.
16	The Safe Workout: A Review	HE.5.6.01	Grade 5	describe disease prevention plans (e.g., diet, exercise, hygiene, habits).
16	The Safe Workout: A Review	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
17	Hunting for Hidden Fat	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
17	Hunting for Hidden Fat	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).

17	Hunting for Hidden Fat	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
17	Hunting for Hidden Fat	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
17	Hunting for Hidden Fat	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
17	Hunting for Hidden Fat	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
18	Beverage Buzz: Sack the Sugar	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
18	Beverage Buzz: Sack the Sugar	HE.5.5.01	Grade 5	identify health-related situations that require thoughtful decisions (e.g., drinking, smoking, weight control).
18	Beverage Buzz: Sack the Sugar	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
18	Beverage Buzz: Sack the Sugar	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
18	Beverage Buzz: Sack the Sugar	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
19	Snack Decisions	WE.4.2.02	Grade 4	explain whom the media is trying to influence with health related products advertised on TV (or through other media).
19	Snack Decisions	WE.4.4.02	Grade 4	discuss examples of food advertising and their influences on personal health.
19	Snack Decisions	WE.4.4.03	Grade 4	select and discuss TV programs that exemplify healthy family relationships.
19	Snack Decisions	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
19	Snack Decisions	HE.5.2.02	Grade 5	identify how peers and the media influence the development of eating disorders.
19	Snack Decisions	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
19	Snack Decisions	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.

19	Snack Decisions	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
2	Carb Smart	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
2	Carb Smart	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
2	Carb Smart	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
20	Snacking and Inactivity	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.
20	Snacking and Inactivity	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
20	Snacking and Inactivity	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.
20	Snacking and Inactivity	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.
20	Snacking and Inactivity	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
20	Snacking and Inactivity	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
20	Snacking and Inactivity	HE.5.6.01	Grade 5	describe disease prevention plans (e.g., diet, exercise, hygiene, habits).
20	Snacking and Inactivity	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
20	Snacking and Inactivity	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
21	Freeze My TV	WE.4.1.01	Grade 4	identify responsible health behaviors to avoid the spread of contagious diseases.
21	Freeze My TV	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.
21	Freeze My TV	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
21	Freeze My TV	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.

21	Freeze My TV	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.
21	Freeze My TV	WE.4.4.04	Grade 4	explore technology to examine risks involved in not using appropriate safety skills and equipment for recreational purposes (e.g., bike riding, helmet use).
21	Freeze My TV	HE.5.2.05	Grade 5	describe ways technology can influence personal health.
21	Freeze My TV	HE.5.5.01	Grade 5	identify health-related situations that require thoughtful decisions (e.g., drinking, smoking, weight control).
21	Freeze My TV	HE.5.6.01	Grade 5	describe disease prevention plans (e.g., diet, exercise, hygiene, habits).
21	Freeze My TV	HE.5.6.02	Grade 5	identify strategies to change an unhealthy behavior (e.g., smoking, overeating, nail biting).
21	Freeze My TV	HE.5.7.05	Grade 5	demonstrate a variety of behaviors that help to avoid or reduce health risks.
21	Freeze My TV	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
22	Menu Monitoring	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
22	Menu Monitoring	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
22	Menu Monitoring	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
22	Menu Monitoring	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
22	Menu Monitoring	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
22	Menu Monitoring	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
23	Veggiemania	WE.4.1.01	Grade 4	identify responsible health behaviors to avoid the spread of contagious diseases.
23	Veggiemania	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
23	Veggiemania	HE.5.2.04	Grade 5	discuss how peers can influence healthy and unhealthy behaviors.
23	Veggiemania	HE.5.2.05	Grade 5	describe ways technology can influence personal health.
23	Veggiemania	HE.5.6.02	Grade 5	identify strategies to change an unhealthy behavior (e.g., smoking, overeating, nail biting).

23	Veggiemania	HE.5.7.05	Grade 5	demonstrate a variety of behaviors that help to avoid or reduce health risks.
23	Veggiemania	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
24	Breakfast Bonanza	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
24	Breakfast Bonanza	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
24	Breakfast Bonanza	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
24	Breakfast Bonanza	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia	HE.5.2.03	Grade 5	describe how health practices are impacted by cultural differences.
26	Fitness Walking	WE.4.1.01	Grade 4	identify responsible health behaviors to avoid the spread of contagious diseases.
26	Fitness Walking	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.
26	Fitness Walking	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
26	Fitness Walking	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.
26	Fitness Walking	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.

26	Fitness Walking	HE.5.2.04	Grade 5	discuss how peers can influence healthy and unhealthy behaviors.
26	Fitness Walking	HE.5.2.05	Grade 5	describe ways technology can influence personal health.
26	Fitness Walking	HE.5.6.01	Grade 5	describe disease prevention plans (e.g., diet, exercise, hygiene, habits).
26	Fitness Walking	HE.5.6.02	Grade 5	identify strategies to change an unhealthy behavior (e.g., smoking, overeating, nail biting).
26	Fitness Walking	HE.5.7.05	Grade 5	demonstrate a variety of behaviors that help to avoid or reduce health risks.
26	Fitness Walking	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
27	Freeze My TV	WE.4.1.01	Grade 4	identify responsible health behaviors to avoid the spread of contagious diseases.
27	Freeze My TV	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.
27	Freeze My TV	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
27	Freeze My TV	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.
27	Freeze My TV	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.
27	Freeze My TV	WE.4.4.04	Grade 4	explore technology to examine risks involved in not using appropriate safety skills and equipment for recreational purposes (e.g., bike riding, helmet use).
27	Freeze My TV	HE.5.2.05	Grade 5	describe ways technology can influence personal health.
27	Freeze My TV	HE.5.5.01	Grade 5	identify health-related situations that require thoughtful decisions (e.g., drinking, smoking, weight control).
27	Freeze My TV	HE.5.6.01	Grade 5	describe disease prevention plans (e.g., diet, exercise, hygiene, habits).
27	Freeze My TV	HE.5.6.02	Grade 5	identify strategies to change an unhealthy behavior (e.g., smoking, overeating, nail biting).
27	Freeze My TV	HE.5.7.05	Grade 5	demonstrate a variety of behaviors that help to avoid or reduce health risks.
27	Freeze My TV	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
28	Get 3 At School and 5+ A	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.

	Day			
28	Get 3 At School and 5+ A Day	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
28	Get 3 At School and 5+ A Day	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
28	Get 3 At School and 5+ A Day	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
29	Class Walking Clubs	WE.4.1.01	Grade 4	identify responsible health behaviors to avoid the spread of contagious diseases.
29	Class Walking Clubs	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.
29	Class Walking Clubs	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
29	Class Walking Clubs	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.
29	Class Walking Clubs	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.
29	Class Walking Clubs	HE.5.2.04	Grade 5	discuss how peers can influence healthy and unhealthy behaviors.
29	Class Walking Clubs	HE.5.2.05	Grade 5	describe ways technology can influence personal health.
29	Class Walking Clubs	HE.5.6.01	Grade 5	describe disease prevention plans (e.g., diet, exercise, hygiene, habits).
29	Class Walking Clubs	HE.5.6.02	Grade 5	identify strategies to change an unhealthy behavior (e.g., smoking, overeating, nail biting).
29	Class Walking Clubs	HE.5.7.05	Grade 5	demonstrate a variety of behaviors that help to avoid or reduce health risks.
29	Class Walking Clubs	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
3	The Safe Workout: An Introduction	WE.4.1.01	Grade 4	identify responsible health behaviors to avoid the spread of contagious diseases.
3	The Safe Workout: An Introduction	WE.4.1.05	Grade 4	cite examples of improper use, misuse and abuse of drugs (e.g., alcohol, tobacco, OTC).
3		WE.4.1.06	Grade 4	

	The Safe Workout: An Introduction			identify and demonstrate at least 3 physical activities of moderate to vigorous intensity that one can do outside of school environment for most if not all days of the week.
3	The Safe Workout: An Introduction	WE.4.3.01	Grade 4	discuss the use and misuse of drugs (alcohol, tobacco, caffeine, over-the-counter and prescription drugs).
3	The Safe Workout: An Introduction	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.
3	The Safe Workout: An Introduction	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
3	The Safe Workout: An Introduction	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.
3	The Safe Workout: An Introduction	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.
3	The Safe Workout: An Introduction	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
3	The Safe Workout: An Introduction	HE.5.2.04	Grade 5	discuss how peers can influence healthy and unhealthy behaviors.
3	The Safe Workout: An Introduction	HE.5.2.05	Grade 5	describe ways technology can influence personal health.
3	The Safe Workout: An Introduction	HE.5.6.01	Grade 5	describe disease prevention plans (e.g., diet, exercise, hygiene, habits).
3	The Safe Workout: An Introduction	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
3	The Safe Workout: An Introduction	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
3	The Safe Workout: An Introduction	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
30	Tour de Health	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.

30	Tour de Health	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
30	Tour de Health	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.
30	Tour de Health	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.
30	Tour de Health	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
30	Tour de Health	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
30	Tour de Health	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
4	Balancing Act	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
4	Balancing Act	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
4	Balancing Act	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
5	Fast-Food Frenzy	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
5	Fast-Food Frenzy	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
5	Fast-Food Frenzy	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
5	Fast-Food Frenzy	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
5	Fast-Food Frenzy	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
6	Snack Attack	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
6	Snack Attack	HE.5.5.01	Grade 5	identify health-related situations that require thoughtful decisions (e.g., drinking, smoking, weight control).
6	Snack Attack	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
6	Snack Attack	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.

6	Snack Attack	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
7	Sugar Water: Think About Your Drink	WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.
7	Sugar Water: Think About Your Drink	WE.4.4.05	Grade 4	plan a balanced meal using proper nutrition guides (e.g., Food Guide Pyramid for Children).
7	Sugar Water: Think About Your Drink	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
7	Sugar Water: Think About Your Drink	HE.5.5.01	Grade 5	identify health-related situations that require thoughtful decisions (e.g., drinking, smoking, weight control).
7	Sugar Water: Think About Your Drink	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
7	Sugar Water: Think About Your Drink	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
7	Sugar Water: Think About Your Drink	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	WE.4.3.03	Grade 4	meet the gender and age-appropriate health-related fitness standards defined in FITNESSGRAM, excluding Body Mass Composition.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	WE.4.3.04	Grade 4	identify personal strengths and weaknesses of the health-related fitness components from the FITNESSGRAM, excluding Body Mass Composition.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	WE.4.3.05	Grade 4	match fitness assessment items to the appropriate fitness component.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	WE.4.3.06	Grade 4	identify the characteristics of activities needed to maintain health-related fitness.
8		WE.4.4.01	Grade 4	analyze menus from culturally different restaurants for nutritional value.

	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind			
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HE.5.1.02	Grade 5	describe the relationship between poor nutrition and health risk factors.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HE.5.7.04	Grade 5	compare and contrast the nutritional value of foods when making personal food choices (e.g., food labels).
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.
8	The Safe Workout: Snacking's Just Fine, If you Choose the Right Kind	HE.5.8.03	Grade 5	generate a convincing argument that nutritional value of foods should be a factor when making personal food choices (e.g., nutritional labels, MyPyramid.com).
9	Prime-Time Smartness	WE.4.1.01	Grade 4	identify responsible health behaviors to avoid the spread of contagious diseases.
9	Prime-Time Smartness	WE.4.2.02	Grade 4	explain whom the media is trying to influence with health related products advertised on TV (or through other media).
9	Prime-Time Smartness	WE.4.4.02	Grade 4	discuss examples of food advertising and their influences on personal health.
9	Prime-Time Smartness	WE.4.4.03	Grade 4	select and discuss TV programs that exemplify healthy family relationships.
9	Prime-Time Smartness	WE.4.4.04	Grade 4	explore technology to examine risks involved in not using appropriate safety skills and equipment for recreational purposes (e.g., bike riding, helmet use).
9	Prime-Time Smartness	HE.5.2.05	Grade 5	describe ways technology can influence personal health.
9	Prime-Time Smartness	HE.5.6.02	Grade 5	identify strategies to change an unhealthy behavior (e.g., smoking, overeating, nail biting).
9	Prime-Time Smartness	HE.5.7.05	Grade 5	demonstrate a variety of behaviors that help to avoid or reduce health risks.
9	Prime-Time Smartness	HE.5.8.02	Grade 5	propose family menus that meet dietary guidelines and encourage family members to make positive health choices.

West Virginia > Standards and Objectives > Mathematics (2006)				
Lesson	Title	State ID	Grade Descr	State Text
12	Brilliant Breakfast	M.O.5.5.2	Grade 5	construct, read, and interpret tables, charts, and graphs including stem and leaf plots to draw reasonable inferences or verify predictions.
21	Freeze My TV	M.O.5.5.2	Grade 5	construct, read, and interpret tables, charts, and graphs including stem and leaf plots to draw reasonable inferences or verify predictions.
27	Freeze My TV	M.O.4.5.1	Grade 4	read and interpret information represented on a circle graph.
27	Freeze My TV	M.O.4.5.2	Grade 4	pose a grade-appropriate question that can be addressed with data, collect, organize, display, and analyze data in order to answer the question.
27	Freeze My TV	M.O.5.5.2	Grade 5	construct, read, and interpret tables, charts, and graphs including stem and leaf plots to draw reasonable inferences or verify predictions.
27	Freeze My TV	M.O.5.5.3	Grade 5	collect and organize real-world data to construct a circle graph (with and without technology), present data and draw conclusions.
28	Get 3 At School and 5+ A Day	M.O.4.5.2	Grade 4	pose a grade-appropriate question that can be addressed with data, collect, organize, display, and analyze data in order to answer the question.
28	Get 3 At School and 5+ A Day	M.O.5.5.2	Grade 5	construct, read, and interpret tables, charts, and graphs including stem and leaf plots to draw reasonable inferences or verify predictions.
28	Get 3 At School and 5+ A Day	M.O.5.5.3	Grade 5	collect and organize real-world data to construct a circle graph (with and without technology), present data and draw conclusions.
4	Balancing Act	M.O.4.5.1	Grade 4	read and interpret information represented on a circle graph.
4	Balancing Act	M.O.5.5.2	Grade 5	construct, read, and interpret tables, charts, and graphs including stem and leaf plots to draw reasonable inferences or verify predictions.
4	Balancing Act	M.O.5.5.3	Grade 5	collect and organize real-world data to construct a circle graph (with and without technology), present data and draw conclusions.
5	Fast-Food Frenzy	M.O.5.5.2	Grade 5	

				construct, read, and interpret tables, charts, and graphs including stem and leaf plots to draw reasonable inferences or verify predictions.
6	Snack Attack	M.O.5.5.2	Grade 5	construct, read, and interpret tables, charts, and graphs including stem and leaf plots to draw reasonable inferences or verify predictions.
West Virginia > Content Standards > Technology (2002)				
Lesson	Title	State ID	Grade Descr	State Text
West Virginia > Content Standards > Mathematics (2002)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV		Grades: K-12	formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
28	Get 3 At School and 5+ A Day		Grades: K-12	formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them;
5	Fast-Food Frenzy		Grades: K-12	demonstrate understanding of measurable attributes of objects and the units, systems, and processes of measurement;
West Virginia > Content Standards > Science (2006)				
Lesson	Title	State ID	Grade Descr	State Text

West Virginia > Content Standards > Social Studies (2002)				
Lesson	Title	State ID	Grade Descr	State Text
West Virginia > Content Standards > Reading and Language Arts (2002)				
Lesson	Title	State ID	Grade Descr	State Text
West Virginia > Content Standards > Science (2002)				
Lesson	Title	State ID	Grade Descr	State Text
27	Freeze My TV		Grades: K-12	demonstrate the ability to utilize technology to gather data and communicate designs, results and conclusions.
West Virginia > Content Standards > Health Education (2002)				
Lesson	Title	State ID	Grade Descr	State Text
10	Chain Five		Grades: K-12	comprehend concepts related to health promotion and disease prevention.
13	Fitness Walking		Grades: K-12	demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

19	Snack Decisions		Grades: K-12	analyze the influence of culture, media, technology, and other factors on health.
25	Foods From Around the World; Italy, China, Mexico, and Ethiopia		Grades: K-12	analyze the influence of culture, media, technology, and other factors on health.
26	Fitness Walking		Grades: K-12	demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
27	Freeze My TV		Grades: K-12	demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
29	Class Walking Clubs		Grades: K-12	demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
9	Prime-Time Smartness		Grades: K-12	demonstrate the ability to access valid health information and health-promoting products and services.
9	Prime-Time Smartness		Grades: K-12	demonstrate the ability to practice health-enhancing behaviors and reduce health risks.
9	Prime-Time Smartness		Grades: K-12	analyze the influence of culture, media, technology, and other factors on health.