"COULD IT BE SOMETHING THEY ATE?" (page 181)

Grades 3-8

SCIENCE

SC03-S1C1-01 THRU 02  SC03-S1C4-01 THRU 03
SC04-S1C1-01 THRU 03  SC04-S1C4-01 THRU 03
SC05-S1C1-01 THRU 02  SC05-S1C4-01 THRU 03
SC06-S1C1-01 THRU 02  SC06-S1C4-01 THRU 03,05
SC07-S1C1-01 THRU 03  SC07-S1C4-01 THRU 03,05
SC08-S1C1-01 THRU 03  SC08-S1C4-01,03,05

SC03-S1C2-01 THRU 03,05  SC03-S3C2-01 THRU 02
SC04-S1C2-01 THRU 03,05  SC04-S3C2-01 THRU 02
SC05-S1C2-01 THRU 03,05  SC05-S3C2-01
SC06-S1C2-01 THRU 03,05  SC06-S3C2-04
SC07-S1C2-01 THRU 03,05  SC07-S3C2-04
SC08-S1C2-01 THRU 03,05

SC03-S1C3-01 THRU 05  SC03-S4C1-02 THRU 05
SC04-S1C3-01 THRU 05  SC03-S4C2-01 THRU 02
SC05-S1C3-01 THRU 05  SC03-S4C3-01 THRU 05
SC06-S1C3-01 THRU 06  SC05-S5C1-01 THRU 03
SC07-S1C3-01 THRU 07  SC05-S5C1-01 THRU 03
SC08-S1C3-01 THRU 08

COMPREHENSIVE HEALTH

Standard 1: Students comprehend concepts related to health promotion and disease prevention.

Foundations

- Describe relationships between personal health behaviors and individual well-being

Standard 2: Students demonstrate the ability to access health information.

Essentials

- Obtain and utilize accurate health resources from home, school and community
- Describe situations requiring professional health services

Standard 3: Students demonstrate the ability to practice health-enhancing behaviors and reduce health risks.

Essentials

- Distinguish between responsible and risky/harmful behaviors

Standard 6: Students demonstrate the ability to use goal-setting and decision-making skills to enhance health.

Essentials

- Apply a sound decision-making process that includes an examination of alternatives and consequences and determines a course of action to resolve health issues and problems individually or collaboratively
- Predict how decisions regarding health behaviors have consequences for self and others
- Describe how personal health goals are influenced by information, abilities, priorities and responsibilities

LANGUAGE ARTS
Standard 1: Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.

Foundations
- R-F6. Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets

Standard 2: Students effectively use written language for a variety of purposes and with a variety of audiences.

Foundations
- W-F1. Use the writing process, including generating topics, drafting, revising ideas and editing, to complete effectively a variety of writing tasks
- W-F4. Gather, organize and accurately, clearly and sequentially report information gained from personal observations and experiences such as science experiments, field trips and classroom visitors

Standard 3: Students effectively listen and speak in situations that serve different purposes and involve a variety of audiences.

Foundations
- Give and follow multiple-step directions

Essentials
- Interpret and respond to questions and evaluate responses both as interviewer and interviewee