

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

Grades 3-8

## SCIENCE

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SC06-S1C3-01 THRU 06  
SC07-S1C3-01 THRU 07  
SC08-S1C3-01 THRU 08

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SC05-S5C1-01 THRU 03

## 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