

# GERM BUSTERS (page 91)

## PreK-12

### COMPREHENSIVE HEALTH

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

#### Readiness

- Identify personal well-being health behaviors

#### Foundations

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

#### Essentials

- Explain the relationship between positive health behaviors and health care and the prevention of injury, illness, disease, and disability and premature death

#### Proficiency

- Explain the impact of personal health behaviors on the functioning of body systems and describe how to delay onset and reduce risks of potential health problems
- Describe proper food selection, preparation, and handling for self and others, taking into consideration that nutrient needs vary according to age, development, activity level and body type

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

#### Foundations

- Identify responsible health behaviors and compare them to risky/harmful behaviors
- Identify personal health needs and strategies to maintain or improve one's well-being

#### Essentials

- Explain the importance of assuming responsibility for personal health behaviors
- Assess one's personal and family health to determine strengths and risks and to implement strategies to improve or maintain both
- Distinguish between responsible and risky/harmful behaviors

#### Proficiency

- Analyze the role of individual responsibility for health enhancement and wellness
- Analyze the short-term and long-term consequences of 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

#### Proficiency

- Predict immediate and long-term impact of health decisions on the individual
- Develop an effective plan for achieving and maintaining personal health goals for lifelong health enhancement and wellness which recognizes the importance of goal setting and time management skills

**Standard 7: Students demonstrate the ability to advocate for personal, family and community health.**

#### Foundations

- List a variety of ways to support others in making positive health choices

### LANGUAGE ARTS

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

#### Foundations

- 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 multi-step directions

**Standard 4: Students use a variety of visual media and resources to gather, evaluate and synthesize information and to communicate with others.**

Readiness

- Create visual representations of personal experiences through media such as drawing, painting, acting and puppeteering

**SCIENCE**

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 SC01-S1C1-01 THRU 03  
 SC02-S1C1-01 THRU 02  
 SC03-S1C1-01 THRU 02  
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 SC05-S1C1-01 THRU 02  
 SC06-S1C1-01 THRU 02  
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SC00-S1C3-01  
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 SC05-S1C4-01 THRU 03  
 SC06-S1C4-01 THRU 03,05  
 SC07-S1C4-01 THRU 03,05  
 SC08-S1C4-01 THRU 03,05  
 SCHS-S1C4-01 THRU 04

**MATHEMATICS**

**Standard 1: Students develop number sense and use numbers and number relationships to acquire basic facts, to solve a wide variety of real-world problems, and to determine the reasonableness of results.**

Readiness

- 1M-R1. Develop an understanding of number meanings and relationships

Foundations

- 1M-F1. Represent and use numbers in equivalent forms through the use of physical models, drawings, word names and symbols

**Standard 2: Students use data collection and analysis, statistics, and probability to make valid inferences, decisions and arguments and to solve a variety of real-world problems.**

Readiness

- 2M-R3. Construct concrete displays of data; read and interpret elementary tables, graphs and charts

#### Foundations

- 2M-F1. Collect and analyze data using the concepts of largest, smallest, most often, least often and middle
- 2M-F3. Predict and measure the likelihood of events and recognize that the results of an experiment may not match predicted outcomes

#### Essentials

- 2M-E1. Construct, read, analyze and interpret tables, charts, graphs and data plots
- 2M-E2. Make valid inferences, predictions and arguments based on statistical analysis

#### Proficiency

- 2M-P1. Construct and draw inferences including measures of central tendency, from charts, tables, graphs and data plots that summarize data from real-world situations
- 2M-P5. Design and conduct a statistical experiment to study a problem and interpret and communicate the outcomes

**Standard 3: Students use algebraic methods to explore, model and describe patterns, relationships and functions involving numbers, shapes, data and graphs within a variety of real-world problem-solving situations.**

#### Readiness

- 3M-R2. Recognize that the same patterns can emerge from a variety of manipulatives and real-world situations

#### Essentials

- 3M-E2. Describe, represent and analyze patterns and relationships using shapes, tables, graphs, data plots, verbal rules and standard algebraic notation

#### Proficiency

- 3M-P2. Represent and analyze relationships using written and verbal explanations, tables, equations, graphs and matrices and describe the connections among those representations

**Standard 5: Students make and use direct and indirect measurement, metric and U.S. customary, to describe and compare the real world and to prepare for the study of discrete functions, fractals and chaos which have evolved out of the age of technology.**

#### Foundations

- 5M-F4. Use discrete mathematical models for graphs to represent everyday situations

**Standard 6: Students use both inductive and deductive reasoning as they make conjectures and test the validity of arguments.**

#### Essentials

- 6M-E1. Use models to explain how ratios, proportions and percents can be used to solve problems and apply reasoning processes, such as spatial reasoning and reasoning with proportions and graphs
- 6M-E3. Use *if... then* statements to construct simple valid arguments