Girl Scouts Journeys
Content Unit Report

Grades: 2, 3
States: Michigan Curriculum Standards

A World of Girls
Summary: Brownies have fun learning that stories contain clues and that they can use those clues to make the world better. A flip book, A World of Girls devotes one side to fictional stories that take the Brownie girl characters to diverse places in the world. The other side has the real-life Brownies exploring themselves and their world closer to home. Through the journey's many adventures, anecdotes, and activities, the Brownies follow through on clues and enjoy a fun and challenging Girl Scout experience that strengthens their confidence and gives them a chance to better the world. (978-0-88441-750-7)

Michigan Curriculum Standards

Health and PE

Grade: **2** - Adopted **2008**

STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	4.7.	Demonstrate ways to show respect for feelings, rights, and property of others.
EXPECTATION	4.8.	Demonstrate effective listening and attending skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.PS.	Personal/Social Behaviors
EXPECTATION	K.PS.02.01.	Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.
EXPECTATION	K.PS.02.02.	Students will identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.ID.	Individual Differences
EXPECTATION	K.ID.02.01.	Students will choose to participate in physical activities alone and with others in isolated settings.
EXPECTATION	K.ID.02.02.	Students will identify a limited number of differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.B.	Personal/ Social Behaviors and Values
GRADE LEVEL EXPECTATION	B.ID.	Individual Differences
EXPECTATION	B.ID.02.01.	Students will choose to participate in physical activities alone and with others in isolated settings.
EXPECTATION	B.ID.02.02.	Students will identify a limited number of differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.

Grade: **3** - Adopted **2008**

STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
EXPECTATION	4.1.	Explain the benefits of positive friendships.
EXPECTATION	4.3.	Recognize that each person has unique talents and skills.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	4.6.	Explain ways to show acceptance of differences.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	4.9.	Demonstrate strategies for keeping positive friends.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.A.	Advocacy: All students will demonstrate advocacy skills for enhanced personal, family, and community health.
EXPECTATION	4.11.	Demonstrate the ability to support and respect people with differences.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education

STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.PS.	Personal/Social Behaviors
EXPECTATION	K.PS.03.01.	Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.
EXPECTATION	K.PS.03.02.	Students will identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.ID.	Individual Differences
EXPECTATION	K.ID.03.01.	Students will choose to participate with students of varying skill and fitness levels in isolated settings.
EXPECTATION	K.ID.03.02.	Students will identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.B.	Personal/ Social Behaviors and Values
GRADE LEVEL EXPECTATION	B.ID.	Individual Differences
EXPECTATION	B.ID.03.01.	Students will participate with students of varying skill and fitness levels in isolated settings.
EXPECTATION	B.ID.03.02.	Students will identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.

Language Arts

Grade: **2** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.02.08.	Students will use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
GRADE LEVEL EXPECTATION	R.WS.02.09.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.02.10.	

		Students will use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.02.11.	Students will in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.02.01.	Students will describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.
GRADE LEVEL EXPECTATION	R.NT.02.03.	Students will identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.
GRADE LEVEL EXPECTATION	R.NT.02.04.	Students will identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.
GRADE LEVEL EXPECTATION	R.NT.02.05.	Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.02.01.	Students will identify and describe the basic form, features, and purpose of a variety of informational genre including simple 'how-to' books, personal correspondence, science and social studies magazines.
GRADE LEVEL EXPECTATION	R.IT.02.02.	Students will discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.
GRADE LEVEL EXPECTATION	R.IT.02.04.	Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.8.	Comprehension

GRADE LEVEL EXPECTATION	R.CM.02.01.	Students will make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.
GRADE LEVEL EXPECTATION	R.CM.02.03.	Students will compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.02.04.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.11.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.02.01.	Students will be enthusiastic about reading and learning how to read.
GRADE LEVEL EXPECTATION	R.AT.02.02.	Students will do substantial reading and writing on their own during free time in school and at home.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.1.	Conventions
GRADE LEVEL EXPECTATION	S.CN.02.02.	Students will explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.02.01.	Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.
GRADE LEVEL EXPECTATION	S.DS.02.02.	Students will tell or retell stories (e.g., fantasy, legends, drama), using story grammar (e.g., elaborated information about characters, characters' actions and motivations, plot, and setting as related to plot), while maintaining appropriate intonation and tone of voice.
GRADE LEVEL EXPECTATION	S.DS.02.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.02.03.	Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.02.01.	Students will listen to or view knowledgeably and discuss a variety of genre.
GRADE LEVEL EXPECTATION	L.RP.02.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

Grade: **3** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.03.03.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.03.06.	Students will acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.03.08.	Students will in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.03.01.	Students will explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.
GRADE LEVEL EXPECTATION	R.NT.03.03.	

		Students will identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).
GRADE LEVEL EXPECTATION	R.NT.03.04.	Students will explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.03.01.	Students will identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.03.01.	Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
GRADE LEVEL EXPECTATION	R.CM.03.02.	Students will retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.03.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.1.	Conventions
GRADE LEVEL EXPECTATION	S.CN.03.02.	Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.03.01.	Students will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
GRADE LEVEL EXPECTATION	S.DS.03.02.	Students will discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g.,

		characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.
GRADE LEVEL EXPECTATION	S.DS.03.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.03.02.	Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.03.01.	Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
GRADE LEVEL EXPECTATION	L.RP.03.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.
GRADE LEVEL EXPECTATION	L.RP.03.04.	Students will combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).

Social Studies

Grade: **2** - Adopted **2007**

STRAND / STANDARD CATEGORY	MI.C.	Civics and Government
STANDARD	C5.	Roles of the Citizen in American Democracy: Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.
GRADE LEVEL EXPECTATION	2-C5.0.2.	Distinguish between personal and civic responsibilities and explain why they are important in community life.
GRADE LEVEL EXPECTATION	2-C5.0.3.	Design and participate in community improvement projects that help or inform others. (See P4.2.2)
STRAND / STANDARD CATEGORY	MI.P.	Public Discourse, Decision Making, and Citizen Involvement (P3, P4)
STANDARD	P4.2.	Citizen Involvement
GRADE LEVEL EXPECTATION	2-P4.2.2.	Participate in projects to help or inform others.

Grade: **3** - Adopted **2007**

	MI.C.	Civics and Government

STRAND / STANDARD CATEGORY		
STANDARD	C5.	Roles of the Citizen in American Democracy: Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.
GRADE LEVEL EXPECTATION	3-C5.0.1.	Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).
STRAND / STANDARD CATEGORY	MI.P.	Public Discourse, Decision Making, and Citizen Involvement (P3, P4)
STANDARD	P4.2.	Citizen Involvement
GRADE LEVEL EXPECTATION	3-P4.2.2.	Participate in projects to help or inform others.

A World of Girls -
Summary: A HOW-TO GUIDE FOR ADULT VOLUNTEERS (978-0-88441-756-9)

Michigan Curriculum Standards

Health and PE

Grade: **2** - Adopted **2008**

STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
EXPECTATION	1.3.	Describe the characteristics of combination foods.
EXPECTATION	1.4.	Describe the characteristics of foods and beverages that should be limited.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	1.5.	Provide examples of combination foods.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	4.7.	Demonstrate ways to show respect for feelings, rights, and property of others.

EXPECTATION	4.8.	Demonstrate effective listening and attending skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.FB.	Feedback
EXPECTATION	K.FB.02.01.	Students will use cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.HR.	Health-Related Fitness
EXPECTATION	K.HR.02.01.	Students will identify the five components of health-related fitness.
EXPECTATION	K.HR.02.02.	Students will identify the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).
EXPECTATION	K.HR.02.05.	Students will identify the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.PS.	Personal/Social Behaviors
EXPECTATION	K.PS.02.01.	Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.
EXPECTATION	K.PS.02.02.	Students will identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.RP.	Regular Participation
EXPECTATION	K.RP.02.01.	Students will identify verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.
EXPECTATION	K.RP.02.02.	Students will describe participation in a physical activity for novelty and challenge in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education

STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.ID.	Individual Differences
EXPECTATION	K.ID.02.01.	Students will choose to participate in physical activities alone and with others in isolated settings.
EXPECTATION	K.ID.02.02.	Students will identify a limited number of differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.A.	Fitness and Physical Activity
GRADE LEVEL EXPECTATION	A.PA.	Participation Outside of Physical Education
EXPECTATION	A.PA.02.01.	Students will participate, at a moderate to vigorous intensity level, in physical activities that focus on skill building rather than on formal game structure, a variety of locomotor activities, a variety of developmentally appropriate physical activities that incorporate manipulative skills, dodging, and chasing and fleeing activities on a daily basis.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.A.	Fitness and Physical Activity
GRADE LEVEL EXPECTATION	A.HR.	Health-Related Fitness
EXPECTATION	A.HR.02.01.	Students will recognize that there are five components of health-related fitness.
EXPECTATION	A.HR.02.02.	Students will meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.A.	Fitness and Physical Activity
GRADE LEVEL EXPECTATION	A.AN.	Physical Activity and Nutrition
EXPECTATION	A.AN.02.01.	Students will sustain moderate to vigorous levels of physical activity that cause increased heart rate, breathing rate, perspiration, etc. (e.g., running, galloping, skipping, and hopping).
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.B.	Personal/ Social Behaviors and Values
GRADE LEVEL EXPECTATION	B.FB.	Feedback
EXPECTATION	B.FB.02.01.	Students will use limited cues from teachers to improve motor skills and movement patterns, fitness, and physical activity in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education

STANDARD	PE.B.	Personal/ Social Behaviors and Values
GRADE LEVEL EXPECTATION	B.RP.	Regular Participation
EXPECTATION	B.RP.02.01.	Students will express verbal and nonverbal indicators of enjoyment while participating in physical activities in isolated settings.
EXPECTATION	B.RP.02.02.	Students will choose to participate in a physical activity for novelty and challenge in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.B.	Personal/ Social Behaviors and Values
GRADE LEVEL EXPECTATION	B.ID.	Individual Differences
EXPECTATION	B.ID.02.01.	Students will choose to participate in physical activities alone and with others in isolated settings.
EXPECTATION	B.ID.02.02.	Students will identify a limited number of differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.

Grade: **3** - Adopted **2008**

STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
EXPECTATION	1.1.	Explain the benefits of healthy eating and being physically active.
EXPECTATION	1.2.	Describe the importance of choosing a variety of ways to be physically active.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.GS.	Goal Setting: All students will use goal setting skills to enhance health.
EXPECTATION	1.5.	Describe the elements of a physical activity plan.
EXPECTATION	1.6.	Develop a personal plan to be physically active.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
EXPECTATION	4.1.	Explain the benefits of positive friendships.

EXPECTATION	4.3.	Recognize that each person has unique talents and skills.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	4.6.	Explain ways to show acceptance of differences.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	4.9.	Demonstrate strategies for keeping positive friends.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.A.	Advocacy: All students will demonstrate advocacy skills for enhanced personal, family, and community health.
EXPECTATION	4.11.	Demonstrate the ability to support and respect people with differences.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.FB.	Feedback
EXPECTATION	K.FB.03.01.	Students will use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.PA.	Participation Inside/Outside of Physical Education
EXPECTATION	K.PA.03.01.	Students will identify opportunities for physical activity within the school and community.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.HR.	Health-Related Fitness
EXPECTATION	K.HR.03.02.	Students will describe the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).

EXPECTATION	K.HR.03.05.	Students will describe the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.AN.	Physical Activity and Nutrition
EXPECTATION	K.AN.03.01.	Students will identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).
EXPECTATION	K.AN.03.02.	Students will describe the physiological indicators associated with moderate physical activity (e.g., sweating, increased heart rate, increased respiration, palpating pulse) and adjust participation/effort in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.PS.	Personal/Social Behaviors
EXPECTATION	K.PS.03.01.	Students will identify key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in isolated settings.
EXPECTATION	K.PS.03.02.	Students will identify key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.RP.	Regular Participation
EXPECTATION	K.RP.03.01.	Students will identify positive feelings associated with regular participation in physical activities in isolated settings.
EXPECTATION	K.RP.03.02.	Students will recognize the need to practice skills for which improvement is needed in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.K.	Content Knowledge
GRADE LEVEL EXPECTATION	K.ID.	Individual Differences
EXPECTATION	K.ID.03.01.	Students will choose to participate with students of varying skill and fitness levels in isolated settings.

EXPECTATION	K.ID.03.02.	Students will identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.A.	Fitness and Physical Activity
GRADE LEVEL EXPECTATION	A.PA.	Participation Outside of Physical Education
EXPECTATION	A.PA.03.01.	Students will choose to participate regularly (i.e., a minimum of 60 minutes per day for 7 days a week) in physical activities outside of physical education, including: locomotor activities, activities inclusive of manipulative skills, dodging, chasing, and fleeing activities, modified games that include combinations of locomotor and manipulative skills, and daily non-structured and minimally organized physical activities outside of physical education.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.A.	Fitness and Physical Activity
GRADE LEVEL EXPECTATION	A.HR.	Health-Related Fitness
EXPECTATION	A.HR.03.02.	Students will meet the criterion-referenced cardiorespiratory health-related fitness standards for age and gender (e.g., PACER, Step Test, One-Mile Run, Walk Test, Handcycle Test).
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.A.	Fitness and Physical Activity
GRADE LEVEL EXPECTATION	A.AN.	Physical Activity and Nutrition
EXPECTATION	A.AN.03.01.	Students will identify that physical activity and nutrition have effects on the body (e.g., food as fuel; helps build and maintain bones, muscles, and joints; reduces feelings of depression and anxiety; reduces risk of some chronic diseases; provides nutrients vital for health and maintenance of body; reduces the risk of low bone mass).
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.B.	Personal/ Social Behaviors and Values
GRADE LEVEL EXPECTATION	B.FB.	Feedback
EXPECTATION	B.FB.03.01.	Students will use feedback from teachers and peers to improve motor skills and movement patterns, fitness, and physical activities in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.B.	Personal/ Social Behaviors and Values
GRADE LEVEL EXPECTATION	B.RP.	Regular Participation

EXPECTATION	B.RP.03.01.	Students will identify a limited number of positive feelings associated with regular participation in physical activities in isolated settings.
EXPECTATION	B.RP.03.02.	Students will choose to practice skills for which improvement is needed in isolated settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.B.	Personal/ Social Behaviors and Values
GRADE LEVEL EXPECTATION	B.ID.	Individual Differences
EXPECTATION	B.ID.03.01.	Students will participate with students of varying skill and fitness levels in isolated settings.
EXPECTATION	B.ID.03.02.	Students will identify differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in isolated settings.

Language Arts

Grade: **2** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.02.08.	Students will use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
GRADE LEVEL EXPECTATION	R.WS.02.09.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.02.10.	Students will use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.02.11.	Students will in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.02.01.	

		Students will describe the similarities of plot and character in classic, multicultural, and contemporary literature that is recognized for quality and literary merit.
GRADE LEVEL EXPECTATION	R.NT.02.03.	Students will identify and describe characters' actions and motivations, setting (time and place), problem/solution, and sequence of events.
GRADE LEVEL EXPECTATION	R.NT.02.04.	Students will identify and explain how authors/illustrators use literary devices including illustrations and titles to depict major story events, and comparisons including metaphors or similes to reveal characters' thoughts and actions.
GRADE LEVEL EXPECTATION	R.NT.02.05.	Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.02.01.	Students will identify and describe the basic form, features, and purpose of a variety of informational genre including simple 'how-to' books, personal correspondence, science and social studies magazines.
GRADE LEVEL EXPECTATION	R.IT.02.02.	Students will discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.
GRADE LEVEL EXPECTATION	R.IT.02.04.	Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.8.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.02.01.	Students will make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.
GRADE LEVEL EXPECTATION	R.CM.02.03.	Students will compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.02.04.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and

		convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.11.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.02.01.	Students will be enthusiastic about reading and learning how to read.
GRADE LEVEL EXPECTATION	R.AT.02.02.	Students will do substantial reading and writing on their own during free time in school and at home.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.1.	Conventions
GRADE LEVEL EXPECTATION	S.CN.02.02.	Students will explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.02.01.	Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.
GRADE LEVEL EXPECTATION	S.DS.02.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.02.03.	Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.02.01.	Students will listen to or view knowledgeably and discuss a variety of genre.
GRADE LEVEL EXPECTATION	L.RP.02.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.03.03.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.03.06.	Students will acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.03.08.	Students will in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.03.01.	Students will explain how characters express attitudes about one another in familiar classic, multicultural, and contemporary literature recognized for quality and literary merit.
GRADE LEVEL EXPECTATION	R.NT.03.03.	Students will identify and describe characters' thoughts and motivations, story level themes (good vs. evil), main idea, and lesson/moral (fable).
GRADE LEVEL EXPECTATION	R.NT.03.04.	Students will explain how authors use literary devices including prediction, personification, and point of view to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.03.01.	Students will identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.03.01.	Students will connect personal knowledge, experiences, and understanding of the world to themes

		and perspectives in text through oral and written responses.
GRADE LEVEL EXPECTATION	R.CM.03.02.	Students will retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.03.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.1.	Conventions
GRADE LEVEL EXPECTATION	S.CN.03.02.	Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.03.01.	Students will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
GRADE LEVEL EXPECTATION	S.DS.03.02.	Students will discuss narratives (e.g., folktales, fables, realistic fiction), conveying the story grammar (e.g., characters' thoughts and motivation, setting, plot, story level theme) and explain why the story is worthwhile and how it is relevant to the storyteller or the audience.
GRADE LEVEL EXPECTATION	S.DS.03.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.03.02.	Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.03.01.	Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.

GRADE LEVEL EXPECTATION	L.RP.03.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.
GRADE LEVEL EXPECTATION	L.RP.03.04.	Students will combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).

Social Studies

Grade: **2** - Adopted **2007**

STRAND / STANDARD CATEGORY	MI.C.	Civics and Government
STANDARD	C5.	Roles of the Citizen in American Democracy: Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.
GRADE LEVEL EXPECTATION	2-C5.0.2.	Distinguish between personal and civic responsibilities and explain why they are important in community life.
GRADE LEVEL EXPECTATION	2-C5.0.3.	Design and participate in community improvement projects that help or inform others. (See P4.2.2)
STRAND / STANDARD CATEGORY	MI.P.	Public Discourse, Decision Making, and Citizen Involvement (P3, P4)
STANDARD	P4.2.	Citizen Involvement
GRADE LEVEL EXPECTATION	2-P4.2.2.	Participate in projects to help or inform others.

Grade: **3** - Adopted **2007**

STRAND / STANDARD CATEGORY	MI.C.	Civics and Government
STANDARD	C5.	Roles of the Citizen in American Democracy: Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in government.
GRADE LEVEL EXPECTATION	3-C5.0.1.	Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).
STRAND / STANDARD CATEGORY	MI.P.	Public Discourse, Decision Making, and Citizen Involvement (P3, P4)
STANDARD	P4.2.	Citizen Involvement
GRADE LEVEL EXPECTATION	3-P4.2.2.	Participate in projects to help or inform others.