Girl Scouts Journeys
Content Unit Report

Grades: 6, 7, 8
States: Michigan Curriculum Standards

aMAZE! The Twists and Turns of Getting Along
Summary: aMAZE! THE TWISTS AND TURNS OF GETTING ALONG Life is a maze of relationships and this journey for sixth-, seventh- and eighth-graders has Girl Scout Cadettes maneuvering through all its twists and turns to find true friendships, plenty of confidence, and maybe even peace. (978-0-88441-715-6)

Michigan Curriculum Standards

Health and PE / Language Arts / Mathematics / Science / Social Studies

Grade: **6** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.06.01.	Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
GRADE LEVEL EXPECTATION	R.WS.06.02.	Students will use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
GRADE LEVEL EXPECTATION	R.WS.06.04.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.06.05.	Students will acquire and apply strategies to identify unknown words and construct meaning.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.2.	Word Recognition and Word Study - Fluency
GRADE LEVEL EXPECTATION	R.WS.06.06.	Students will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.06.07.	Students will in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text

GRADE LEVEL EXPECTATION	R.IT.06.01.	Students will analyze the structure, elements, features, style, and purpose of informational genre, including research reports, 'how-to' articles, and essays.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.06.01.	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.06.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.06.01.	Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
GRADE LEVEL EXPECTATION	R.MT.06.02.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.06.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.06.03.	Students will formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.06.01.	Students will be enthusiastic about writing and learning to write.
	MI.S.	Speaking

STRAND / STANDARD CATEGORY		
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.06.01.	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.06.02.	Students will respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.06.02.	Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.06.05.	Students will respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.

Grade: **7** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.07.01.	Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
GRADE LEVEL EXPECTATION	R.WS.07.02.	Students will use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.
GRADE LEVEL EXPECTATION	R.WS.07.04.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.07.05.	Students will acquire and apply strategies to identify unknown words and construct meaning.
	MI.R.	Reading

STRAND / STANDARD CATEGORY		
STANDARD	R.2.	Word Recognition and Word Study - Fluency
GRADE LEVEL EXPECTATION	R.WS.07.06.	Students will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.07.07.	Students will in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.07.01.	Students will analyze the structure, elements, features, style, and purpose of informational genre including persuasive essay, research report, brochure, personal correspondence, autobiography and biography.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.07.01.	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.07.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.07.01.	Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
GRADE LEVEL EXPECTATION	R.MT.07.02.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.
STRAND / STANDARD CATEGORY	MI.R.	Reading

STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.07.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.07.02.	Students will write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.
GRADE LEVEL EXPECTATION	W.GN.07.03.	Students will formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.07.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.07.01.	Students will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles. partnerships, or other conversation protocols.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.07.02.	Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.07.01.	Students will listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.

Grade: **8** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading

STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.08.01.	Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
GRADE LEVEL EXPECTATION	R.WS.08.02.	Students will use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.
GRADE LEVEL EXPECTATION	R.WS.08.04.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.08.05.	Students will acquire and apply strategies to identify unknown words and construct meaning.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.2.	Word Recognition and Word Study - Fluency
GRADE LEVEL EXPECTATION	R.WS.08.06.	Students will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.08.07.	Students will in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.08.01.	Students will analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.08.01.	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.08.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.08.01.	Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
GRADE LEVEL EXPECTATION	R.MT.08.02.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.08.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genres
GRADE LEVEL EXPECTATION	W.GN.08.02.	Students will write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.
GRADE LEVEL EXPECTATION	W.GN.08.03.	Students will formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.08.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.08.01.	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.08.02.	Students will respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.

STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.08.01.	Students will analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.
GRADE LEVEL EXPECTATION	L.CN.08.02.	Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.08.01.	Students will listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.

Grade: **6** - Adopted **2007**

STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.M.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.06.12.	Design and conduct scientific investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.M.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.
EXPECTATION	S.RS.06.15.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.M.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.07.12.	Design and conduct scientific investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA.	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.M.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
EXPECTATION	S.IA.17.13.	Communicate and defend findings of observations and investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.M.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.
EXPECTATION	S.RS.07.15.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.

GRADE LEVEL EXPECTATION	S.IP.M.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.07.12.	Design and conduct scientific investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA.	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.M.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
EXPECTATION	S.IA.17.13.	Communicate and defend findings of observations and investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.M.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.
EXPECTATION	S.RS.07.15.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

aMAZE! The Twists and Turns of Getting Along -
Summary: aMAZE! THE TWISTS AND TURNS OF GETTING ALONG: A HOW-TO GUIDE FOR ADULT
VOLUNTEERS (978-0-88441-716-3)

Michigan Curriculum Standards

Health and PE / Language Arts / Mathematics / Science / Social Studies

Grade: **6** - Adopted **2006**

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.06.01.	Students will explain and use word structure, sentence structure, and prediction to aid in decoding and

		understanding the meanings of words encountered in context.
GRADE LEVEL EXPECTATION	R.WS.06.02.	Students will use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
GRADE LEVEL EXPECTATION	R.WS.06.04.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.06.05.	Students will acquire and apply strategies to identify unknown words and construct meaning.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.2.	Word Recognition and Word Study - Fluency
GRADE LEVEL EXPECTATION	R.WS.06.06.	Students will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.06.07.	Students will in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content-related resources.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.06.01.	Students will analyze the structure, elements, features, style, and purpose of informational genre, including research reports, 'how-to' articles, and essays.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.06.01.	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.06.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.06.01.	Students will self-monitor comprehension when reading or listening to text by automatically applying

		and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
GRADE LEVEL EXPECTATION	R.MT.06.02.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.06.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.06.03.	Students will formulate research questions using multiple resources and perspectives that allow them to organize, analyze, and explore problems and pose solutions that culminate in a final presented project using the writing process.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.06.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.06.01.	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.06.02.	Students will respond to multiple text types in order to compare/contrast ideas, form, and style; to evaluate quality; take a stand and support an issue; and to identify personally with a universal theme.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.06.02.	Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.06.05.	Students will respond to multiple text types when listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to compare/contrast similarities and differences in idea, form, and style to evaluate quality and to identify personal and universal themes.

<div align="center">Grade: 7 - Adopted 2006</div>

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.07.01.	Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
GRADE LEVEL EXPECTATION	R.WS.07.02.	Students will use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.
GRADE LEVEL EXPECTATION	R.WS.07.04.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.07.05.	Students will acquire and apply strategies to identify unknown words and construct meaning.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.2.	Word Recognition and Word Study - Fluency
GRADE LEVEL EXPECTATION	R.WS.07.06.	Students will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.07.07.	Students will in context, determine the meaning of words and phrases including cross-cultural expressions, mathematical expressions, scientific procedures, and literary terms using strategies and authentic content-related resources.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.07.01.	Students will analyze the structure, elements, features, style, and purpose of informational genre including

		persuasive essay, research report, brochure, personal correspondence, autobiography and biography.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.07.01.	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.07.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.07.01.	Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
GRADE LEVEL EXPECTATION	R.MT.07.02.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills such as SQP3R and pattern guides.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.07.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.07.02.	Students will write a research report using a wide variety of resources that includes appropriate organizational patterns (e.g., position statement/supporting evidence, problem statement/solution, or compare/contrast), descriptive language, and informational text features.
GRADE LEVEL EXPECTATION	W.GN.07.03.	Students will formulate research questions using multiple resources, perspectives, and arguments/counter-arguments to develop a thesis statement that culminates in a final presented project using the writing process.
STRAND / STANDARD CATEGORY	MI.W.	Writing

STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.07.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.07.01.	Students will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles. partnerships, or other conversation protocols.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.07.02.	Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.07.01.	Students will listen to or view knowledgeably a variety of genre to identify, state, and react to a speaker's point of view and bias.

<div align="center">Grade: 8 - Adopted 2006</div>

STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.08.01.	Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
GRADE LEVEL EXPECTATION	R.WS.08.02.	Students will use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, and similes to infer the history of the English language, and common word origins.
GRADE LEVEL EXPECTATION	R.WS.08.04.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.08.05.	Students will acquire and apply strategies to identify unknown words and construct meaning.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.2.	Word Recognition and Word Study - Fluency

GRADE LEVEL EXPECTATION	R.WS.08.06.	Students will fluently read beginning grade-level text and increasingly demanding texts as the year proceeds.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.08.07.	Students will in context, determine the meaning of words and phrases including content area vocabulary and literary terms using strategies including activating prior knowledge, using text features/structures, and authentic content-related resources.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.08.01.	Students will analyze the structure, elements, features, style, and purpose of informational genre including comparative essays, newspaper writings, technical writings, and persuasive essays.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.08.01.	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.08.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.08.01.	Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
GRADE LEVEL EXPECTATION	R.MT.08.02.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.08.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.

STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genres
GRADE LEVEL EXPECTATION	W.GN.08.02.	Students will write an historical expository piece such as a journal, biography, or simulated memoir that includes appropriate organization, illustrations, marginal notes and/or annotations.
GRADE LEVEL EXPECTATION	W.GN.08.03.	Students will formulate research questions that demonstrate critical evaluation of multiple resources, perspectives, and arguments/counter-arguments that culminate in a presented final project using the writing process.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.08.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.08.01.	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.08.02.	Students will respond to multiple text types in order to explore problems and pose solutions supported with evidence, take a stand on an issue and support it, and identify personally with a universal theme.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.08.01.	Students will analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.
GRADE LEVEL EXPECTATION	L.CN.08.02.	Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.08.01.	Students will listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.

STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.M.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.06.12.	Design and conduct scientific investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.M.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.
EXPECTATION	S.RS.06.15.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

Grade: **7** - Adopted **2007**

STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.M.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.07.12.	Design and conduct scientific investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA.	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.M.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.

EXPECTATION	S.IA.17.13.	Communicate and defend findings of observations and investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.M.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.
EXPECTATION	S.RS.07.15.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

Grade: **8** - Adopted **2007**

STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.M.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.07.12.	Design and conduct scientific investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA.	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.M.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
EXPECTATION	S.IA.17.13.	Communicate and defend findings of observations and investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific

		knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.M.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.
EXPECTATION	S.RS.07.15.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.