

## Girl Scouts Journeys

### Content Unit Report

**Grades:** 9, 10

**States:** Michigan Curriculum Standards

**Mission:** Sisterhood!

**Summary:** In Mission: Sisterhood!, Seniors harness the magic of stories to widen their networks and ignite the energy of sisterhood to create real change in the world. As Seniors expand their friendship borders, they boost their own confidence and make the most of their leadership skills. (978-0-88441-753-8)

### Michigan Curriculum Standards

#### Health and PE

Grade: 9 - 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.	Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.
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	4.12.	Assess one's personal behavior and how one demonstrates character traits. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.GS.	Goal Setting: All students will use goal setting skills to enhance health.
EXPECTATION	4.13.	Develop a personal plan for maintaining or improving one's demonstration of character traits. (Recommended)
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 the ability to apply listening and assertive communication skills in situations that may

involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.

STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
EXPECTATION	7.2.	Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	7.5.	Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.
EXPECTATION	7.6.	Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	7.10.	Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.3.	Net/Wall Games
GRADE LEVEL EXPECTATION	3.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

Grade: 10 - Adopted 2008

STRAND / STANDARD CATEGORY	MI.HE.	Health Education
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STANDARD	PE.3.	Net/Wall Games
GRADE LEVEL EXPECTATION	3.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

### Language Arts

Grade: 9 - Adopted 2006

<b>STRAND / STANDARD CATEGORY</b>	<b>MI.1.3.</b>	<b>Writing, Speaking, and Visual Expression: Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).</b>
STANDARD	CE 1.3.7.	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees) - fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
STANDARD	CE 1.3.8.	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

STRAND / STANDARD CATEGORY	MI.2.1.	Reading, Listening, and Viewing: Develop critical reading, listening, and viewing strategies.
STANDARD	CE 2.1.3.	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
STANDARD	CE 2.1.11.	Students will Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
STANDARD	CE 2.1.12.	Students will Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
STRAND / STANDARD CATEGORY	MI.2.3.	Reading, Listening, and Viewing: Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
STANDARD	CE 2.3.1.	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
STANDARD	CE 2.3.2.	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
STANDARD	CE 2.3.5.	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD	CE 3.2.4.	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature

		circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
STRAND / STANDARD CATEGORY	MI.3.3.	Literature and Culture: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD	CE 3.3.3.	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
STRAND / STANDARD CATEGORY	MI.4.1.	Language: Understand and use the English language effectively in a variety of contexts and settings.
STANDARD	CE 4.1.3.	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

**Grade: 10 - Adopted 2006**

STRAND / STANDARD CATEGORY	MI.1.3.	Writing, Speaking, and Visual Expression: Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
STANDARD	CE 1.3.7.	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees) - fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
STANDARD	CE 1.3.8.	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
STRAND / STANDARD CATEGORY	MI.2.1.	Reading, Listening, and Viewing: Develop critical reading, listening, and viewing strategies.
STANDARD	CE 2.1.3.	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
STANDARD	CE 2.1.11.	Students will Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

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STRAND / STANDARD CATEGORY	MI.2.3.	Reading, Listening, and Viewing: Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
STANDARD	CE 2.3.2.	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD	CE 3.2.4.	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
STRAND / STANDARD CATEGORY	MI.3.3.	Literature and Culture: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD	CE 3.3.3.	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
STRAND / STANDARD CATEGORY	MI.4.1.	Language: Understand and use the English language effectively in a variety of contexts and settings.
STANDARD	CE 4.1.3.	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

### Social Studies

Grade: 9 - Adopted 2007

MI.C5.

Civics - Citizenship in the United States of America

<b>STRAND / STANDARD CATEGORY</b>		
STANDARD	5.4.	Responsibilities of Citizenship: Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?
GRADE LEVEL EXPECTATION	5.4.2.	Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.
<b>STRAND / STANDARD CATEGORY</b>	<b>MI.C6.</b>	<b>Civics - Citizenship in Action</b>
STANDARD	6.2.	Participating in Civic Life: Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?
GRADE LEVEL EXPECTATION	6.2.7.	Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.

**Grade: 10 - Adopted 2007**

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Mission: Sisterhood! -

Summary: HOW TO PARTNER WITH SENIORS: A Guide for Adult Volunteers (978-0-88441-759-0)

## Michigan Curriculum Standards

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Grade: 9 - Adopted 2008

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### Language Arts

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STANDARD	CE 1.3.7.	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees) - fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
STANDARD	CE 1.3.8.	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of

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STANDARD	CE 2.3.2.	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
STANDARD	CE 2.3.5.	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
STANDARD	CE 2.3.7.	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).

STANDARD	CE 3.2.4.	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
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STANDARD	CE 1.3.8.	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
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STANDARD	CE 2.1.11.	Students will Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
STANDARD	CE 2.1.12.	Students will Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
STRAND / STANDARD CATEGORY	MI.2.3.	Reading, Listening, and Viewing: Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
STANDARD	CE 2.3.2.	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
STANDARD	CE 2.3.7.	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD	CE 3.2.4.	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
STRAND / STANDARD CATEGORY	MI.3.3.	Literature and Culture: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD	CE 3.3.3.	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).

STRAND / STANDARD CATEGORY	MI.4.1.	Language: Understand and use the English language effectively in a variety of contexts and settings.
STANDARD	CE 4.1.3.	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

### Social Studies

Grade: 9 - Adopted 2007

STRAND / STANDARD CATEGORY	MI.C5.	Civics - Citizenship in the United States of America
STANDARD	5.4.	Responsibilities of Citizenship: Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?
GRADE LEVEL EXPECTATION	5.4.2.	Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.

STRAND / STANDARD CATEGORY	MI.C6.	Civics - Citizenship in Action
STANDARD	6.2.	Participating in Civic Life: Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?
GRADE LEVEL EXPECTATION	6.2.7.	Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.

Grade: 10 - Adopted 2007

STRAND / STANDARD CATEGORY	MI.C5.	Civics - Citizenship in the United States of America
STANDARD	5.4.	Responsibilities of Citizenship: Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?

GRADE LEVEL EXPECTATION	5.4.2.	Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.
STRAND / STANDARD CATEGORY	MI.C6.	Civics - Citizenship in Action
STANDARD	6.2.	Participating in Civic Life: Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?
GRADE LEVEL EXPECTATION	6.2.7.	Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation.

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