

## Girl Scouts Journeys

### Content Unit Report

**Grades:** 6, 7, 8

**States:** Michigan Curriculum Standards

#### MEdia

Summary: Cadettes put the me in MEdia as this journey encourages them to explore the great, big multimedia world around them and then remake media to better match the reality they know. Along the way, Cadettes become aware of the value of media, its limitations and effect, and the power they have to lead and inspire others. (978-0-88441-752-1)

### Michigan Curriculum Standards

#### Health and PE

Grade: 6 - 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.   | Analyze the benefits of healthy eating and being physically active.  |
| EXPECTATION                | 1.3.   | Explain how weight management is influenced by healthy eating and being physically active.   |
| EXPECTATION                | 1.9.   | Describe the relationship of self perception, body image, body weight, and physical activity. (Recommended)  |
| 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.   | Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.  |
| EXPECTATION                | 1.6.   | Describe environmental influences that encourage or discourage physical activity.  |
| EXPECTATION                | 1.8.   | Demonstrate the ability to support others to choose healthy foods and be physically active.  |
| STRAND / STANDARD CATEGORY | MI.HE. | Health Education   |
| STANDARD                   | HE.1.  | Nutrition and Physical Activity  |
| GRADE LEVEL EXPECTATION    | 1.I.   | Influences: All students will analyze the influence of family, peers, culture, media, and technology on health.  |

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| EXPECTATION                | 1.10.  | Analyze how one's own perception of weight influences healthy eating and being physically active. (Recommended)   |
| STRAND / STANDARD CATEGORY | MI.HE. | Health Education  |
| STANDARD                   | HE.2.  | Alcohol, Tobacco, and Other Drugs   |
| GRADE LEVEL EXPECTATION    | 2.AI.  | Access Information: All students will access valid health information and appropriate health promoting products and services.   |
| EXPECTATION                | 2.6.   | Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use; and assess the validity of the resources. |
| 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                | 4.12.  | Analyze how friendships may involve positive and negative risks. (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                | 4.10.  | Demonstrate effective listening strategies.   |
| STRAND / STANDARD CATEGORY | MI.HE. | Health Education  |
| STANDARD                   | HE.4.  | Social and Emotional Health   |
| GRADE LEVEL EXPECTATION    | 4.SS.  | Social Skills   |
| EXPECTATION                | 4.14.  | Demonstrate the ability to express appreciation. (Recommended)  |
| 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                | 7.1.   | Describe the changes in friendships that one might experience as a result of puberty, and evaluate what it means to be a boyfriend or girlfriend.                         |
|                            | MI.HE. | Health Education  |

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| <b>STRAND / STANDARD CATEGORY</b> |             |   |
| STANDARD                          | HE.7.       | Sexuality Education   |
| GRADE LEVEL EXPECTATION           | 7.AI.       | Access Information: All students will access valid health information and appropriate health promoting products and services.   |
| EXPECTATION                       | 7.6.        | Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction. |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.PE.      | Physical Education  |
| STANDARD                          | PE.K.       | Content Knowledge   |
| GRADE LEVEL EXPECTATION           | K.PS.       | Personal/Social Behaviors   |
| EXPECTATION                       | K.PS.06.01. | Students will explain the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.      |
| EXPECTATION                       | K.PS.06.02. | Students will explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.          |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.PE.      | Physical Education  |
| STANDARD                          | PE.K.       | Content Knowledge   |
| GRADE LEVEL EXPECTATION           | K.ID.       | Individual Differences  |
| EXPECTATION                       | K.ID.06.01. | Students will choose to participate with students of varying skill and fitness levels in dynamic settings.  |
| EXPECTATION                       | K.ID.06.02. | Students will understand differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.                                     |
| EXPECTATION                       | K.ID.06.03. | Students will choose to participate in activities that allow for self-expression in controlled settings.  |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.PE.      | Physical Education  |
| STANDARD                          | PE.B.       | Personal/ Social Behaviors and Values   |
| GRADE LEVEL EXPECTATION           | B.ID.       | Individual Differences  |
| EXPECTATION                       | B.ID.06.01. | Students will choose to participate with students of varying skill and fitness levels in controlled settings.   |
| EXPECTATION                       | B.ID.06.02. | Students will accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.                  |
| EXPECTATION                       | B.ID.06.03. | Students will choose to participate in activities that allow for self-expression in controlled settings.  |

## Grade: 7 - Adopted 2008

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| 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.   | Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.        |
| EXPECTATION                | 1.13.  | Summarize the characteristics of a healthy body image and factors that determine body weight, including body type. (Recommended)                         |
| 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                | 1.15.  | Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment. (Recommended)                           |
| 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                | 1.10.  | Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.                        |
| EXPECTATION                | 1.11.  | Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.  |
| STRAND / STANDARD CATEGORY | MI.HE. | Health Education   |
| STANDARD                   | HE.1.  | Nutrition and Physical Activity  |
| GRADE LEVEL EXPECTATION    | 1.SS.  | Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.                         |
| EXPECTATION                | 1.17.  | Demonstrate skills for dealing with pressure to eat in ways that are not healthy. (Recommended)  |
| EXPECTATION                | 1.18.  | Demonstrate the ability to persuade peers to eat healthy and be physically active. (Recommended)   |
| STRAND / STANDARD CATEGORY | MI.HE. | Health Education   |
| STANDARD                   | HE.2.  | Alcohol, Tobacco , and Other Drugs   |

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| GRADE LEVEL EXPECTATION           | 2.AI.  | Access Information: All students will access valid health information and appropriate health promoting products and services.   |
| EXPECTATION                       | 2.2.   | Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources. |
| <b>STRAND / STANDARD CATEGORY</b> | 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                       | 4.13.  | Describe essential character traits needed for personal success and well being. (Recommended)   |
| <b>STRAND / STANDARD CATEGORY</b> | 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                       | 4.7.   | Demonstrate the ability to use stress management techniques.  |
| <b>STRAND / STANDARD CATEGORY</b> | 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                       | 4.16.  | Evaluate behaviors, including one's own, to determine if they are examples of essential character traits. (Recommended)   |
| <b>STRAND / STANDARD CATEGORY</b> | MI.HE. | Health Education  |
| STANDARD                          | HE.4.  | Social and Emotional Health   |
| GRADE LEVEL EXPECTATION           | 4.DM.  | Decision Making: All students will use decision-making skills to enhance health.  |
| EXPECTATION                       | 4.15.  | Apply character traits during the process of making a decision. (Recommended)   |
| <b>STRAND / STANDARD CATEGORY</b> | 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.                                      |

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| EXPECTATION                | 7.2.        | Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.                    |
| STRAND / STANDARD CATEGORY | MI.PE.      | Physical Education  |
| STANDARD                   | PE.K.       | Content Knowledge   |
| GRADE LEVEL EXPECTATION    | K.PS.       | Personal/Social Behaviors   |
| EXPECTATION                | K.PS.07.01. | Students will compare behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. |
| EXPECTATION                | K.PS.07.02. | Students will compare behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.     |
| STRAND / STANDARD CATEGORY | MI.PE.      | Physical Education  |
| STANDARD                   | PE.K.       | Content Knowledge   |
| GRADE LEVEL EXPECTATION    | K.ID.       | Individual Differences  |
| EXPECTATION                | K.ID.07.01. | Students will choose to participate with community members of varying skill and fitness levels in dynamic settings.   |
| EXPECTATION                | K.ID.07.02. | Students will examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.                        |
| EXPECTATION                | K.ID.07.03. | Students will choose to participate in activities that allow for self-expression in dynamic 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.07.01. | Students will participate with community members of varying skill and fitness levels in dynamic settings.   |
| EXPECTATION                | B.ID.07.02. | Students will accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.  |
| EXPECTATION                | B.ID.07.03. | Students will choose to participate in activities that allow for self-expression in dynamic settings.   |

**Grade: 8 - Adopted 2008**

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| 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 |

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|                                   |               | issues.   |
| EXPECTATION                       | 1.1.          | Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.   |
| EXPECTATION                       | 1.13.         | Summarize the characteristics of a healthy body image and factors that determine body weight, including body type. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| 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                       | 1.15.         | Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| 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                       | 1.10.         | Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.   |
| EXPECTATION                       | 1.11.         | Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| STANDARD                          | HE.1.         | Nutrition and Physical Activity   |
| GRADE LEVEL EXPECTATION           | 1.SS.         | Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.  |
| EXPECTATION                       | 1.17.         | Demonstrate skills for dealing with pressure to eat in ways that are not healthy. (Recommended)   |
| EXPECTATION                       | 1.18.         | Demonstrate the ability to persuade peers to eat healthy and be physically active. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| STANDARD                          | HE.2.         | Alcohol, Tobacco , and Other Drugs  |
| GRADE LEVEL EXPECTATION           | 2.AI.         | Access Information: All students will access valid health information and appropriate health promoting products and services.   |
| EXPECTATION                       | 2.2.          | Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources. |
|                                   | <b>MI.HE.</b> | <b>Health Education</b>   |

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| <b>STRAND / STANDARD CATEGORY</b> |        |  |
| 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                       | 4.13.  | Describe essential character traits needed for personal success and well being. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> |        |  |
|                                   | 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                       | 4.7.   | Demonstrate the ability to use stress management techniques.   |
| <b>STRAND / STANDARD CATEGORY</b> |        |  |
|                                   | 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                       | 4.16.  | Evaluate behaviors, including one's own, to determine if they are examples of essential character traits. (Recommended)                                    |
| <b>STRAND / STANDARD CATEGORY</b> |        |  |
|                                   | MI.HE. | Health Education   |
| STANDARD                          | HE.4.  | Social and Emotional Health  |
| GRADE LEVEL EXPECTATION           | 4.DM.  | Decision Making: All students will use decision-making skills to enhance health.   |
| EXPECTATION                       | 4.15.  | Apply character traits during the process of making a decision. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> |        |  |
|                                   | 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 characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent. |
| <b>STRAND / STANDARD CATEGORY</b> |        |  |
|                                   | MI.PE. | Physical Education   |
| STANDARD                          | PE.K.  | Content Knowledge  |



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| GRADE LEVEL EXPECTATION           | K.PS.         | Personal/Social Behaviors   |
| EXPECTATION                       | K.PS.08.01.   | Students will analyze behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. |
| EXPECTATION                       | K.PS.08.02.   | Students will analyze behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.     |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.PE.</b> | <b>Physical Education</b>   |
| STANDARD                          | PE.K.         | Content Knowledge   |
| GRADE LEVEL EXPECTATION           | K.ID.         | Individual Differences  |
| EXPECTATION                       | K.ID.08.01.   | Students will choose to participate with community members of varying skill and fitness levels in dynamic settings.   |
| EXPECTATION                       | K.ID.08.02.   | Students will analyze differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.                        |
| EXPECTATION                       | K.ID.08.03.   | Students will choose to participate in activities that allow for self-expression in dynamic settings.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.PE.</b> | <b>Physical Education</b>   |
| STANDARD                          | PE.B.         | Personal/ Social Behaviors and Values   |
| GRADE LEVEL EXPECTATION           | B.ID.         | Individual Differences  |
| EXPECTATION                       | B.ID.08.01.   | Students will demonstrate respect for community members of varying social skill and fitness levels in dynamic settings.   |
| EXPECTATION                       | B.ID.08.02.   | Students will accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.  |
| EXPECTATION                       | B.ID.08.03.   | Students will choose to participate in activities that allow for self-expression in dynamic settings.   |

### Language Arts

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

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| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| 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   |

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|                                   |              | 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.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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.            |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| STANDARD                          | R.4.         | Narrative Text   |
| GRADE LEVEL EXPECTATION           | R.NT.06.03.  | Students will analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.  |
| GRADE LEVEL EXPECTATION           | R.NT.06.04.  | Students will analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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 |

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|                            |             | 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.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.   |
| GRADE LEVEL EXPECTATION    | S.DS.06.03. | Students will discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).   |
| 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.06.03. | Students will identify a speaker's affective communication expressed through tone, mood, and emotional cues.   |
| 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. |

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| GRADE LEVEL EXPECTATION | L.RP.06.06. | Students will respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation. |
| GRADE LEVEL EXPECTATION | L.RP.06.07. | Students will identify persuasive and propaganda techniques used in television, and identify false and misleading information.                                |

**Grade: 7 - Adopted 2006**

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| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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. |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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.   |
|                                   | <b>MI.R.</b> | <b>Reading</b>   |

|                                   |             |   |
|-----------------------------------|-------------|---|
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
| <b>STANDARD</b>                   | R.7.        | Metacognition   |
| <b>GRADE LEVEL EXPECTATION</b>    | 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. |
| <b>GRADE LEVEL EXPECTATION</b>    | 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.  |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.R.       | Reading   |
| <b>STANDARD</b>                   | R.9.        | Reading Attitude  |
| <b>GRADE LEVEL EXPECTATION</b>    | R.AT.07.01. | Students will be enthusiastic about reading and do substantial reading and writing on their own.  |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.S.       | Speaking  |
| <b>STANDARD</b>                   | S.2.        | Discourse   |
| <b>GRADE LEVEL EXPECTATION</b>    | 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.   |
| <b>GRADE LEVEL EXPECTATION</b>    | S.DS.07.03. | Students will discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).  |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.L.       | Listening and Viewing   |
| <b>STANDARD</b>                   | L.1.        | Conventions   |
| <b>GRADE LEVEL EXPECTATION</b>    | 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.   |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.L.       | Listening and Viewing   |
| <b>STANDARD</b>                   | L.2.        | Response  |
| <b>GRADE LEVEL EXPECTATION</b>    | 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.   |

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|-------------------------|-------------|---|
| GRADE LEVEL EXPECTATION | L.RP.07.03. | Students will identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.  |
| GRADE LEVEL EXPECTATION | L.RP.07.06. | Students will evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.  |
| GRADE LEVEL EXPECTATION | L.RP.07.07. | Students will identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects. |

**Grade: 8 - Adopted 2006**

|                                   |              |   |
|-----------------------------------|--------------|---|
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| 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.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| 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.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| 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. |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| STANDARD                          | R.4.         | Narrative Text  |

|                                   |              |   |
|-----------------------------------|--------------|---|
| GRADE LEVEL EXPECTATION           | R.NT.08.03.  | Students will analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.  |
| GRADE LEVEL EXPECTATION           | R.NT.08.04.  | Students will analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| <b>STANDARD</b>                   | <b>R.6.</b>  | <b>Comprehension</b>  |
| 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.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| <b>STANDARD</b>                   | <b>R.7.</b>  | <b>Metacognition</b>  |
| 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.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| <b>STANDARD</b>                   | <b>R.9.</b>  | <b>Reading Attitude</b>   |
| GRADE LEVEL EXPECTATION           | R.AT.08.01.  | Students will be enthusiastic about reading and do substantial reading and writing on their own.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.S.</b> | <b>Speaking</b>   |
| <b>STANDARD</b>                   | <b>S.2.</b>  | <b>Discourse</b>  |
| 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.  |
| GRADE LEVEL EXPECTATION           | S.DS.08.03.  | Students will discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant   |

|                                   |                    |   |
|-----------------------------------|--------------------|---|
|                                   |                    | dialogue, specific action, and physical description of characters).   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.L.</b>       | <b>Listening and Viewing</b>  |
| <b>STANDARD</b>                   | <b>L.1.</b>        | <b>Conventions</b>  |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.CN.08.01.</b> | 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.   |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.CN.08.02.</b> | 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. |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.L.</b>       | <b>Listening and Viewing</b>  |
| <b>STANDARD</b>                   | <b>L.2.</b>        | <b>Response</b>   |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.RP.08.01.</b> | 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.  |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.RP.08.06.</b> | Students will evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.  |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.RP.08.07.</b> | Students will interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.  |

### Social Studies

Grade: 6 - Adopted 2007

|                                   |                  |   |
|-----------------------------------|------------------|---|
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.H1.</b>    | Western Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind (Ways Thinking): Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based. |
| <b>STANDARD</b>                   | <b>H1.1.</b>     | <b>Temporal Thinking:</b> Use historical conceptual devices to organize and study the past.   |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>6-H1.1.1.</b> | Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.H1.</b>    | Western Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind (Ways Thinking): Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based. |



|                            |           |   |
|----------------------------|-----------|---|
| STANDARD                   | H1.2.     | Historical Inquiry and Analysis: Use historical inquiry and analysis to study the past.   |
| GRADE LEVEL EXPECTATION    | 6-H1.2.2. | Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.  |
| STRAND / STANDARD CATEGORY | MI.H1.    | Western Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind (Ways Thinking): Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based. |
| STANDARD                   | H1.4.     | Historical Understanding: Use historical concepts, patterns, and themes to study the past.  |
| GRADE LEVEL EXPECTATION    | 6-H1.4.2. | Describe and use themes of history to study patterns of change and continuity.  |
| STRAND / STANDARD CATEGORY | MI.P.     | Public Discourse, Decision Making, and Citizen Involvement (P3, P4)   |
| STANDARD                   | P4.2.     | Citizen Involvement   |
| GRADE LEVEL EXPECTATION    | 6-P4.2.2. | Engage in activities intended to contribute to solving a national or international problem studied.   |
| GRADE LEVEL EXPECTATION    | 6-P4.2.3. | Participate in projects to help or inform others (e.g., service learning projects).   |

**Grade: 7 - Adopted 2007**

|                            |           |   |
|----------------------------|-----------|---|
| STRAND / STANDARD CATEGORY | MI.H1.    | Eastern Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind: Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based. |
| STANDARD                   | H1.1.     | Temporal Thinking: Use historical conceptual devices to organize and study the past.  |
| GRADE LEVEL EXPECTATION    | 7-H1.1.1. | Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.   |
| STRAND / STANDARD CATEGORY | MI.P.     | Public Discourse, Decision Making, and Citizen Involvement (P3, P4)   |
| STANDARD                   | P4.2.     | Citizen Involvement   |
| GRADE LEVEL EXPECTATION    | 7-P4.2.2. | Engage in activities intended to contribute to solving a national or international problem studied.   |
| GRADE LEVEL EXPECTATION    | 7-P4.2.3. | Participate in projects to help or inform others (e.g., service learning projects).   |

**Grade: 8 - Adopted 2007**

|                            |       |   |
|----------------------------|-------|---|
| STRAND / STANDARD CATEGORY | MI.P. | Public Discourse, Decision Making, and Citizen Involvement (P3, P4) |
|----------------------------|-------|---|

|                         |           |   |
|-------------------------|-----------|---|
| STANDARD                | P4.2.     | Citizen Involvement   |
| GRADE LEVEL EXPECTATION | 8-P4.2.2. | Engage in activities intended to contribute to solving a national or international problem studied. |
| GRADE LEVEL EXPECTATION | 8-P4.2.3. | Participate in projects to help or inform others (e.g., service learning projects).                 |

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## Michigan Curriculum Standards

### Health and PE

Grade: 6 - 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.   | Analyze the benefits of healthy eating and being physically active.  |
| EXPECTATION                | 1.3.   | Explain how weight management is influenced by healthy eating and being physically active.   |
| EXPECTATION                | 1.9.   | Describe the relationship of self perception, body image, body weight, and physical activity. (Recommended)  |
| 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.   | Describe strategies for dealing with personal preferences, restrictions, and barriers related to healthy eating, adequate sleep, and physical activity.  |
| EXPECTATION                | 1.6.   | Describe environmental influences that encourage or discourage physical activity.  |
| EXPECTATION                | 1.8.   | Demonstrate the ability to support others to choose healthy foods and be physically active.  |
| STRAND / STANDARD CATEGORY | MI.HE. | Health Education   |
| STANDARD                   | HE.1.  | Nutrition and Physical Activity  |
| GRADE LEVEL EXPECTATION    | 1.I.   | Influences: All students will analyze the influence of family, peers, culture, media, and technology on health.  |
| EXPECTATION                | 1.10.  |  |

|                                   |               |   |
|-----------------------------------|---------------|---|
|                                   |               | Analyze how one's own perception of weight influences healthy eating and being physically active. (Recommended)   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| STANDARD                          | HE.2.         | Alcohol, Tobacco, and Other Drugs   |
| GRADE LEVEL EXPECTATION           | 2.AI.         | Access Information: All students will access valid health information and appropriate health promoting products and services.   |
| EXPECTATION                       | 2.6.          | Demonstrate the ability to locate school and community resources to assist with problems related to alcohol and other drug use; and assess the validity of the resources. |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| 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                       | 4.12.         | Analyze how friendships may involve positive and negative risks. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| 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                       | 4.10.         | Demonstrate effective listening strategies.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| STANDARD                          | HE.4.         | Social and Emotional Health   |
| GRADE LEVEL EXPECTATION           | 4.SS.         | Social Skills   |
| EXPECTATION                       | 4.14.         | Demonstrate the ability to express appreciation. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| 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                       | 7.1.          | Describe the changes in friendships that one might experience as a result of puberty, and evaluate what it means to be a boyfriend or girlfriend.                         |
|                                   | <b>MI.HE.</b> | <b>Health Education</b>   |

|                                   |             |   |
|-----------------------------------|-------------|---|
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
| STANDARD                          | HE.7.       | Sexuality Education   |
| GRADE LEVEL EXPECTATION           | 7.AI.       | Access Information: All students will access valid health information and appropriate health promoting products and services.   |
| EXPECTATION                       | 7.6.        | Locate adult resources (e.g., parent, teacher, medical professional, counselor, other adult) who can provide accurate information about friendships, dating, puberty, and human reproduction. |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.PE.      | Physical Education  |
| STANDARD                          | PE.K.       | Content Knowledge   |
| GRADE LEVEL EXPECTATION           | K.PS.       | Personal/Social Behaviors   |
| EXPECTATION                       | K.PS.06.01. | Students will explain the key behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in controlled settings.      |
| EXPECTATION                       | K.PS.06.02. | Students will explain the key behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in controlled settings.          |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.PE.      | Physical Education  |
| STANDARD                          | PE.K.       | Content Knowledge   |
| GRADE LEVEL EXPECTATION           | K.ID.       | Individual Differences  |
| EXPECTATION                       | K.ID.06.01. | Students will choose to participate with students of varying skill and fitness levels in dynamic settings.  |
| EXPECTATION                       | K.ID.06.02. | Students will understand differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.                                     |
| EXPECTATION                       | K.ID.06.03. | Students will choose to participate in activities that allow for self-expression in controlled settings.  |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.PE.      | Physical Education  |
| STANDARD                          | PE.B.       | Personal/ Social Behaviors and Values   |
| GRADE LEVEL EXPECTATION           | B.ID.       | Individual Differences  |
| EXPECTATION                       | B.ID.06.01. | Students will choose to participate with students of varying skill and fitness levels in controlled settings.   |
| EXPECTATION                       | B.ID.06.02. | Students will accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.                  |
| EXPECTATION                       | B.ID.06.03. | Students will choose to participate in activities that allow for self-expression in controlled settings.  |

## Grade: 7 - 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.   | Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.        |
| EXPECTATION                | 1.13.  | Summarize the characteristics of a healthy body image and factors that determine body weight, including body type. (Recommended)                         |
| 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                | 1.15.  | Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment. (Recommended)                           |
| 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                | 1.10.  | Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.                        |
| EXPECTATION                | 1.11.  | Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.  |
| STRAND / STANDARD CATEGORY | MI.HE. | Health Education   |
| STANDARD                   | HE.1.  | Nutrition and Physical Activity  |
| GRADE LEVEL EXPECTATION    | 1.SS.  | Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.                         |
| EXPECTATION                | 1.17.  | Demonstrate skills for dealing with pressure to eat in ways that are not healthy. (Recommended)  |
| EXPECTATION                | 1.18.  | Demonstrate the ability to persuade peers to eat healthy and be physically active. (Recommended)   |
| STRAND / STANDARD CATEGORY | MI.HE. | Health Education   |
| STANDARD                   | HE.2.  | Alcohol, Tobacco , and Other Drugs   |

|                                   |        |   |
|-----------------------------------|--------|---|
| GRADE LEVEL EXPECTATION           | 2.AI.  | Access Information: All students will access valid health information and appropriate health promoting products and services.   |
| EXPECTATION                       | 2.2.   | Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources. |
| <b>STRAND / STANDARD CATEGORY</b> | 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                       | 4.13.  | Describe essential character traits needed for personal success and well being. (Recommended)   |
| <b>STRAND / STANDARD CATEGORY</b> | 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                       | 4.7.   | Demonstrate the ability to use stress management techniques.  |
| <b>STRAND / STANDARD CATEGORY</b> | 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                       | 4.16.  | Evaluate behaviors, including one's own, to determine if they are examples of essential character traits. (Recommended)   |
| <b>STRAND / STANDARD CATEGORY</b> | MI.HE. | Health Education  |
| STANDARD                          | HE.4.  | Social and Emotional Health   |
| GRADE LEVEL EXPECTATION           | 4.DM.  | Decision Making: All students will use decision-making skills to enhance health.  |
| EXPECTATION                       | 4.15.  | Apply character traits during the process of making a decision. (Recommended)   |
| <b>STRAND / STANDARD CATEGORY</b> | 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.                                      |

|                            |             |   |
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| EXPECTATION                | 7.2.        | Compare characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent.                    |
| STRAND / STANDARD CATEGORY | MI.PE.      | Physical Education  |
| STANDARD                   | PE.K.       | Content Knowledge   |
| GRADE LEVEL EXPECTATION    | K.PS.       | Personal/Social Behaviors   |
| EXPECTATION                | K.PS.07.01. | Students will compare behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. |
| EXPECTATION                | K.PS.07.02. | Students will compare behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.     |
| STRAND / STANDARD CATEGORY | MI.PE.      | Physical Education  |
| STANDARD                   | PE.K.       | Content Knowledge   |
| GRADE LEVEL EXPECTATION    | K.ID.       | Individual Differences  |
| EXPECTATION                | K.ID.07.01. | Students will choose to participate with community members of varying skill and fitness levels in dynamic settings.   |
| EXPECTATION                | K.ID.07.02. | Students will examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.                        |
| EXPECTATION                | K.ID.07.03. | Students will choose to participate in activities that allow for self-expression in dynamic 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.07.01. | Students will participate with community members of varying skill and fitness levels in dynamic settings.   |
| EXPECTATION                | B.ID.07.02. | Students will accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.  |
| EXPECTATION                | B.ID.07.03. | Students will choose to participate in activities that allow for self-expression in dynamic settings.   |

**Grade: 8 - Adopted 2008**

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| 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.          | Summarize the benefits of healthy eating, being physically active, and keeping the body hydrated, and the potential consequences of not doing so.   |
| EXPECTATION                       | 1.13.         | Summarize the characteristics of a healthy body image and factors that determine body weight, including body type. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| 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                       | 1.15.         | Evaluate the availability of nutrient-dense foods in the school cafeteria and throughout the school environment. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| 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                       | 1.10.         | Assess personal barriers to healthy eating and being physically active, and develop practical solutions to remove these barriers.   |
| EXPECTATION                       | 1.11.         | Make a personal plan for improving one's nutrition and incorporating physical activity into daily routines.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| STANDARD                          | HE.1.         | Nutrition and Physical Activity   |
| GRADE LEVEL EXPECTATION           | 1.SS.         | Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.  |
| EXPECTATION                       | 1.17.         | Demonstrate skills for dealing with pressure to eat in ways that are not healthy. (Recommended)   |
| EXPECTATION                       | 1.18.         | Demonstrate the ability to persuade peers to eat healthy and be physically active. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.HE.</b> | <b>Health Education</b>   |
| STANDARD                          | HE.2.         | Alcohol, Tobacco , and Other Drugs  |
| GRADE LEVEL EXPECTATION           | 2.AI.         | Access Information: All students will access valid health information and appropriate health promoting products and services.   |
| EXPECTATION                       | 2.2.          | Locate resources in one's school and community, and on the Internet, for information and assistance regarding alcohol, tobacco, and other drug use; and assess the validity of the resources. |
|                                   | <b>MI.HE.</b> | <b>Health Education</b>   |



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| <b>STRAND / STANDARD CATEGORY</b> |        |  |
| 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                       | 4.13.  | Describe essential character traits needed for personal success and well being. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> |        |  |
|                                   | 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                       | 4.7.   | Demonstrate the ability to use stress management techniques.   |
| <b>STRAND / STANDARD CATEGORY</b> |        |  |
|                                   | 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                       | 4.16.  | Evaluate behaviors, including one's own, to determine if they are examples of essential character traits. (Recommended)                                    |
| <b>STRAND / STANDARD CATEGORY</b> |        |  |
|                                   | MI.HE. | Health Education   |
| STANDARD                          | HE.4.  | Social and Emotional Health  |
| GRADE LEVEL EXPECTATION           | 4.DM.  | Decision Making: All students will use decision-making skills to enhance health.   |
| EXPECTATION                       | 4.15.  | Apply character traits during the process of making a decision. (Recommended)  |
| <b>STRAND / STANDARD CATEGORY</b> |        |  |
|                                   | 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 characteristics of healthy and unhealthy relationships, and describe ways to express caring for a boyfriend or girlfriend while staying abstinent. |
| <b>STRAND / STANDARD CATEGORY</b> |        |  |
|                                   | MI.PE. | Physical Education   |
| STANDARD                          | PE.K.  | Content Knowledge  |

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| GRADE LEVEL EXPECTATION           | K.PS.         | Personal/Social Behaviors   |
| EXPECTATION                       | K.PS.08.01.   | Students will analyze behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings. |
| EXPECTATION                       | K.PS.08.02.   | Students will analyze behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.     |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.PE.</b> | <b>Physical Education</b>   |
| STANDARD                          | PE.K.         | Content Knowledge   |
| GRADE LEVEL EXPECTATION           | K.ID.         | Individual Differences  |
| EXPECTATION                       | K.ID.08.01.   | Students will choose to participate with community members of varying skill and fitness levels in dynamic settings.   |
| EXPECTATION                       | K.ID.08.02.   | Students will analyze differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.                        |
| EXPECTATION                       | K.ID.08.03.   | Students will choose to participate in activities that allow for self-expression in dynamic settings.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.PE.</b> | <b>Physical Education</b>   |
| STANDARD                          | PE.B.         | Personal/ Social Behaviors and Values   |
| GRADE LEVEL EXPECTATION           | B.ID.         | Individual Differences  |
| EXPECTATION                       | B.ID.08.01.   | Students will demonstrate respect for community members of varying social skill and fitness levels in dynamic settings.   |
| EXPECTATION                       | B.ID.08.02.   | Students will accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills in controlled settings.  |
| EXPECTATION                       | B.ID.08.03.   | Students will choose to participate in activities that allow for self-expression in dynamic settings.   |

### Language Arts

Grade: 6 - Adopted 2006

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| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| 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   |

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|                                   |              | 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.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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.            |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| STANDARD                          | R.4.         | Narrative Text   |
| GRADE LEVEL EXPECTATION           | R.NT.06.03.  | Students will analyze how dialogue enhances the plot, characters, and themes; differentiates major and minor characters; and builds climax.  |
| GRADE LEVEL EXPECTATION           | R.NT.06.04.  | Students will analyze how authors use literary devices including dialogue, imagery, mood, and understatement to develop the plot, characters, point of view, and theme.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>   |
| 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 |

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|                            |             | 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.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.   |
| GRADE LEVEL EXPECTATION    | S.DS.06.03. | Students will discuss written narratives that include a variety of literary and plot devices (e.g., established context plot, point of view, sensory details, dialogue, and suspense).   |
| 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.06.03. | Students will identify a speaker's affective communication expressed through tone, mood, and emotional cues.   |
| 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. |

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| GRADE LEVEL EXPECTATION | L.RP.06.06. | Students will respond to, evaluate, and analyze the credibility of a speaker who uses persuasion to affirm his/her point of view in a speech or presentation. |
| GRADE LEVEL EXPECTATION | L.RP.06.07. | Students will identify persuasive and propaganda techniques used in television, and identify false and misleading information.                                |

**Grade: 7 - Adopted 2006**

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| 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.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.   |
|                            | MI.R.       | Reading  |

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| <b>STRAND / STANDARD CATEGORY</b> |             |   |
| <b>STANDARD</b>                   | R.7.        | Metacognition   |
| <b>GRADE LEVEL EXPECTATION</b>    | 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. |
| <b>GRADE LEVEL EXPECTATION</b>    | 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.  |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.R.       | Reading   |
| <b>STANDARD</b>                   | R.9.        | Reading Attitude  |
| <b>GRADE LEVEL EXPECTATION</b>    | R.AT.07.01. | Students will be enthusiastic about reading and do substantial reading and writing on their own.  |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.S.       | Speaking  |
| <b>STANDARD</b>                   | S.2.        | Discourse   |
| <b>GRADE LEVEL EXPECTATION</b>    | 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.   |
| <b>GRADE LEVEL EXPECTATION</b>    | S.DS.07.03. | Students will discuss written narratives with a variety of literary and plot devices (e.g., clearly described setting, sequenced events, complex major and minor characters, dialogue, suspense, and specific character actions such as gestures, movements, and expressions).  |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.L.       | Listening and Viewing   |
| <b>STANDARD</b>                   | L.1.        | Conventions   |
| <b>GRADE LEVEL EXPECTATION</b>    | 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.   |
| <b>STRAND / STANDARD CATEGORY</b> |             |   |
|                                   | MI.L.       | Listening and Viewing   |
| <b>STANDARD</b>                   | L.2.        | Response  |
| <b>GRADE LEVEL EXPECTATION</b>    | 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.   |

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| GRADE LEVEL EXPECTATION | L.RP.07.03. | Students will identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.  |
| GRADE LEVEL EXPECTATION | L.RP.07.06. | Students will evaluate the credibility of a speaker by determining whether the speaker's point of view is biased or not.  |
| GRADE LEVEL EXPECTATION | L.RP.07.07. | Students will identify persuasive and propaganda techniques and analyze the effect on the view of images, text, and sound in the electronic media (e.g., television, movies), and determine if the techniques used achieved their intended effects. |

**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.4.        | Narrative Text  |

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| GRADE LEVEL EXPECTATION           | R.NT.08.03.  | Students will analyze the role of rising and falling actions, minor characters in relation to conflict, and credibility of the narrator.  |
| GRADE LEVEL EXPECTATION           | R.NT.08.04.  | Students will analyze author's craft including symbolism, imagery, and consistency to develop credible narrators, rising and falling actions, and minor characters.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| <b>STANDARD</b>                   | <b>R.6.</b>  | <b>Comprehension</b>  |
| 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.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| <b>STANDARD</b>                   | <b>R.7.</b>  | <b>Metacognition</b>  |
| 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.   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.R.</b> | <b>Reading</b>  |
| <b>STANDARD</b>                   | <b>R.9.</b>  | <b>Reading Attitude</b>   |
| GRADE LEVEL EXPECTATION           | R.AT.08.01.  | Students will be enthusiastic about reading and do substantial reading and writing on their own.  |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.S.</b> | <b>Speaking</b>   |
| <b>STANDARD</b>                   | <b>S.2.</b>  | <b>Discourse</b>  |
| 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.  |
| GRADE LEVEL EXPECTATION           | S.DS.08.03.  | Students will discuss written narratives with a variety of literary and plot devices (e.g., description of relevant situations, well-chosen details, relevant   |



|                                   |                    |   |
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|                                   |                    | dialogue, specific action, and physical description of characters).   |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.L.</b>       | <b>Listening and Viewing</b>  |
| <b>STANDARD</b>                   | <b>L.1.</b>        | <b>Conventions</b>  |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.CN.08.01.</b> | 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.   |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.CN.08.02.</b> | 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. |
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.L.</b>       | <b>Listening and Viewing</b>  |
| <b>STANDARD</b>                   | <b>L.2.</b>        | <b>Response</b>   |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.RP.08.01.</b> | 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.  |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.RP.08.02.</b> | Students will select, listen to or view knowledgeably, respond thoughtfully to both classic and contemporary texts recognized for quality and literary merit.   |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.RP.08.04.</b> | Students will analyze oral interpretations of literature (e.g., language choice, delivery) and the effect of the interpretations on the listener.   |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.RP.08.06.</b> | Students will evaluate the credibility of a speaker by determining whether the speaker may have hidden agendas or be otherwise biased.  |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>L.RP.08.07.</b> | Students will interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.  |

### **Social Studies**

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

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| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.H1.</b>    | <b>Western Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind (Ways Thinking): Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.</b> |
| <b>STANDARD</b>                   | <b>H1.1.</b>     | <b>Temporal Thinking: Use historical conceptual devices to organize and study the past.</b>  |
| <b>GRADE LEVEL EXPECTATION</b>    | <b>6-H1.1.1.</b> | Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.  |

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| STRAND / STANDARD CATEGORY | MI.H1.    | Western Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind (Ways Thinking): Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based. |
| STANDARD                   | H1.2.     | Historical Inquiry and Analysis: Use historical inquiry and analysis to study the past.   |
| GRADE LEVEL EXPECTATION    | 6-H1.2.2. | Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.  |
| STRAND / STANDARD CATEGORY | MI.H1.    | Western Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind (Ways Thinking): Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based. |
| STANDARD                   | H1.4.     | Historical Understanding: Use historical concepts, patterns, and themes to study the past.  |
| GRADE LEVEL EXPECTATION    | 6-H1.4.2. | Describe and use themes of history to study patterns of change and continuity.  |
| STRAND / STANDARD CATEGORY | MI.P.     | Public Discourse, Decision Making, and Citizen Involvement (P3, P4)   |
| STANDARD                   | P4.2.     | Citizen Involvement   |
| GRADE LEVEL EXPECTATION    | 6-P4.2.2. | Engage in activities intended to contribute to solving a national or international problem studied.   |
| GRADE LEVEL EXPECTATION    | 6-P4.2.3. | Participate in projects to help or inform others (e.g., service learning projects).   |

**Grade: 7 - Adopted 2007**

|                            |           |   |
|----------------------------|-----------|---|
| STRAND / STANDARD CATEGORY | MI.H1.    | Eastern Hemisphere Studies - History - The World in Temporal Terms: Historical Habits of Mind: Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based. |
| STANDARD                   | H1.1.     | Temporal Thinking: Use historical conceptual devices to organize and study the past.  |
| GRADE LEVEL EXPECTATION    | 7-H1.1.1. | Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.   |
| STRAND / STANDARD CATEGORY | MI.P.     | Public Discourse, Decision Making, and Citizen Involvement (P3, P4)   |
| STANDARD                   | P4.2.     | Citizen Involvement   |
| GRADE LEVEL EXPECTATION    | 7-P4.2.2. |   |

|                         |           |   |
|-------------------------|-----------|---|
|                         |           | Engage in activities intended to contribute to solving a national or international problem studied. |
| GRADE LEVEL EXPECTATION | 7-P4.2.3. | Participate in projects to help or inform others (e.g., service learning projects).                 |

**Grade: 8 - Adopted 2007**

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|-----------------------------------|--------------|---|
| <b>STRAND / STANDARD CATEGORY</b> | <b>MI.P.</b> | <b>Public Discourse, Decision Making, and Citizen Involvement (P3, P4)</b>                          |
| <b>STANDARD</b>                   | <b>P4.2.</b> | <b>Citizen Involvement</b>  |
| GRADE LEVEL EXPECTATION           | 8-P4.2.2.    | Engage in activities intended to contribute to solving a national or international problem studied. |
| GRADE LEVEL EXPECTATION           | 8-P4.2.3.    | Participate in projects to help or inform others (e.g., service learning projects).                 |

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