

Girl Scouts Journeys

Content Unit Report

Grades: 11, 12

States: Michigan Curriculum Standards

BLISS: Live It! Give It!

Summary: In BLISS: Live It! Give It!, Ambassadors dream big, now and for the future, and assist others in dreaming big, too. They explore their values, strengths, and passions as a way to open doors to wonderful, new adventures. Designed as a flip book, Bliss: Live It! inspires girls to pursue their dreams while Bliss: Give It! encourages girls to assist others in pursuing theirs. (978-0-88441-754-5)

Michigan Curriculum Standards

Health and PE

Grade: **11** - 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	1.11.	Distinguish between facts and myths regarding nutrition practices, products, and physical performance. (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	1.3.	Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.
EXPECTATION	1.4.	Prepare meal plans according to the federal dietary guidelines.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.GS.	Goal Setting: All students will use goal setting skills to enhance health.
EXPECTATION	1.5.	Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines.
EXPECTATION	1.6.	Assess one's personal preferences regarding healthy eating and physical activity.
EXPECTATION	1.7.	Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove

		these barriers.
EXPECTATION	1.8.	Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.DM.	Decision Making: All students will use decision-making skills to enhance health.
EXPECTATION	1.9.	Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
EXPECTATION	4.1.	Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	4.12.	Assess one's personal behavior and how one demonstrates character traits. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.GS.	Goal Setting: All students will use goal setting skills to enhance health.
EXPECTATION	4.6.	Develop short-term and long-term personal goals and aspirations.
EXPECTATION	4.13.	Develop a personal plan for maintaining or improving one's demonstration of character traits. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.DM.	Decision Making: All students will use decision-making skills to enhance health.
EXPECTATION	4.8.	

		Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).
EXPECTATION	4.14.	Evaluate the effectiveness of health-related decisions. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	4.9.	Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
EXPECTATION	7.2.	Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	7.5.	Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.
EXPECTATION	7.6.	Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	7.10.	Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual

		limits and values to a girlfriend or boyfriend.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.A.	Fitness and Physical Activity
EXPECTATION	A.3.PA.1.	Participation Outside of Physical Education: Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.
EXPECTATION	A.4.HR.5.	Health-Related Fitness: Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).
EXPECTATION	A.4.HR.6.	Health-Related Fitness: Develop and implement a plan for improving or maintaining health-related fitness.
EXPECTATION	A.4.AN.1.	Physical Activity and Nutrition: Analyze and evaluate the effects of physical activity and nutrition on the body.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.K.	Content Knowledge
EXPECTATION	K.2.PA.1.	Participation Outside of Physical Education: Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.
EXPECTATION	K.2.HR.5.	Health-Related Fitness: Evaluate body composition using the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).
EXPECTATION	K.2.HR.6.	Health-Related Fitness: Develop and implement a plan for improving or maintaining health-related fitness status.
EXPECTATION	K.2.AN.1.	Physical Activity and Nutrition: Analyze and evaluate the effects of physical activity and nutrition on the body.
EXPECTATION	K.2.RP.2.	Regular Participation: Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education

STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.RP.2.	Regular Participation: Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.3.	Net/Wall Games
GRADE LEVEL EXPECTATION	3.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.1.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.3.	Net/Wall Games
GRADE LEVEL EXPECTATION	3.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.PS.1.	Personal/ Social Behaviors: Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.
EXPECTATION	B.6.PS.2.	Personal/ Social Behaviors: Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.B.	Personal/Social Behaviors and Values
EXPECTATION	B.5.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games

GRADE LEVEL EXPECTATION	6.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games
GRADE LEVEL EXPECTATION	6.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games
GRADE LEVEL EXPECTATION	6.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.7.	Outdoor Pursuits
GRADE LEVEL EXPECTATION	7.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor

		skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.OP.3.	Outdoor Pursuits: Apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.
EXPECTATION	K.2.OP.4.	Outdoor Pursuits: Apply knowledge of safety features of outdoor pursuits in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.7.	Outdoor Pursuits
GRADE LEVEL EXPECTATION	7.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.7.	Outdoor Pursuits
GRADE LEVEL EXPECTATION	7.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.K.	Content Knowledge

EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

Grade: 12 - 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	1.11.	Distinguish between facts and myths regarding nutrition practices, products, and physical performance. (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	1.3.	Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.
EXPECTATION	1.4.	Prepare meal plans according to the federal dietary guidelines.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.GS.	Goal Setting: All students will use goal setting skills to enhance health.
EXPECTATION	1.5.	Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines.
EXPECTATION	1.6.	Assess one's personal preferences regarding healthy eating and physical activity.
EXPECTATION	1.7.	Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers.
EXPECTATION	1.8.	Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.DM.	Decision Making: All students will use decision-making skills to enhance health.
EXPECTATION	1.9.	Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
EXPECTATION	4.1.	

		Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	4.12.	Assess one's personal behavior and how one demonstrates character traits. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.GS.	Goal Setting: All students will use goal setting skills to enhance health.
EXPECTATION	4.6.	Develop short-term and long-term personal goals and aspirations.
EXPECTATION	4.13.	Develop a personal plan for maintaining or improving one's demonstration of character traits. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.DM.	Decision Making: All students will use decision-making skills to enhance health.
EXPECTATION	4.8.	Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).
EXPECTATION	4.14.	Evaluate the effectiveness of health-related decisions. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	4.9.	Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and

		principles to personal, family, and community health issues.
EXPECTATION	7.2.	Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	7.5.	Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.
EXPECTATION	7.6.	Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	7.10.	Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.A.	Fitness and Physical Activity
EXPECTATION	A.3.PA.1.	Participation Outside of Physical Education: Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.
EXPECTATION	A.4.HR.5.	Health-Related Fitness: Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).
EXPECTATION	A.4.HR.6.	Health-Related Fitness: Develop and implement a plan for improving or maintaining health-related fitness.
EXPECTATION	A.4.AN.1.	Physical Activity and Nutrition: Analyze and evaluate

		the effects of physical activity and nutrition on the body.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.K.	Content Knowledge
EXPECTATION	K.2.PA.1.	Participation Outside of Physical Education: Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.
EXPECTATION	K.2.HR.5.	Health-Related Fitness: Evaluate body composition using the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).
EXPECTATION	K.2.HR.6.	Health-Related Fitness: Develop and implement a plan for improving or maintaining health-related fitness status.
EXPECTATION	K.2.AN.1.	Physical Activity and Nutrition: Analyze and evaluate the effects of physical activity and nutrition on the body.
EXPECTATION	K.2.RP.2.	Regular Participation: Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.RP.2.	Regular Participation: Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.3.	Net/Wall Games
GRADE LEVEL EXPECTATION	3.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.1.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive

		competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.3.	Net/Wall Games
GRADE LEVEL EXPECTATION	3.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.PS.1.	Personal/ Social Behaviors: Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.
EXPECTATION	B.6.PS.2.	Personal/ Social Behaviors: Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education

STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.B.	Personal/Social Behaviors and Values
EXPECTATION	B.5.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games
GRADE LEVEL EXPECTATION	6.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games
GRADE LEVEL EXPECTATION	6.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	

		Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games
GRADE LEVEL EXPECTATION	6.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.7.	Outdoor Pursuits
GRADE LEVEL EXPECTATION	7.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.OP.3.	Outdoor Pursuits: Apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.
EXPECTATION	K.2.OP.4.	Outdoor Pursuits: Apply knowledge of safety features of outdoor pursuits in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.7.	Outdoor Pursuits

GRADE LEVEL EXPECTATION	7.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.7.	Outdoor Pursuits
GRADE LEVEL EXPECTATION	7.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity

		level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

Language Arts

Grade: 11 - Adopted 2006

STRAND / STANDARD CATEGORY	MI.1.3.	Writing, Speaking, and Visual Expression: Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
STANDARD	CE 1.3.7.	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees) - fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
STANDARD	CE 1.3.8.	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
STRAND / STANDARD CATEGORY	MI.1.4.	Writing, Speaking, and Visual Expression: Develop and use the tools and practices of inquiry and research - generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
STANDARD	CE 1.4.4.	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

STRAND / STANDARD CATEGORY	MI.2.1.	Reading, Listening, and Viewing: Develop critical reading, listening, and viewing strategies.
STANDARD	CE 2.1.3.	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
STANDARD	CE 2.1.6.	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
STANDARD	CE 2.1.10.	Students will Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
STANDARD	CE 2.1.11.	Students will Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
STANDARD	CE 2.1.12.	Students will Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
STRAND / STANDARD CATEGORY	MI.2.3.	Reading, Listening, and Viewing: Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
STANDARD	CE 2.3.1.	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
STANDARD	CE 2.3.2.	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
STANDARD	CE 2.3.3.	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
STRAND / STANDARD CATEGORY	MI.3.1.	Literature and Culture: Develop the skills of close and contextual literary reading.
STANDARD	CE 3.1.5.	

		Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD	CE 3.2.1.	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
STANDARD	CE 3.2.4.	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
STRAND / STANDARD CATEGORY	MI.3.3.	Literature and Culture: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD	CE 3.3.3.	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
STRAND / STANDARD CATEGORY	MI.3.4.	Literature and Culture: Examine mass media, film, series fiction, and other texts from popular culture.
STANDARD	CE 3.4.4.	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
STRAND / STANDARD CATEGORY	MI.4.1.	Language: Understand and use the English language effectively in a variety of contexts and settings.
STANDARD	CE 4.1.3.	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

Grade: 12 - Adopted 2006

STRAND / STANDARD CATEGORY	MI.1.3.	Writing, Speaking, and Visual Expression: Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
STANDARD	CE 1.3.7.	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees) - fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
STANDARD	CE 1.3.8.	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
STRAND / STANDARD CATEGORY	MI.1.4.	Writing, Speaking, and Visual Expression: Develop and use the tools and practices of inquiry and research - generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
STANDARD	CE 1.4.4.	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
STRAND / STANDARD CATEGORY	MI.2.1.	Reading, Listening, and Viewing: Develop critical reading, listening, and viewing strategies.
STANDARD	CE 2.1.3.	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
STANDARD	CE 2.1.6.	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
STANDARD	CE 2.1.10.	Students will Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
STANDARD	CE 2.1.11.	

		Students will Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
STANDARD	CE 2.1.12.	Students will Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
STRAND / STANDARD CATEGORY	MI.2.3.	Reading, Listening, and Viewing: Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
STANDARD	CE 2.3.1.	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
STANDARD	CE 2.3.2.	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
STANDARD	CE 2.3.3.	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
STRAND / STANDARD CATEGORY	MI.3.1.	Literature and Culture: Develop the skills of close and contextual literary reading.
STANDARD	CE 3.1.5.	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD	CE 3.2.1.	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
STANDARD	CE 3.2.4.	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial

		responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
STRAND / STANDARD CATEGORY	MI.3.3.	Literature and Culture: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD	CE 3.3.3.	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
STRAND / STANDARD CATEGORY	MI.3.4.	Literature and Culture: Examine mass media, film, series fiction, and other texts from popular culture.
STANDARD	CE 3.4.4.	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
STRAND / STANDARD CATEGORY	MI.4.1.	Language: Understand and use the English language effectively in a variety of contexts and settings.
STANDARD	CE 4.1.3.	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

Science

Grade: 11 - Adopted 2006

STRAND / STANDARD CATEGORY	MI.B2.	Biology: Organization and Development of Living Systems: Students describe the general structure and function of cells. They can explain that all living systems are composed of cells and that organisms may be unicellular or multicellular.
STANDARD	L2.p4.	Animals as Consumers (prerequisite)
GRADE LEVEL EXPECTATION	L2.p4B.	Explain how an organism obtains energy from the food it consumes. (prerequisite)
STRAND / STANDARD CATEGORY	MI.B2.	Biology: Organization and Development of Living Systems: Students describe the general structure and function of cells. They can explain that all living systems are composed of cells and that organisms may be unicellular or multicellular.
STANDARD	B2.5.	Living Organism Composition
GRADE LEVEL EXPECTATION	B2.5A.	Recognize and explain that macromolecules such as lipids contain high energy bonds.
STRAND / STANDARD CATEGORY	MI.P4.	Physics: Forms of Energy and Energy Transformations: Energy is a useful conceptual system

		for explaining how the universe works and accounting for changes in matter. Energy is not a 'thing.' Students develop several energy-related ideas.
STANDARD	P4.3.	Kinetic and Potential Energy
GRADE LEVEL EXPECTATION	P4.3A.	Identify the form of energy in given situations (e.g., moving objects, stretched springs, rocks on cliffs, energy in food).

Grade: 12 - Adopted 2006

STRAND / STANDARD CATEGORY	MI.B2.	Biology: Organization and Development of Living Systems: Students describe the general structure and function of cells. They can explain that all living systems are composed of cells and that organisms may be unicellular or multicellular.
STANDARD	L2.p4.	Animals as Consumers (prerequisite)
GRADE LEVEL EXPECTATION	L2.p4B.	Explain how an organism obtains energy from the food it consumes. (prerequisite)
STRAND / STANDARD CATEGORY	MI.B2.	Biology: Organization and Development of Living Systems: Students describe the general structure and function of cells. They can explain that all living systems are composed of cells and that organisms may be unicellular or multicellular.
STANDARD	B2.5.	Living Organism Composition
GRADE LEVEL EXPECTATION	B2.5A.	Recognize and explain that macromolecules such as lipids contain high energy bonds.
STRAND / STANDARD CATEGORY	MI.P4.	Physics: Forms of Energy and Energy Transformations: Energy is a useful conceptual system for explaining how the universe works and accounting for changes in matter. Energy is not a 'thing.' Students develop several energy-related ideas.
STANDARD	P4.3.	Kinetic and Potential Energy
GRADE LEVEL EXPECTATION	P4.3A.	Identify the form of energy in given situations (e.g., moving objects, stretched springs, rocks on cliffs, energy in food).

BLISS: Live It! Give It! -

Summary: HOW TO PARTNER WITH AMBASSADORS: A Guide for Adult Volunteers
(978-0-88441-760-6)

Michigan Curriculum Standards

Health and PE

Grade: 11 - 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	1.11.	Distinguish between facts and myths regarding nutrition practices, products, and physical performance. (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	1.3.	Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.
EXPECTATION	1.4.	Prepare meal plans according to the federal dietary guidelines.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.GS.	Goal Setting: All students will use goal setting skills to enhance health.
EXPECTATION	1.5.	Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines.
EXPECTATION	1.6.	Assess one's personal preferences regarding healthy eating and physical activity.
EXPECTATION	1.7.	Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers.
EXPECTATION	1.8.	Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.DM.	Decision Making: All students will use decision-making skills to enhance health.
EXPECTATION	1.9.	Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health

		issues.
EXPECTATION	4.1.	Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	4.12.	Assess one's personal behavior and how one demonstrates character traits. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.GS.	Goal Setting: All students will use goal setting skills to enhance health.
EXPECTATION	4.6.	Develop short-term and long-term personal goals and aspirations.
EXPECTATION	4.13.	Develop a personal plan for maintaining or improving one's demonstration of character traits. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.DM.	Decision Making: All students will use decision-making skills to enhance health.
EXPECTATION	4.8.	Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).
EXPECTATION	4.14.	Evaluate the effectiveness of health-related decisions. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	4.9.	Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education

GRADE LEVEL EXPECTATION	7.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
EXPECTATION	7.2.	Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	7.5.	Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.
EXPECTATION	7.6.	Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	7.10.	Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.A.	Fitness and Physical Activity
EXPECTATION	A.3.PA.1.	Participation Outside of Physical Education: Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.
EXPECTATION	A.4.HR.5.	Health-Related Fitness: Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).
EXPECTATION	A.4.HR.6.	Health-Related Fitness: Develop and implement a plan for improving or maintaining health-related fitness.

EXPECTATION	A.4.AN.1.	Physical Activity and Nutrition: Analyze and evaluate the effects of physical activity and nutrition on the body.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.K.	Content Knowledge
EXPECTATION	K.2.PA.1.	Participation Outside of Physical Education: Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.
EXPECTATION	K.2.HR.5.	Health-Related Fitness: Evaluate body composition using the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).
EXPECTATION	K.2.HR.6.	Health-Related Fitness: Develop and implement a plan for improving or maintaining health-related fitness status.
EXPECTATION	K.2.AN.1.	Physical Activity and Nutrition: Analyze and evaluate the effects of physical activity and nutrition on the body.
EXPECTATION	K.2.RP.2.	Regular Participation: Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.RP.2.	Regular Participation: Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.3.	Net/Wall Games
GRADE LEVEL EXPECTATION	3.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.1.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the

		personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.3.	Net/Wall Games
GRADE LEVEL EXPECTATION	3.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.PS.1.	Personal/ Social Behaviors: Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.
EXPECTATION	B.6.PS.2.	Personal/ Social Behaviors: Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
	MI.PE.	Physical Education

STRAND / STANDARD CATEGORY		
STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY		
	MI.PE.	Physical Education
STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.B.	Personal/Social Behaviors and Values
EXPECTATION	B.5.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY		
	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games
GRADE LEVEL EXPECTATION	6.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY		
	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games

GRADE LEVEL EXPECTATION	6.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games
GRADE LEVEL EXPECTATION	6.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.7.	Outdoor Pursuits
GRADE LEVEL EXPECTATION	7.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.OP.3.	Outdoor Pursuits: Apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.
EXPECTATION	K.2.OP.4.	Outdoor Pursuits: Apply knowledge of safety features of outdoor pursuits in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education

STANDARD	PE.7.	Outdoor Pursuits
GRADE LEVEL EXPECTATION	7.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.7.	Outdoor Pursuits
GRADE LEVEL EXPECTATION	7.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	

Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.

STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

Grade: 12 - 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	1.11.	Distinguish between facts and myths regarding nutrition practices, products, and physical performance. (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	1.3.	Demonstrate the ability to use information on food labels to choose nutrient-dense foods and beverages, and to avoid or limit foods and beverages that are low in nutrients or may impact health conditions.
EXPECTATION	1.4.	Prepare meal plans according to the federal dietary guidelines.

STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.GS.	Goal Setting: All students will use goal setting skills to enhance health.

EXPECTATION	1.5.	Assess one's personal nutrition needs and level of physical activity according to the federal dietary guidelines.
EXPECTATION	1.6.	Assess one's personal preferences regarding healthy eating and physical activity.
EXPECTATION	1.7.	Assess personal barriers to healthy eating and physical activity, and develop practical solutions to remove these barriers.
EXPECTATION	1.8.	Develop a personal plan for improving one's nutrition, incorporating physical activity into daily routines, and maintaining a healthy weight.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.1.	Nutrition and Physical Activity
GRADE LEVEL EXPECTATION	1.DM.	Decision Making: All students will use decision-making skills to enhance health.
EXPECTATION	1.9.	Predict the health benefits of eating healthy and being physically active; and the potential health consequences of not doing so.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
EXPECTATION	4.1.	Identify the characteristics of positive relationships, and analyze their impact on personal, family, and community health.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	4.12.	Assess one's personal behavior and how one demonstrates character traits. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.GS.	Goal Setting: All students will use goal setting skills to enhance health.
EXPECTATION	4.6.	Develop short-term and long-term personal goals and aspirations.
EXPECTATION	4.13.	Develop a personal plan for maintaining or improving one's demonstration of character traits. (Recommended)

STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.DM.	Decision Making: All students will use decision-making skills to enhance health.
EXPECTATION	4.8.	Predict the potential short- and long-term effects of each alternative on self and others, and defend the healthy choice(s).
EXPECTATION	4.14.	Evaluate the effectiveness of health-related decisions. (Recommended)
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.4.	Social and Emotional Health
GRADE LEVEL EXPECTATION	4.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	4.9.	Demonstrate the ability to apply listening and assertive communication skills in situations that may involve parents, family members, other trusted adults, peers, boyfriends/ girlfriends, and health professionals.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.CC.	Core Concepts: All students will apply health promotion and disease prevention concepts and principles to personal, family, and community health issues.
EXPECTATION	7.2.	Compare and contrast the pros and cons of methods used for pregnancy and disease prevention, including abstinence and use of contraception.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education
GRADE LEVEL EXPECTATION	7.HB.	Health Behaviors: All students will practice health enhancing behaviors and avoid or reduce health risks.
EXPECTATION	7.5.	Apply strategies, including refusal and assertiveness skills to avoid, manage, and escape situations that are high risk for pregnancy, HIV, and other STIs.
EXPECTATION	7.6.	Explain how stereotypes, norms, peer influence, alcohol and other drug use, media, and personal responsibility can impact sexual decision making and the consequences of such decisions.
STRAND / STANDARD CATEGORY	MI.HE.	Health Education
STANDARD	HE.7.	Sexuality Education

GRADE LEVEL EXPECTATION	7.SS.	Social Skills: All students will demonstrate effective interpersonal communication and other social skills which enhance health.
EXPECTATION	7.10.	Demonstrate the ability to establish positive relationships, communicate caring and love without sexual intercourse, and communicate personal, sexual limits and values to a girlfriend or boyfriend.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.A.	Fitness and Physical Activity
EXPECTATION	A.3.PA.1.	Participation Outside of Physical Education: Accumulate time in physical activities that are moderate to vigorous in intensity level (i.e., a minimum of 60 minutes per day for 7 days a week while maintaining 75% of target heart rate) while participating primarily in physical activities that focus on combining locomotor and manipulative skills and applying strategies in modified game play outside of physical education.
EXPECTATION	A.4.HR.5.	Health-Related Fitness: Meet the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).
EXPECTATION	A.4.HR.6.	Health-Related Fitness: Develop and implement a plan for improving or maintaining health-related fitness.
EXPECTATION	A.4.AN.1.	Physical Activity and Nutrition: Analyze and evaluate the effects of physical activity and nutrition on the body.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.K.	Content Knowledge
EXPECTATION	K.2.PA.1.	Participation Outside of Physical Education: Analyze and assess individual physical activity goals formulated for a physical activity program that meets national guidelines.
EXPECTATION	K.2.HR.5.	Health-Related Fitness: Evaluate body composition using the criterion-referenced body composition health-related fitness standards for age and gender (e.g., Skinfold Measurement, Body Mass Index, Hydrostatic Weighing).
EXPECTATION	K.2.HR.6.	Health-Related Fitness: Develop and implement a plan for improving or maintaining health-related fitness status.
EXPECTATION	K.2.AN.1.	Physical Activity and Nutrition: Analyze and evaluate the effects of physical activity and nutrition on the body.

EXPECTATION	K.2.RP.2.	Regular Participation: Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.1.	Health-Related Fitness Core Content Expectations
GRADE LEVEL EXPECTATION	1.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.RP.2.	Regular Participation: Choose to exercise regularly outside of physical education for personal enjoyment and benefit in dynamic settings.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.3.	Net/Wall Games
GRADE LEVEL EXPECTATION	3.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.1.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.3.	Net/Wall Games
GRADE LEVEL EXPECTATION	3.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.PS.1.	Personal/ Social Behaviors: Exhibit behaviors which exemplify each of the personal/social character traits of responsibility, best effort, cooperation, and compassion in dynamic settings.
EXPECTATION	B.6.PS.2.	Personal/ Social Behaviors: Exhibit behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership

		in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.4.	Target Games
GRADE LEVEL EXPECTATION	4.B.	Personal/Social Behaviors and Values
EXPECTATION	B.5.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances

		portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games
GRADE LEVEL EXPECTATION	6.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games
GRADE LEVEL EXPECTATION	6.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.6.	Striking/Fielding Games
GRADE LEVEL EXPECTATION	6.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD	MI.PE.	Physical Education

CATEGORY		
STANDARD	PE.7.	Outdoor Pursuits
GRADE LEVEL EXPECTATION	7.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.OP.3.	Outdoor Pursuits: Apply knowledge of the function of equipment associated with selected outdoor pursuits in dynamic settings.
EXPECTATION	K.2.OP.4.	Outdoor Pursuits: Apply knowledge of safety features of outdoor pursuits in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY		
	MI.PE.	Physical Education
STANDARD	PE.7.	Outdoor Pursuits
GRADE LEVEL EXPECTATION	7.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY		
	MI.PE.	Physical Education
STANDARD	PE.7.	Outdoor Pursuits
GRADE LEVEL EXPECTATION	7.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics

		and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.K.	Content Knowledge
EXPECTATION	K.2.FB.1.	Feedback: Analyze/synthesize/evaluate internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	K.2.PS.2.	Personal/ Social Behaviors: Analyze the benefits of exhibiting behaviors which exemplify each of the personal/social character traits of constructive competition, initiative, and leadership in dynamic settings.
EXPECTATION	K.2.RP.1.	Regular Participation: Explain why choosing to participate in activities is personally challenging in dynamic settings.
EXPECTATION	K.2.ID.2.	Individual Differences: Examine differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.A.	Fitness and Physical Activity
EXPECTATION	A.3.PE.1.	Participation During Physical Education: Participate in physical activities that are vigorous in intensity level (i.e., a minimum of 70% of class time maintaining a minimum of 75% of target heart rate) in physical education while exploring a wide variety of target, net/wall, invasion, striking/fielding/running games, rhythmic activities, outdoor pursuits, and fitness-related activities.
STRAND / STANDARD CATEGORY	MI.PE.	Physical Education
STANDARD	PE.8.	Rhythmic Activities
GRADE LEVEL EXPECTATION	8.B.	Personal/Social Behaviors and Values
EXPECTATION	B.6.FB.1.	Feedback: Apply internal (prior knowledge) and external feedback to improve motor skills and movement patterns, fitness, and physical activities in dynamic settings.
EXPECTATION	B.6.ID.2.	Individual Differences: Accept differences between idealized body images and elite performances portrayed by the media and personal characteristics and skills.

Language Arts

Grade: 11 - Adopted 2006

STRAND / STANDARD CATEGORY	MI.1.3.	Writing, Speaking, and Visual Expression: Communicate in speech, writing, and multimedia using content, form, voice, and style appropriate to the audience and purpose (e.g., to reflect, persuade, inform, analyze, entertain, inspire).
STANDARD	CE 1.3.7.	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees) - fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
STANDARD	CE 1.3.8.	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
STRAND / STANDARD CATEGORY	MI.1.4.	Writing, Speaking, and Visual Expression: Develop and use the tools and practices of inquiry and research - generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
STANDARD	CE 1.4.4.	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
STRAND / STANDARD CATEGORY	MI.2.1.	Reading, Listening, and Viewing: Develop critical reading, listening, and viewing strategies.
STANDARD	CE 2.1.3.	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
STANDARD	CE 2.1.6.	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
STANDARD	CE 2.1.10.	Students will Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
STANDARD	CE 2.1.11.	Students will Demonstrate appropriate social skills of audience, group discussion, or work team behavior by

		listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
STANDARD	CE 2.1.12.	Students will Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
STRAND / STANDARD CATEGORY	MI.2.3.	Reading, Listening, and Viewing: Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
STANDARD	CE 2.3.1.	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
STANDARD	CE 2.3.2.	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
STANDARD	CE 2.3.3.	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
STANDARD	CE 2.3.7.	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
STRAND / STANDARD CATEGORY	MI.3.1.	Literature and Culture: Develop the skills of close and contextual literary reading.
STANDARD	CE 3.1.5.	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD	CE 3.2.1.	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
STANDARD	CE 3.2.4.	

		Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
STRAND / STANDARD CATEGORY	MI.3.3.	Literature and Culture: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD	CE 3.3.3.	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
STRAND / STANDARD CATEGORY	MI.3.4.	Literature and Culture: Examine mass media, film, series fiction, and other texts from popular culture.
STANDARD	CE 3.4.4.	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
STRAND / STANDARD CATEGORY	MI.4.1.	Language: Understand and use the English language effectively in a variety of contexts and settings.
STANDARD	CE 4.1.3.	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

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

STRAND / STANDARD CATEGORY	MI.1.4.	Writing, Speaking, and Visual Expression: Develop and use the tools and practices of inquiry and research - generating, exploring, and refining important questions; creating a hypothesis or thesis; gathering and studying evidence; drawing conclusions; and composing a report.
STANDARD	CE 1.4.4.	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
STRAND / STANDARD CATEGORY	MI.2.1.	Reading, Listening, and Viewing: Develop critical reading, listening, and viewing strategies.
STANDARD	CE 2.1.3.	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
STANDARD	CE 2.1.6.	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
STANDARD	CE 2.1.10.	Students will Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
STANDARD	CE 2.1.11.	Students will Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
STANDARD	CE 2.1.12.	Students will Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
STRAND / STANDARD CATEGORY	MI.2.3.	Reading, Listening, and Viewing: Develop as a reader, listener, and viewer for personal, social, and political purposes, through independent and collaborative reading.
STANDARD	CE 2.3.1.	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures,

		making work-place decisions, or pursuing in-depth studies.
STANDARD	CE 2.3.2.	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
STANDARD	CE 2.3.3.	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
STANDARD	CE 2.3.7.	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
STRAND / STANDARD CATEGORY	MI.3.1.	Literature and Culture: Develop the skills of close and contextual literary reading.
STANDARD	CE 3.1.5.	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
STRAND / STANDARD CATEGORY	MI.3.2.	Literature and Culture: Read and respond to classic and contemporary fiction, literary nonfiction, and expository text, from a variety of literary genres representing many time periods and authors (e.g., myth, epic, folklore, drama, poetry, autobiography, novels, short stories, philosophical pieces, science fiction, fantasy, young adult literature, creative non-fiction, hypertext fiction).
STANDARD	CE 3.2.1.	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
STANDARD	CE 3.2.4.	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
STANDARD	CE 3.2.5.	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
STRAND / STANDARD CATEGORY	MI.3.3.	Literature and Culture: Use knowledge of literary history, traditions, and theory to respond to and analyze the meaning of texts.
STANDARD	CE 3.3.3.	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).

STRAND / STANDARD CATEGORY	MI.3.4.	Literature and Culture: Examine mass media, film, series fiction, and other texts from popular culture.
STANDARD	CE 3.4.4.	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
STRAND / STANDARD CATEGORY	MI.4.1.	Language: Understand and use the English language effectively in a variety of contexts and settings.
STANDARD	CE 4.1.3.	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

Science

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STRAND / STANDARD CATEGORY	MI.B2.	Biology: Organization and Development of Living Systems: Students describe the general structure and function of cells. They can explain that all living systems are composed of cells and that organisms may be unicellular or multicellular.
STANDARD	L2.p4.	Animals as Consumers (prerequisite)
GRADE LEVEL EXPECTATION	L2.p4B.	Explain how an organism obtains energy from the food it consumes. (prerequisite)
STRAND / STANDARD CATEGORY	MI.B2.	Biology: Organization and Development of Living Systems: Students describe the general structure and function of cells. They can explain that all living systems are composed of cells and that organisms may be unicellular or multicellular.
STANDARD	B2.5.	Living Organism Composition
GRADE LEVEL EXPECTATION	B2.5A.	Recognize and explain that macromolecules such as lipids contain high energy bonds.
STRAND / STANDARD CATEGORY	MI.P4.	Physics: Forms of Energy and Energy Transformations: Energy is a useful conceptual system for explaining how the universe works and accounting for changes in matter. Energy is not a 'thing.' Students develop several energy-related ideas.
STANDARD	P4.3.	Kinetic and Potential Energy
GRADE LEVEL EXPECTATION	P4.3A.	Identify the form of energy in given situations (e.g., moving objects, stretched springs, rocks on cliffs, energy in food).

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STRAND / STANDARD CATEGORY	MI.B2.	Biology: Organization and Development of Living Systems: Students describe the general structure and function of cells. They can explain that all living systems are composed of cells and that organisms may be unicellular or multicellular.
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STANDARD	L2.p4.	Animals as Consumers (prerequisite)
GRADE LEVEL EXPECTATION	L2.p4B.	Explain how an organism obtains energy from the food it consumes. (prerequisite)
STRAND / STANDARD CATEGORY	MI.B2.	Biology: Organization and Development of Living Systems: Students describe the general structure and function of cells. They can explain that all living systems are composed of cells and that organisms may be unicellular or multicellular.
STANDARD	B2.5.	Living Organism Composition
GRADE LEVEL EXPECTATION	B2.5A.	Recognize and explain that macromolecules such as lipids contain high energy bonds.
STRAND / STANDARD CATEGORY	MI.P4.	Physics: Forms of Energy and Energy Transformations: Energy is a useful conceptual system for explaining how the universe works and accounting for changes in matter. Energy is not a 'thing.' Students develop several energy-related ideas.
STANDARD	P4.3.	Kinetic and Potential Energy
GRADE LEVEL EXPECTATION	P4.3A.	Identify the form of energy in given situations (e.g., moving objects, stretched springs, rocks on cliffs, energy in food).
