Girl Scouts Journeys

Content Unit Report

Grades: 2, 3

States: Michigan Curriculum Standards

Brownie Quest

Summary: BROWNIE QUEST This Brownie Quest has second- and third-graders traveling along two colorful trails, one they can enjoy on their own and one they expolore with their Girl Scout group. Along the Quest, Girl Scout Brownies will meet three new friends and a bright shining elf in a brand-new Brownie story meant to inspire their own Take Action projects. (978-0-88441-711-8)

Michigan Curriculum Standards

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

Grade: 2 - Adopted 2006

		Adopted 2006
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.02.08.	Students will use previously learned and new strategies to identify unknown words and construct meaning by re-reading a sentence or paragraph when meaning is unclear, using context as a basis for predicting meaning of unfamiliar words, sub-vocalization, and/or sounding out unknown words.
GRADE LEVEL EXPECTATION	R.WS.02.09.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.02.10.	Students will use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.02.11.	Students will in contact determine the magning of
		Students will in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
STRAND / STANDARD CATEGORY	MI.R.	words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues,
	MI.R. R.6.	words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
CATEGORY		words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning. Reading

		and/or show understanding.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.02.01.	Students will identify and describe the basic form, features, and purpose of a variety of informational genre including simple 'how-to' books, personal correspondence, science and social studies magazines.
GRADE LEVEL EXPECTATION	R.IT.02.02.	Students will discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.
GRADE LEVEL EXPECTATION	R.IT.02.04.	Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.8.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.02.01.	Students will make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.
GRADE LEVEL EXPECTATION	R.CM.02.03.	Students will compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.
GRADE LEVEL EXPECTATION	R.CM.02.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.02.04.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.11.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.02.01.	Students will be enthusiastic about reading and learning how to read.
GRADE LEVEL EXPECTATION	R.AT.02.02.	Students will do substantial reading and writing on their own during free time in school and at home.
	MI.W.	Writing

CED AND ACTIVIDADD		
STRAND / STANDARD CATEGORY		
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.02.01.	Students will write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.
GRADE LEVEL EXPECTATION	W.GN.02.02.	Students will approximate poetry based on reading a wide variety of grade appropriate poetry.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.2.	Writing Process
GRADE LEVEL EXPECTATION	W.PR.02.02.	Students will develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.02.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.1.	Conventions
GRADE LEVEL EXPECTATION	S.CN.02.02.	Students will explore and use language to
		communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.
STRAND / STANDARD CATEGORY	MI.S.	communicate effectively with a variety of audiences and for different purposes including questions and
	MI.S.	communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.
CATEGORY		communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions. Speaking
CATEGORY STANDARD	S.2.	communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions. Speaking Discourse Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book
CATEGORY STANDARD GRADE LEVEL EXPECTATION	S.2. S.DS.02.01.	communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions. Speaking Discourse Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions. Students will respond to multiple text types by reflecting, making connections, taking a position,
CATEGORY STANDARD GRADE LEVEL EXPECTATION GRADE LEVEL EXPECTATION STRAND / STANDARD	S.2. S.DS.02.01. S.DS.02.03.	communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions. Speaking Discourse Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions. Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

		of peers and respond on topic adding a connected idea.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.02.01.	Students will listen to or view knowledgeably and discuss a variety of genre.
GRADE LEVEL EXPECTATION	L.RP.02.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.
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	Grade: 3 - A	Adopted 2006
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.03.03.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.03.06.	Students will acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language, sound/symbol/structural relationships, and context.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.03.08.	Students will in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.03.01.	Students will identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.03.01.	Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
GRADE LEVEL EXPECTATION	R.CM.03.02.	

		Students will retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
GRADE LEVEL EXPECTATION	R.CM.03.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.03.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.03.02.	Students will write poetry based on reading a wide variety of grade-appropriate poetry.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.2.	Writing Process
GRADE LEVEL EXPECTATION	W.PR.03.02.	Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure
		ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).
STRAND / STANDARD CATEGORY	MI.W.	ideas (e.g., sequence for beginning, middle, and end,
	MI.W.	ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).
CATEGORY		ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast). Writing
CATEGORY STANDARD	W.7.	ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast). Writing Writing Attitude Students will be enthusiastic about writing and
CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD	W.7. W.AT.03.01.	ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast). Writing Writing Attitude Students will be enthusiastic about writing and learning to write.
CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY	W.7. W.AT.03.01. MI.S.	ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast). Writing Writing Attitude Students will be enthusiastic about writing and learning to write. Speaking
CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY STANDARD	W.7. W.AT.03.01. MI.S. S.1.	ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast). Writing Writing Attitude Students will be enthusiastic about writing and learning to write. Speaking Conventions Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom
CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD	W.7. W.AT.03.01. MI.S. S.1. S.CN.03.02.	ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast). Writing Writing Attitude Students will be enthusiastic about writing and learning to write. Speaking Conventions Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.
CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY STANDARD GRADE LEVEL EXPECTATION STRAND / STANDARD CATEGORY	W.7. W.AT.03.01. MI.S. S.1. S.CN.03.02.	ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast). Writing Writing Attitude Students will be enthusiastic about writing and learning to write. Speaking Conventions Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions. Speaking

		reflecting, making connections, taking a position, and/or showing understanding.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.03.02.	Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
STANDARD GRADE LEVEL EXPECTATION	L.2. L.RP.03.01.	Response Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
		Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses
GRADE LEVEL EXPECTATION	L.RP.03.01.	Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers. Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections,

Grade: 2 - Adopted 2007

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STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.E.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.02.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.02.13.	Plan and conduct simple investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA.	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.E.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
EXPECTATION	S.IA.02.13.	Communicate and present findings of observations.
EXPECTATION	S.IA.02.14.	Develop strategies and skills for information gathering and problem solving (books, internet, ask an expert,

		observation, investigation, technology tools).
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.E.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.
EXPECTATION	S.RS.02.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
EXPECTATION	S.RS.02.15.	Use evidence when communicating scientific ideas.
STRAND / STANDARD	MI.L.	Life Science
CATEGORY		
	L.OL.	Organization of Living Things: Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.
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CATEGORY STANDARD		Organization of Living Things: Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions. Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material
CATEGORY STANDARD GRADE LEVEL EXPECTATION	L.OL.E.1. L.OL.02.14.	Organization of Living Things: Develop an understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions. Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.

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

		solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.E.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.03.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.03.13.	Plan and conduct simple and fair investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA.	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.E.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
EXPECTATION	S.IA.03.12.	Share ideas about science through purposeful conversation in collaborative groups.
EXPECTATION	S.IA.03.13.	Communicate and present findings of observations and investigations.
EXPECTATION	S.IA.03.14.	Develop research strategies and skills for information gathering and problem solving.
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STRAND / STANDARD CATEGORY	MI.S.	Science Processes
	MI.S. S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
CATEGORY		Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand
CATEGORY STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within
CATEGORY STANDARD GRADE LEVEL EXPECTATION	S.RS. S.RS.E.1.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society. Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and
CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION	S.RS.E.1. S.RS.03.11.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society. Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
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STANDARD	E.ES.	warming of the Earth by the sun as the major source of energy for phenomenon on Earth and how the sun's warming relates to weather, climate, seasons, and the water cycle. Understand how human interaction and use of natural resources affects the environment.
GRADE LEVEL EXPECTATION	E.ES.E.4.	Natural Resources- The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal.
EXPECTATION	E.ES.03.43.	Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.ES.	Earth Systems: Develop an understanding of the warming of the Earth by the sun as the major source of energy for phenomenon on Earth and how the sun's warming relates to weather, climate, seasons, and the water cycle. Understand how human interaction and use of natural resources affects the environment.
GRADE LEVEL EXPECTATION	E.ES.E.5.	Human Impact- Humans depend on their natural and constructed environment. Humans change environments in ways that are helpful or harmful for themselves and other organisms.
EXPECTATION	E.ES.03.51.	Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).
EXPECTATION	E.ES.03.52.	Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable and non-renewable resources).

E.ES.

Earth Systems: Develop an understanding of the

Brownie Quest -

STANDARD

Summary: BROWNIE QUEST: A HOW-TO GUIDE FOR ADULT VOLUNTEERS (978-0-88441-712-5)

Michigan Curriculum Standards

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

Grade: 2 - Adopted 2006

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

		words.
GRADE LEVEL EXPECTATION	R.WS.02.09.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.02.10.	Students will use syntactic and semantic cues including reading context; picture clues; prefixes re-, un-; and suffixes -s, -ed, -ing to determine the meaning of words in grade-appropriate texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.4.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.02.11.	Students will in context, determine the meaning of words and phrases including objects, actions, concepts, content vocabulary, and literary terms, using strategies and resources including context clues, mental pictures, and questioning.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Narrative Text
GRADE LEVEL EXPECTATION	R.NT.02.02.	Students will identify and describe the basic elements and purpose of a variety of narrative genre including poetry, fantasy, legends, and drama.
GRADE LEVEL EXPECTATION	R.NT.02.05.	Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.7.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.02.01.	Students will identify and describe the basic form, features, and purpose of a variety of informational genre including simple 'how-to' books, personal correspondence, science and social studies magazines.
GRADE LEVEL EXPECTATION	R.IT.02.02.	Students will discuss informational text patterns including descriptive, sequential, enumerative, and compare/contrast.
GRADE LEVEL EXPECTATION	R.IT.02.04.	Students will respond to individual and multiple texts by finding evidence, discussing, illustrating, and/or writing to reflect, make connections, take a position, and/or show understanding.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.8.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.02.01.	Students will make text-to-self and text-to-text connections and comparisons by activating prior knowledge, connecting personal knowledge, experience, and understanding of others to ideas in text through oral and written responses.

GRADE LEVEL EXPECTATION	R.CM.02.03.	Students will compare and contrast relationships among characters, events, and key ideas within and across texts to create a deeper understanding by mapping story elements, graphically representing key ideas and details, and asking questions as they read.
GRADE LEVEL EXPECTATION	R.CM.02.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Metacognition
GRADE LEVEL EXPECTATION	R.MT.02.04.	Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., using context to predict meaning of unfamiliar words), and discuss which comprehension strategies worked and did not work.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.11.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.02.01.	Students will be enthusiastic about reading and learning how to read.
GRADE LEVEL EXPECTATION	R.AT.02.02.	Students will do substantial reading and writing on their own during free time in school and at home.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.02.01.	Students will write a narrative piece such as realistic fiction, fantasy, or personal narrative depicting major story events, using illustrations to match mood, and containing setting, problem/solution, and sequenced events.
GRADE LEVEL EXPECTATION	W.GN.02.02.	Students will approximate poetry based on reading a wide variety of grade appropriate poetry.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.2.	Writing Process
GRADE LEVEL EXPECTATION	W.PR.02.02.	Students will develop a plan narrowing a broad idea for narrative and informational writing including graphic organizers that represent specific organizational patterns (e.g., problem/solution, sequence, description, or compare/contrast).
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.02.01.	Students will be enthusiastic about writing and learning to write.
	MI.S.	Speaking

STRAND / STANDARD CATEGORY			
STANDARD	S.1.	Conventions	
GRADE LEVEL EXPECTATION	S.CN.02.02.	Students will explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.	
STRAND / STANDARD CATEGORY	MI.S.	Speaking	
STANDARD	S.2.	Discourse	
GRADE LEVEL EXPECTATION	S.DS.02.01.	Students will engage in substantive conversations, remaining focused on subject matter, with interchanges building on prior responses in book discussions, peer conferencing, or other interactions.	
GRADE LEVEL EXPECTATION	S.DS.02.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.	
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing	
STANDARD	L.1.	Conventions	
GRADE LEVEL EXPECTATION	L.CN.02.03.	Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings; listen to the comments of peers and respond on topic adding a connected idea.	
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing	
STANDARD	L.2.	Response	
GRADE LEVEL EXPECTATION	L.RP.02.01.	Students will listen to or view knowledgeably and discuss a variety of genre.	
GRADE LEVEL EXPECTATION	L.RP.02.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.	
Grade: 3 - Adopted 2006			

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STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.1.	Word Recognition and Word Study - Word Recognition
GRADE LEVEL EXPECTATION	R.WS.03.03.	Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.
GRADE LEVEL EXPECTATION	R.WS.03.06.	Students will acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by predicting and self-correcting, applying knowledge of language,

		sound/symbol/structural relationships, and context.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.3.	Word Recognition and Word Study - Vocabulary
GRADE LEVEL EXPECTATION	R.WS.03.08.	Students will in context, determine the meaning of words and phrases including synonyms, homonyms, multiple meaning words, content vocabulary, and literary terms using strategies and resources including context clues, concept mapping, and the dictionary.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.5.	Informational Text
GRADE LEVEL EXPECTATION	R.IT.03.01.	Students will identify and describe the basic elements, features, and purpose of a variety of informational genre including textbooks, encyclopedias, and magazines.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.6.	Comprehension
GRADE LEVEL EXPECTATION	R.CM.03.01.	Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.
GRADE LEVEL EXPECTATION	R.CM.03.02.	Students will retell in sequence the story elements of grade-level narrative text and major idea(s) and relevant details of grade-level informational text.
GRADE LEVEL EXPECTATION	R.CM.03.04.	Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
STRAND / STANDARD CATEGORY	MI.R.	Reading
STANDARD	R.9.	Reading Attitude
GRADE LEVEL EXPECTATION	R.AT.03.01.	Students will be enthusiastic about reading and do substantial reading and writing on their own.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.1.	Writing Genre
GRADE LEVEL EXPECTATION	W.GN.03.02.	Students will write poetry based on reading a wide variety of grade-appropriate poetry.
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.2.	Writing Process
GRADE LEVEL EXPECTATION	W.PR.03.02.	Students will apply a variety of pre-writing strategies for both narrative and informational writing (e.g., graphic organizers such as maps, webs, Venn diagrams) in order to generate, sequence, and structure

		ideas (e.g., sequence for beginning, middle, and end, problem/ solution, or compare/contrast).
STRAND / STANDARD CATEGORY	MI.W.	Writing
STANDARD	W.7.	Writing Attitude
GRADE LEVEL EXPECTATION	W.AT.03.01.	Students will be enthusiastic about writing and learning to write.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.1.	Conventions
GRADE LEVEL EXPECTATION	S.CN.03.02.	Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.
STRAND / STANDARD CATEGORY	MI.S.	Speaking
STANDARD	S.2.	Discourse
GRADE LEVEL EXPECTATION	S.DS.03.01.	Students will engage in interactive, extended discourse to socially construct meaning in book clubs, literature circles, partnerships, or other conversation protocols.
GRADE LEVEL EXPECTATION	S.DS.03.03.	Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.1.	Conventions
GRADE LEVEL EXPECTATION	L.CN.03.02.	Students will listen to or view knowledgeably while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.
STRAND / STANDARD CATEGORY	MI.L.	Listening and Viewing
STANDARD	L.2.	Response
GRADE LEVEL EXPECTATION	L.RP.03.01.	Students will listen to or view knowledgeably and discuss a variety of genre and compare their responses to those of their peers.
GRADE LEVEL EXPECTATION	L.RP.03.03.	Students will respond to multiple text types listened to or viewed knowledgeably, by discussing, illustrating, and/or writing in order to reflect, make connections, take a position, and/or show understanding.
GRADE LEVEL EXPECTATION	L.RP.03.04.	Students will combine skills to reveal strengthening literacy (e.g., viewing then analyzing orally, listening then summarizing orally).

Grade: 2 - Adopted 2007

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STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.E.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.02.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.02.13.	Plan and conduct simple investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA.	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.E.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
EXPECTATION	S.IA.02.13.	Communicate and present findings of observations.
EXPECTATION	S.IA.02.14.	Develop strategies and skills for information gathering
		and problem solving (books, internet, ask an expert, observation, investigation, technology tools).
STRAND / STANDARD CATEGORY	MI.S.	and problem solving (books, internet, ask an expert,
	MI.S. S.RS.	and problem solving (books, internet, ask an expert, observation, investigation, technology tools).
CATEGORY		and problem solving (books, internet, ask an expert, observation, investigation, technology tools). Science Processes Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand
CATEGORY STANDARD	S.RS.	and problem solving (books, internet, ask an expert, observation, investigation, technology tools). Science Processes Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within
CATEGORY STANDARD GRADE LEVEL EXPECTATION	S.RS. S.RS.E.1.	and problem solving (books, internet, ask an expert, observation, investigation, technology tools). Science Processes Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society. Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and
CATEGORY STANDARD GRADE LEVEL EXPECTATION EXPECTATION	S.RS.E.1. S.RS.02.11.	and problem solving (books, internet, ask an expert, observation, investigation, technology tools). Science Processes Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology. Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society. Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

		understanding that plants and animals (including humans) have basic requirements for maintaining life which include the need for air, water and a source of energy. Understand that all life forms can be classified as producers, consumers, or decomposers as they are all part of a global food chain where food/energy is supplied by plants which need light to produce food/energy. Develop an understanding that plants and animals can be classified by observable traits and physical characteristics. Understand that all living organisms are composed of cells and they exhibit cell growth and division. Understand that all plants and animals have a definite life cycle, body parts, and systems to perform specific life functions.
GRADE LEVEL EXPECTATION	L.OL.E.1.	Life Requirements- Organisms have basic needs. Animals and plants need air, water, and food. Plants also require light. Plants and animals use food as a source of energy and as a source of building material for growth and repair.
EXPECTATION	L.OL.02.14.	Identify the needs of plants.

Organization of Living Things: Develop an

Grade: 3 - Adopted 2007

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STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IP.	Inquiry Process: Develop an understanding that scientific inquiry and reasoning involves observing, questioning, investigating, recording, and developing solutions to problems.
GRADE LEVEL EXPECTATION	S.IP.E.1.	Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.
EXPECTATION	S.IP.03.11.	Make purposeful observation of the natural world using the appropriate senses.
EXPECTATION	S.IP.03.13.	Plan and conduct simple and fair investigations.
STRAND / STANDARD CATEGORY	MI.S.	Science Processes
STANDARD	S.IA.	Inquiry Analysis and Communication: Develop an understanding that scientific inquiry and investigations require analysis and communication of findings, using appropriate technology.
GRADE LEVEL EXPECTATION	S.IA.E.1.	Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.
EXPECTATION	S.IA.03.12.	Share ideas about science through purposeful conversation in collaborative groups.
EXPECTATION	S.IA.03.13.	Communicate and present findings of observations and investigations.
EXPECTATION	S.IA.03.14.	Develop research strategies and skills for information gathering and problem solving.

STRAND / STANDARD	MI.S.	Science Processes
CATEGORY STANDARD	S.RS.	Reflection and Social Implications: Develop an understanding that claims and evidence for their scientific merit should be analyzed. Understand how scientists decide what constitutes scientific knowledge. Develop an understanding of the importance of reflection on scientific knowledge and its application to new situations to better understand the role of science in society and technology.
GRADE LEVEL EXPECTATION	S.RS.E.1.	Reflecting on knowledge is the application of scientific knowledge to new and different situations. Reflecting on knowledge requires careful analysis of evidence that guides decision-making and the application of science throughout history and within society.
EXPECTATION	S.RS.03.11.	Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.
EXPECTATION	S.RS.03.15.	Use evidence when communicating scientific ideas.
EXPECTATION	S.RS.03.18.	Describe the effect humans and other organisms have on the balance of the natural world.
EXPECTATION	S.RS.03.19.	Describe how people have contributed to science throughout history and across cultures.
STRAND / STANDARD CATEGORY	MI.E.	Earth Science
STANDARD	E.ES.	Earth Systems: Develop an understanding of the warming of the Earth by the sun as the major source of energy for phenomenon on Earth and how the sun's warming relates to weather, climate, seasons, and the water cycle. Understand how human interaction and use of natural resources affects the environment.
GRADE LEVEL EXPECTATION	E.ES.E.4.	Natural Resources- The supply of many natural
		resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal.
EXPECTATION	E.ES.03.43.	for extending their use of natural resources through
EXPECTATION STRAND / STANDARD CATEGORY	E.ES.03.43. MI.E.	for extending their use of natural resources through recycling, reuse, and renewal. Describe ways humans are protecting, extending, and
STRAND / STANDARD		for extending their use of natural resources through recycling, reuse, and renewal. Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).

EXPECTATION	E.ES.03.51.	Describe ways humans are dependent on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).
EXPECTATION	E.ES.03.52.	Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable and non-renewable resources).