



THE GREAT MICHIGAN MILK DRIVE

Grade 6 Standards Alignment

	Activity 1	Activity 2	Activity 3	Poster
National Health Standards				
1.8.1 Analyze the relationship between healthy behaviors and personal health.	x	x	x	x
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	x	x	x	x
1.8.3 Describe how the environment affects personal health.	x	x	x	x
1.8.6 Explain how the appropriate health care can promote personal health.	x	x	x	x
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.	x	x	x	x
1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	x	x	x	x
National Social Studies Standards				
Individuals, Groups, and Institutions				
Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:				
Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.	x	x	x	x
Common Core English Language Arts Standards				
Reading Informational Text				
Integration of Knowledge and Ideas				
RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.	x	x	x	x
Writing				
Production and Distribution of Writing				
W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x		x	x
Research to Build and Present Knowledge				
W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	x		x	x
W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others.	x		x	x
W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	x		x	x

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Literacy in History/Social Studies				
Integration of Knowledge and Ideas RH.6-9.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	x	x	x	x
Speaking and Listening Comprehension and Collaboration SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.	x		x	x
Presentation of Knowledge and Ideas SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. SL 6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify claims and findings and emphasize salient points.	x	x	x	x

Grade 7 Standards Alignment

	Activity 1	Activity 2	Activity 3	Poster
National Health Standards 1.8.1 Analyze the relationship between healthy behaviors and personal health. 1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence. 1.8.3 Describe how the environment affects personal health. 1.8.6 Explain how the appropriate health care can promote personal health. 1.8.7 Describe the benefits of and barriers to practicing healthy behaviors. 1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	x	x	x	x
National Social Studies Standards Individuals, Groups, and Institutions Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can: Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.	x	x	x	x
Common Core English Language Arts Standards Reading Informational Text Integration of Knowledge and Ideas RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).	x		x	x

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Writing				
Production and Distribution of Writing				
W.7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x		x	x
W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.	x		x	x
Research to Build and Present Knowledge				
W.7.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.	x		x	x
W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	x		x	x
W.7.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	x		x	x
Literacy in History/Social Studies				
Integration of Knowledge and Ideas				
RH.6-9.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	x	x	x	x
Speaking and Listening				
Comprehension and Collaboration				
SL.7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.	x		x	x
SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.	x	x	x	x
Presentation of Knowledge and Ideas				
SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.	x		x	x
SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	x		x	x

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Grade 8 Standards Alignment

	Activity 1	Activity 2	Activity 3	Poster
National Health Standards				
1.8.1 Analyze the relationship between healthy behaviors and personal health.	x	x	x	x
1.8.2 Describe the interrelationships of emotional, intellectual, physical, and social health in adolescence.	x	x	x	x
1.8.3 Describe how the environment affects personal health.	x	x	x	x
1.8.6 Explain how the appropriate health care can promote personal health.	x	x	x	x
1.8.7 Describe the benefits of and barriers to practicing healthy behaviors.	x	x	x	x
1.8.8 Examine the likelihood of injury or illness if engaging in unhealthy behaviors.	x	x	x	x
National Social Studies Standards				
Individuals, Groups, and Institutions				
Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions, so that the learner can:				
Apply knowledge of how groups and institutions work to meet individual needs and promote the common good.	x	x	x	x
Common Core English Language Arts Standards				
Reading Informational Text				
Integration of Knowledge and Ideas				
RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.	x		x	x
Writing				
Production and Distribution of Writing				
W.8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x		x	x
W.8.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.	x		x	x
Research to Build and Present Knowledge				
W.8.7 Conduct short research projects to answer a question, including a self-generated question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	x		x	x
W.8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	x		x	x
W.8.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	x		x	x

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<p>Literacy in History/Social Studies</p> <p>Integration of Knowledge and Ideas</p> <p>RH.6-9.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p>	x	x	x	x
<p>Speaking and Listening</p> <p>Comprehension and Collaboration</p> <p>SL.8.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.</p> <p>SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.</p> <p>Presentation of Knowledge and Ideas</p> <p>SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p>SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p>	x		x	x
	x	x	x	x
	x		x	x
	x		x	x