



# ZIIBIWING CENTER

*of Anishinabe Culture & Lifeways*

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

## Anishinaabensag Biimskowebshkigwag Curriculum Tie-Ins

Special thanks to the Michigan Department of Education for allowing us to publish these curriculum points on our Ziibiwing Center website. The complete MDE standards and curriculum documents may be accessed at:  
<http://www.michigan.gov/mde/0,1607,7-140-28753---,00.html>

### Kindergarten

#### Social Studies-

**K-H2.0.4** → Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

**G5.0.1** → Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

#### Science-

None

#### English Language Arts-

**S.CN.00.04** → Students will understand, providing examples of how language differs from playground and classroom as a function of linguistic and cultural group membership.

**L.CN.00.01** → Students will understand and follow one- and two-step directions.

**L.CN.00.02** → Students will ask appropriate questions during a presentation or report.

**L.CN.00.03** → 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 each other, interact, and respond appropriately.

#### Arts Education-

**ART.VA.III.K.1** → Explore and discuss why artists create.

**ART.VA.III.K.2**→ Recognize that art can be created for self-expression or fun.

**ART.VA.III.K.3**→ Describe the sensory qualities in a work of art.

**ART.VA.IV.K.1**→ Understand that humans from all cultures, past or present, have created art.

**ART.VA.IV.K.2**→ Identify and talk about artwork found around the world.

**ART.VA.V.K.2**→ Identify and speak about artists as people who generate new ideas and create art.

**ART.VA.V.K.4**→ Explore connections between the visual arts and other curriculum.

## **1<sup>st</sup> Grade**

### **Social Studies-**

**1-G4.0.1**→ Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

**1-G5.0.1**→ Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).

### **Science-** **None**

### **English Language Arts-**

**S.CN.01.05**→ Students will understand, providing examples of how language differs from storybooks and classroom as a function of linguistic and cultural group membership.

**L.CN.01.01**→ Students will understand, restate and follow two-step directions.

**L.CN.01.02**→ Students will ask appropriate questions for clarification and understanding during a presentation or report.

**L.CN.01.03**→ 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 a peer and respond on topic adding a connected idea.

### **Arts Education-**

**ART.VA.III.1.2**→ Identify the purpose of community art.

**ART.VA.III.1.5**→ Discuss why people use art as a creative outlet.

- ART.VA.IV.1.2**→ Describe how the subject matter of artwork may be connected to the environment in which it was created.
- ART.VA.IV.1.3**→ Give examples that illustrate how artwork of different groups is influenced by the environment in which it was created.
- ART.VA.V.1.1**→ Recognize art forms created for functional and recreational purposes.
- ART.VA.V.1.2**→ Identify artists in the community.

## **2<sup>nd</sup> Grade**

### **Social Studies-**

- 2-H2.0.4**→ Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
- 2-G4.0.2**→ Describe the means people create for moving people, goods, and ideas within the local community.
- 2-G4.0.3**→ Use components of culture (e.g., foods, language, religions, traditions) to describe diversity in the local community.
- 2-G5.0.1**→ Suggest ways people can responsibly interact with the environment in the local community.
- 2-P3.1.1**→ Identify public issues in the local community that influence the daily lives of its citizens.

### **Science-** **None**

### **English Language Arts-**

- S.CN.02.05**→ Students will understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership.
- L.CN.02.02**→ Students will ask appropriate questions for clarification and understanding during a presentation or report.
- 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.
- L.RP.02.01**→ Students will listen to or view knowledgeably and discuss a variety of genre.

### Arts Education-

**ART.VA.III.2.2**→ Recognize that art is created to fulfill personal and/or social needs.

**ART.VA.III.2.3**→ Share personal experiences and preferences in response to works of art.

**ART.VA.III.2.5**→ Reflect on how art expresses ideas, feelings, and opinions.

**ART.VA.IV.2.1**→ Compare symbols, trademarks, icons, emblems, and other visual motifs in various cultures.

**ART.VA.IV.2.2**→ Discuss the subject matter of artwork from particular cultures at specific times.

**ART.VA.V.2.1**→ Describe how art is used in everyday life.

### 3<sup>rd</sup> Grade

#### Social Studies-

**3-G2.0.2**→ Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).

**3-G4.0.4**→ Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

**3-G5.0.2**→ Describe how people adapt to, use, and modify the natural resources of Michigan. (H)

**3-P3.1.1**→ Identify public issues in Michigan that influence the daily lives of its citizens.

#### Science-

**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.**

**S.RS.03.16**→ Identify technology used in everyday life.

**S.RS.03.17**→ Identify current problems that may be solved through the use of technology.

**S.RS.03.18**→ Describe the effect humans and other organisms have on the balance of the natural world.

**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.

**E.ES.03.51 →** Describe ways humans are dependant on the natural environment (forests, water, clean air, earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories and industry).

**E.ES.03.52** Describe helpful or harmful effects of humans on the environment (garbage, habitat destruction, land management, renewable, and non-renewable resources).

### **English Language Arts-**

**S.CN.03.05→** Students will understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.

**S.DS.03.03→** Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

**L.CN.03.01→** Students will ask substantive questions of the speaker that will provide additional elaboration and details.

**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.

**L.CN.03.03→** Students will distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.

### **Arts Education-**

**ART.VA.III.3.2→** Examine how art expresses cultural traditions.

**ART.VA.III.3.5→** Discuss how personal experiences influence the creation of art.

**ART.VA.IV.3.2→** Describe the materials and art forms used by particular cultures.

**ART.VA.IV.3.3→** Recognize how the available materials and processes in a particular time or place can influence the art that is created.

**ART.VA.V.3.1→** Describe how art can be found in various environments.

## **4<sup>th</sup> Grade**

### **Social Studies-**

**4-G5.0.1** → Assess the positive and negative effects of human activities on the physical environment of the United States.

**4-P3.1.1** → Identify public issues in the United States that influence the daily lives of its citizens.

### **Science-**

**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.**

**S.RS.04.16** → Identify technology used in everyday life.

**S.RS.04.17** → Identify current problems that may be solved through the use of technology.

**S.RS.04.18** → Describe the effect humans and other organisms have on the balance of the natural world.

### **English Language Arts-**

**S.CN.04.05** → Students will understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.

**L.CN.04.01** → Students will ask substantive questions of the speaker that will provide additional elaboration and details.

**L.CN.04.02** → Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

**L.CN.04.03** → Students will distinguish between and explain how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors.

### **Arts Education-**

**ART.VA.III.4.2** → Recognize that artwork may serve functional purposes, be purely decorative, or serve multiple purposes.

**ART.VA.III.4.3** → Compare how global and cultural diversity elicits differing responses.

**ART.VA.III.4.5**→ Analyze how art can be a reflection of society and a response to real world experiences.

**ART.VA.IV.4.1**→ Describe how artwork communicates facts and/or experiences of various cultures.

**ART.VA.V.4.3**→ Identify connections between technology and the arts.

## **5<sup>th</sup> Grade**

### **Social Studies-**

**K1.3**→ Understand the diversity of human beings and human cultures.

### **Science-**

**S.RS.M.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.**

**S.RS.05.17** Describe the effect humans and other organisms have on the balance in the natural world.

### **English Language Arts-**

**L.CN.05.01**→ Students will ask substantive questions based on the argument(s) presented by a speaker when listening to or viewing a variety of presentations.

**L.CN.05.02**→ Students listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive) in small and large group settings.

**L.CN.05.03**→ Students listen and view critically how verbal and non-verbal strategies enhance understanding of spoken messages and promote effective listening behaviors during a variety of class presentations.

### **Arts Education-**

**ART.VA.III.5.5**→ Develop a sensitivity and understanding of how personal experiences can influence the development of artwork.

**ART.VA.IV.5.3**→ Demonstrate how history, culture, and the visual arts interrelate in making and studying works of art.

**ART.VA.V.5.1**→ Explain how visual arts have inherent relationships to everyday life.

**ART.VA.V.5.2**→ Identify various careers in the visual arts.



**ART.VA.V.5.4**→ Synthesize connections between the visual arts and other disciplines in the curriculum.

## **6<sup>th</sup> Grade**

### **Social Studies-**

**K1.3**→ Understand the diversity of Human beings and human cultures.

**6-G2.2.1**→ Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).

**6-G2.2.2**→ Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).

**6-G4.1.1**→ Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).

**6-G4.2.1**→ List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet)

**6-G5.1.1**→ Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).

### **Science-**

**S.RS.M.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.**

**S.RS.06.17**→ Describe the effect humans and other organisms have on the balance of the natural world.

### **English Language Arts-**



**L.CN.06.01**→ Students will respond to, evaluate, and analyze the speaker’s effectiveness and content when listening to or viewing a variety of speeches and presentations.

**L.CN.06.02**→ Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

### **Arts Education-**

**ART.VA.III.6.1**→ Observe, describe, and analyze visual characteristics at a developing level.

**ART.VA.III.6.2**→ Develop the skill of interpreting artwork, searching for embedded meaning, function, and personal connections at a developing level.

**ART.VA.III.6.3**→ Develop the ability to describe how the artist’s choice of materials, techniques, media technology, and processes influence the viewer.

**ART.VA.III.6.4**→ Develop critical thinking strategies, observing, comparing, and contrasting artworks.

**ART.VA.IV.6.1**→ Recognize and describe how art contributes to and reflects all societies and cultures.

**ART.VA.IV.6.2**→ Develop an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication.

**ART.VA.V.6.5**→ Describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts at a developing level.

## **7<sup>th</sup> Grade**

### **Social Studies-**

**K1.3**→ Understand the diversity of Human beings and human cultures.

### **Science-**

**S.RS.M.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.**

**S.RS.07.17**→ Describe the effect humans and other organisms have on the balance of the natural world.

### **English Language Arts-**

**L.CN.07.02**→ Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

### **Arts Education-**

**ART.VA.III.7.1**→ Critically observe, describe, and analyze visual characteristics at an emerging level.

**ART.VA.III.7.2**→ Interpret artwork searching for embedded meaning, function, and personal connections at an emerging level.

**ART.VA.III.7.6**→ Identify personal and community experiences within works of art at an emerging level.

**ART.VA.IV.7.1**→ Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures at an emerging level.

**ART.VA.IV.7.2**→ Articulate an understanding of the historical, social, and cultural contexts of artwork with an emerging level of aesthetic sophistication.

**ART.VA.V.7.1**→ Recognize and describe, personal, family, and community connections with artworks at an emerging level.

**ART.VA.V.7.2**→ Recognize and describe the skills used in visual arts careers at an emerging level.

**ART.VA.V.7.5**→ Analyze and describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts at an emerging level.

## **8<sup>th</sup> Grade**

### **Social Studies-**

**K1.3**→ Understand the diversity of Human beings and human cultures.

### **Science-**

**None**

### **English Language Arts-**

**L.CN.08.01**→ Students will analyze main idea, significant details, fact and opinion, bias, propaganda, argumentation, or support when listening to or viewing a variety of speeches and presentations.

**L.CN.08.02**→ Students will listen to or view critically while demonstrating appropriate social skills of audience behaviors (e.g., eye contact, attentive, and supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

**L.RP.08.07**→ Students will interpret and analyze the various ways in which visual image-makers (e.g., graphic artists, illustrators) communicate information and affect impressions and opinions.

### **Arts Education-**

**ART.VA.III.8.1**→ Critically observe, describe, and analyze visual characteristics within works of art.

**ART.VA.III.8.2**→ Effectively interpret artwork, searching for embedded meaning, function, and personal connections.

**ART.VA.III.8.3**→ Effectively describe how the artist's choice of materials, techniques, media technology, and processes influence the viewer.

**ART.VA.IV.8.1**→ Recognize, describe and analyze, and evaluate how art contributes to and reflects all societies and cultures.

**ART.VA.IV.8.2**→ Articulate an understanding of the historical, social, and cultural contexts of artwork with aesthetic sophistication.

**ART.VA.V.8.1**→ Effectively recognize and describe personal, family, and community connections with artworks.

**ART.VA.V.8.2**→ Effectively recognize and describe the skills used in visual arts careers.

**ART.VA.V.8.5**→ Effectively analyze and describe ways in which the principles and subject matter of other disciplines taught in school are interrelated with the visual arts.

## **High School**

### **Social Studies-**

**K1.5**→ Understand the diversity of Human beings and human cultures.

**K1.7**→ Understand social problems, social structures, institutions, class, groups, and interaction.

**WHG 7.1.4**→ **Global Technology** – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (*National Geography Standard 11, p. 206*)

## Science-

**B3.4**→ **Changes in Ecosystems-** Although the interrelationships and interdependence of organisms may generate biological communities in ecosystems that are stable for hundreds or thousands of years, ecosystems always change when climate changes or when one or more new species appear as a result of migration or local evolution. The impact of the human species has major consequences for other species.

**B3.4C**→ Examine the negative impact of human activities.

## English Language Arts-

**CE 2.1.8**→ Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.

**CE.2.1.10**→ 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.

**CE.2.1.11**→ 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.

**CE.2.1.12**→ Use a variety of strategies to enhance listening comprehension (e.g. monitor message for clarity and understanding, ask relevant questions, provide verbal and non-verbal 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).

**CE.2.2.3**→ Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

## Arts Education-

**ART.VA.III.HS.3**→ Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology. (*21st Century Skills: I.2, I.3, I.6, II.1*)

**ART.VA.III.HS.5**→ Recognize and understand the relationships between personal experiences and the development of artwork. (*21st Century Skills: I.3*)

**ART.VA.IV.HS.1**→ Observe and describe artwork with respect to history and culture.

**ART.VA.IV.HS.2**→Describe the functions and explore the meaning of specific art objects within varied cultures, times, and places. (*21ST Century Skills: I.3, I.6, III.2, III.7*)

**ART.VA.IV.HS.3**→Analyze the correlation between art, history, and culture throughout time. (*21st Century Skills: I.6, III.1, III.2, III.7, III.8, III.9, III.10*)

**ART.VA.V.HS.5**→Recognize the role of art across the academic curriculum. (*21st Century Skills: I.3*)

**ART.VA.V.HS.7**→Analyze the impact of visual culture on society. (*21st Century Skills: I.3, III.2, III.7*)