



ZIIBIWING CENTER

of Anishinabe Culture & Lifeways

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Bandoleer Bag **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).

K-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-

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.I.K.2 → Work with materials and tools safely with environmental awareness.

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.4→ Explore connections between the visual arts and other curriculum

1st Grade

Social Studies

1-H2.0.5→ Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.

1-H2.0.6→ Compare life today with life in the past using the criteria of family, school, jobs, or communication.

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-

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.I.1.2→ Demonstrate the responsible use of project materials with environmental awareness.

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.

2nd Grade

Social Studies

2-G4.0.3 → Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

Science

None

English Language Arts

L.CN.02.01 → Students will understand, restate and follow three- and four-step directions.

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.

Arts Education

ART.VA.I.2.2 → Demonstrate the safe use of a variety of materials, tools, and processes with environmental awareness.

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

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.

3rd Grade

Social Studies

3-H3.0.5 → Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.

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.

Science

None

English Language Arts

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.

Arts Education

ART.VA.I.3.2 → Demonstrate control and safe use of a variety of art tools with environmental awareness.

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

ART.VA.IV.3.1 → Examine customs or traditions celebrated by different communities.

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

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