



ZIIBIWING CENTER

of Anishinabe Culture & Lifeways

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Clan Medallion

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-H2.0.3 → Identify the beginning, middle, and end of historical narratives or stories.

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

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.

L.OL.00.11 → Identify that living things have basic needs.

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.II.K.3 → Participate in discussions of the aspects of environment, family, and home in the creation 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.4 → Explore connections between the visual arts and other curriculum.

1st Grade

Social Studies

1-H2.0.4 → Retell in sequence important ideas and details from stories about families or schools.

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

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.

L.OL.01.13 → Identify the needs of animals.

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 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, religions, traditions) to describe diversity in the local community.

2-C1.0.1 → Explain why people form governments.

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-H3.0.4 → Draw upon traditional stories of American Indians (e.g., Anishinaabeg – Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.

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

L.EV.E.1 → **Environmental Adaptation-** Different kinds of organisms have characteristics that help them to live in different environments

L.EV.03.12 → Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (sharp teeth, claws, color, body coverings).

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.

L.E3.03.51 → 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).

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.

4th Grade

Social Studies

4-H3.0.4 → Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to present (e.g., 1837-1900, 1900-1950, 1950-2000).

4-G4.0.2 → Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food).

Science

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.

L.OL.04.16 → Determine that animals require air, water, and a source of energy and building material for growth and repair.

L.EC.E.1 → **Interactions-** Organisms interact in various ways including providing food and shelter to one another. Some interactions are helpful; others are harmful to the organism and other organisms.

L.EC.04.11 → Identify organisms as part of a food chain or food web.

English Language Arts

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.

Arts Education

ART.VA.I.4.2 → Demonstrate control and safe use of technologies with environmental awareness.

ART.VA.II.4.5 → Discuss and debate how artists from various cultures convey ideas differently.

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

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

ART.VA.IV.4.2 → Compare and contrast the visual elements contained in the artwork of particular cultures.

5th Grade

Social Studies

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

5-U1.1.3 → Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use.

5-U1.4.2 → Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use.

Science

None

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 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.

Arts Education

ART.VA.I.5.2 → Use art materials and tools safely and responsibly with environmental awareness.

ART.VA.III.5.2 → Identify and defend various purposes for creating works of visual art.

ART.VA.IV.5.2 → Compare and contrast works of art as belonging to particular cultures, times, and places.

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

6th 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).

Science

None

English Language Arts

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

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.