



ZIIBIWING CENTER

of Anishinabe Culture & Lifeways

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Medicine Wheel 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

S.IP.E.1 → Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IP.00.11 → Make purposeful observation of the natural world using the appropriate senses.

S.IP.00.16 → Construct simple charts from data and observations.

S.IA.E.1 → Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.

S.IA.00.14 → Develop strategies for information gathering (ask an expert, use a book, make observations, conduct simple investigations, and watch a video).

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.00.11 → Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

P.FM.E.1 → **Position**- A position of an object can be described by locating the object relative to other objects or a background.

P.FM.00.11 → Describe the position of an object (for example: above, below, in front of, behind, on) in relation to other objects around it.

English Language Arts

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.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-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

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.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

S.IP.E.1→ Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IP.02.11→ Make purposeful observation of the natural world using the appropriate senses.

S.IP.02.12→ Generate questions based on observations.

S.IP.02.16→ Construct simple charts and graphs from data and observations.

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.02.11 Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

P.PM.E.1 → **Physical Properties-** All objects and substances have physical properties that can be measured.

P.PM.02.12 → Describe objects and substances according to their properties (color, size, shape, texture, hardness, liquid or solid, sinking or floating).

English Language Arts

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

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-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

S.IP.E.1 → Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IP.03.11 → Make purposeful observation of the natural world using the appropriate senses.

S.IP.03.12 → Generate questions based on observations.

S.IP.03.16 → Construct simple charts and graphs from data and observations.

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.03.11 → Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

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 dependent 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.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
None

Science

S.IP.E.1 → Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IP.04.11 → Make purposeful observation of the natural world using the appropriate senses.

S.IP.04.12 → Generate questions based on observations.

S.IA.E.1 → Inquiry includes an analysis and presentation of findings that lead to future questions, research, and investigations.

S.IA.04.11 → Summarize information from charts and graphs to answer scientific questions.

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.04.11 → Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

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.

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.III.4.2→ Recognize that artwork 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.4.1→ Describe how artwork communicates facts and/or experiences of various cultures.

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

ART.VA.IV.4.3→ Evaluate the interrelationship between design, trends, events, and the economics of a culture.

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.

(National Geography Standard 11, p. 164, C, E)

Science

S.IP.M.1→ Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IP.05.11→ Generate scientific questions based on observations, investigations, and research.

S.IP.05.15→ Construct charts and graphs from data and observations.

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 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.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.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.5.4 → Synthesize connections between the visual arts and other disciplines in the curriculum.

6th Grade

Social Studies

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

6-H1.4.1 → Describe and use cultural institutions to study an era and a region (political, economic, religion/belief, science/technology, written language, education, family).

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

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).

Science

S.IP.M.1 → Inquiry involves generating questions, conducting investigations, and developing solutions to problems through reasoning and observation.

S.IP.06.11→ Generate scientific questions based on observations, investigations, and research.

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.06.15→ Demonstrate scientific concepts through various illustrations, performances, models, exhibits, and activities.

English Language Arts

L.CN.06.01→ Students will respond to, evaluate, and analyze the speaker's effectiveness and content while 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.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.

7th Grade

Social Studies

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

Science

None

English Language Arts

L.CN.07.01→ Students will distinguish facts from opinions and question their validity when listening to or viewing a variety of speeches and presentations.

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.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.7.5→ 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.

8th 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, supportive); critically examine the verbal and non-verbal strategies during speeches and presentations.

Arts Education

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

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.8.5→ 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.

WHG 4.3.2→ **The Americas to 1500-** Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples.

Science

None

English Language Arts-

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.2.2.2→ Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.

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.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.

ART.VA.IV.HS.3→ Analyze the correlation between art, history, and culture throughout time.