



## ZIIBIWING CENTER

*of Anishinabe Culture & Lifeways*

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

# Monarch Butterfly Celebration 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

None

#### 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.D.III.K.3** → Experience an age-appropriate dance or dance concert, and discuss the experience.

**ART.M.IV.K.3** → Demonstrate audience appropriate behavior for the context and style of music presented and performed in kindergarten.

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

## **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.

### **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.

**L.OL.E.2**→ **Life Cycles-** Plants and animals have life cycles. Both plants and animals begin life and develop into adults, reproduce, and eventually die. The details of this life cycle are different for different organisms.

**L.OL.01.21**→ Describe the life cycle of animals including the following stages: egg, young, adult; egg, larva, pupa, adult.

### **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.D.III.1.3**→ Experience an age appropriate dance or dance concert, and discuss the experience.

**ART.M.IV.1.3**→ Demonstrate audience appropriate behavior for the context and style of music presented and performed in 1<sup>st</sup> grade.

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

**ART.VA.V.1.1**→ Recognize art forms created for functional and recreational purposes.

## **2<sup>nd</sup> 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.D.III.2.3**→ Students experience a dance or dance concert appropriate for children and discuss the experience.

**ART.M.IV.2.3**→ Demonstrate audience appropriate behavior for the context and style of music presented and performed in 2<sup>nd</sup> grade.

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

## **3<sup>rd</sup> 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

**L.OL.E.3→ Structures and Functions-** Organisms have different structures that serve different functions in growth, survival, and reproduction.

**L.OL.03.32→** Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (for example: fur, wings, teeth, scales).

## 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.D.III.3.3→** Students attend a dance concert and discuss the experience.

**ART.M.IV.3.3→** Demonstrate audience appropriate behavior for the context and style of music presented and performed in 3<sup>rd</sup> grade.

**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.

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

### Social Studies

None

### 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.

### **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.D.III.4.3**→ Students attend a dance concert or are participants in a children's concert. Discuss the experience.

**ART.M.IV.4.3**→ Demonstrate audience appropriate behavior for the context and style of music presented and performed in 4<sup>th</sup> grade.

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

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

### **Social Studies**

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

### **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.M.IV.5.1**→ Describe distinguishing characteristics of representative music genres and styles from various historic periods or cultures.

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

## **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).

### **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.D.III.6.5**→ Demonstrate appropriate audience behavior while watching live dance, including how to appropriately express their opinions during and after the performance.

**ART.M.IV.6.1**→ Identify a repertoire of music from diverse cultures.

**ART.VA.I.6.2**→ Develop the concept of proper use of art materials and using tools safely and responsibly.

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