



ZIIBIWING CENTER

of Anishinabe Culture & Lifeways

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Mother Earth Week(s) 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-H2.04 → Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

K-G5.01 → 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.

E.SE.E.1 → **Earth Materials-** Earth materials that occur in nature include rocks, minerals, soils, water, and the gases of the atmosphere. Some Earth materials have properties which sustain plant and animal life.

E.SE.00.11 → Identify Earth materials that occur in nature (sand, rocks, soil, water).

E.SE.00.12 → Describe how Earth materials contribute to the growth of plant and animal life.

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

1st Grade

Social Studies

1-G4.01 → Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.

1-G5.01 → 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 behavior (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.V.1.4 → Discover connections between the visual arts and other curriculum through student artwork.

2nd Grade

Social Studies

2-G4.03 → Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

2-G5.01 → Suggest ways people can responsibly interact with the environment in the local community.

2-G5.02 → Describe positive and negative consequences of changing the physical environment of the local community.

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.02.14 → Identify the needs of plants.

E.FE.E.1 → **Water-** Water is a natural resource and is found under the ground, on the surface of the Earth, and in the sky. It exists in three states (liquid, solid, gas) and can go back and forth from one form to another.

E.FE.02.11 → Identify water sources (wells, springs, lakes, rivers, oceans).

E.FE.02.12 → Identify household uses of water (drinking, cleaning, food preparation).

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.V.2.4 → Demonstrate connections between the visual arts and other curriculum through student artwork.

3rd Grade

Social Studies

3-H3.04 → 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-G4.04 → 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.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.03.18 → Describe the effect humans and other organisms have on the balance of the natural world.

E.ES.E.4 → Natural Resources- The supply of many natural resources is limited. Humans have devised methods for extending their use of natural resources through recycling, reuse, and renewal.

E.ES.03.41 → Identify natural resources (metals, fuels, fresh water, fertile soil, and forests). *

E.ES.03.43 → Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).

E.ES.03.44 → Recognize that paper, metal, glass, and some plastics can be recycled.

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).

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

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.V.3.4 → Illustrate connections between the visual arts and other curriculum through student artwork.

4th Grade

Social Studies

4-H3.08 → Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past, and continues to work today to protect its natural resources.

4-G5.01 → Assess the positive and negative effects of human activity on the physical environment of the United States.

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

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.04.15 → Determine that plants require air, water, light, and a source of energy and 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.I.4.2 → Demonstrate control and safe use of technologies with environmental awareness.

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

5th 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 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.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).

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 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.

L.EC.M.4 → **Environmental Impact of Organisms-** All organisms (including humans) cause change in the environment where they live. Some of the changes are harmful to the organism or other organisms, whereas others are helpful.

L.EC.06.41 → Describe how human beings are part of the ecosystem of the Earth and that human activity can purposefully, or accidentally, alter the balance in ecosystems.

L.EC.06.42 → Predict possible consequences of overpopulation of organisms, including humans, (for example: species extinction, resource depletion, climate change, pollution).

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

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.