



ZIIBIWING CENTER

of Anishinabe Culture & Lifeways

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Nigitigaaninaan: Our Plants 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>

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

L.EC.M.1 → **Interactions of Organisms-** Organisms of one species form a population. Populations of different organisms interact and form communities. Living communities and nonliving factors that interact with them form ecosystems.

L.EC.06.11 → Identify and describe examples of populations, communities, and ecosystems including the Great Lakes region.

L.EC.M.2 → **Relationships of Organisms-** Two types of organisms may interact with one another in several ways: they may be in a producer/consumer, predator/ prey, or parasite/host relationship. Some organisms may scavenge or decompose another. Relationships may be competitive or mutually beneficial. Some species have become so adapted to each other that neither could survive without the other.

L.EC.06.21 → Describe common patterns of relationships between and among populations (competition, parasitism, symbiosis, predator/prey).

L.EC.06.22 → Explain how two populations of organisms can be mutually beneficial and how that can lead to interdependency.

L.EC.06.23→ Predict how changes in one population might affect other populations based upon their relationships in the food web.

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

L.RP.06.01→ Students will listen to or view knowledgeably a variety of genre to summarize, take notes on key points, and ask clarifying questions.

Arts Education

None

7th Grade

Social Studies

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

7-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).

7-G2.2.3→ Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places that

tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).

Science

E.ES.M.4→ **Human Consequences-** Human activities have changed the land, oceans, and atmosphere of the Earth resulting in the reduction of the number and variety of wild plants and animals, sometimes causing extinction of species.

E.ES.07.41→ Explain how human activities (surface mining, deforestation, overpopulation, construction and urban development, farming, dams, landfills, and restoring natural areas) change the surface of the Earth and affect the survival of organisms.

English Language Arts

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.

L.RP.07.04→ Students will ask probing questions of speakers, focusing on the claims and conclusions presented.

Arts Education

None

8th Grade

Social Studies

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

Science

None

English Language Arts

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.

L.RP.08.03→ Students will paraphrase a speaker’s main ideas, purpose, and point of view, and ask relevant questions about the content, delivery, and purpose of the presentation.

Arts Education

None

High School

Social Studies

K1.5→ Understand the diversity of human beings and human cultures.

K1.6→ Analyze events and circumstances from the vantage point of others.

Science

B3.4→ **Changes in Ecosystems-** Although the interrelationships and interdependence of organisms may generate biological communities in ecosystems that are stable for hundreds or thousands of years, ecosystems always change when climate changes or when one or more new species appear as a result of migration or local evolution. The impact of the human species has major consequences for other species.

B3.4C→ Examine the negative impact of human activities.

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 nonverbal 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

None