



# ZIIBIWING CENTER

*of Anishinabe Culture & Lifeways*

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

## Ojibwe Music 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>

### Grade 6

#### 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

- P.EN.M.1→ Kinetic and Potential Energy-** Objects and substances in motion have kinetic energy. Objects and substances may have potential energy due to their relative positions in a system. Gravitational, elastic, and chemical energy are all forms of potential energy.
- P.EN.06.11→** Identify kinetic or potential energy in everyday situations (for example: stretched rubber band, objects in motion, ball on a hill, food energy).

- 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**

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

**ART.M.IV.6.3→** Compare, in several cultures of the world, the functions music serves.

## **Grade 7**

### **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).

### **Science**

**P.EN.M.3→ Waves and Energy-**Waves have energy and transfer energy when they interact with matter. Examples of waves include sound waves, seismic waves, waves on water, and light waves.

**P.EN.07.31→** Identify examples of waves, including sound waves, seismic waves, and waves on water.

**P.EN.07.32→** Describe how waves are produced by vibrations in matter.

**P.EN.07.33→** Demonstrate how waves transfer energy when they interact with matter (for example: tuning fork in water, waves hitting a beach, earthquake knocking over buildings).

### **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**

**ART.M.IV.7.1→** Describe distinguishing characteristics of a repertoire of music from diverse cultures.

**ART.M.IV.7.3→** Compare, in several cultures of the world, functions music serves and the roles of musicians.

**ART.M.V.7.2→** Describe ways in which music is related to the subject matter of at least two other disciplines.

## **Grade 8**

### **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 content, delivery, and purpose of the presentation.

## **Arts Education**

**ART.M.IV.8.1→** Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.

**ART.M.IV.8.3→** Compare, in several cultures of the world, functions music serves, roles of musicians, and conditions under which music is typically performed.

**ART.M.V.8.2→** Analyze ways in which music is related to the principles and subject matter of other disciplines.

## **High School**

### **Social Studies**

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

### **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 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.4.2.3➔** Recognize and appreciate language variety, understand that all dialects are rule governed, and respect the linguistic differences of other speech communities.

**Arts Education**

**ART.M.V.HS.3➔** Explain ways in which principles and subject matter of various disciplines outside the arts are interrelated with those of music.