



ZIIBIWING CENTER

of Anishinabe Culture & Lifeways

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

Diba Jimooyung Permanent Exhibit 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-H2.0.3 → Identify the beginning, middle, and end of historical narratives or stories.

K-H2.0.4 → Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).

K-G1.0.1 → Recognize that maps and globes represent places.

K-G5.0.1 → Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).

K-E1.0.3 → Recognize situations in which people trade.

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.00.02→ 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.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-G1.0.4→ Distinguish between land masses and bodies of water using maps and globes.

1-G4.0.1→ Use components of culture (e.g., foods, language, religions, 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).

1-E1-.04→ Describe reasons why people voluntarily trade.

1-E1-.05→ Describe ways in which people earn money (e.g., providing goods and services to others, jobs).

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.

E.ES.E.2→ **Weather-** Weather changes from day to day and over the seasons

E.ES.01.22→ Describe and compare weather related to the four seasons in terms of temperature, cloud cover, precipitation, and wind.

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 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 art work 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-H2.0.4→ Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).

2-H2.0.5→ Identify a problem in a community's past and describe how it was resolved.

2-G2.0.2→ Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).

2-G4.0.3→ Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.

2-G5.0.2→ Describe positive and negative consequences of changing the physical environment of the local community.

2-C3.0.2→ Use examples to describe how local government affects the lives of its citizens.

2-C3.0.3→ Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).

2-E1.0.2→ Identify businesses in 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).

E.FE.E.2→ **Water movement-**water moves in predictable patterns.

E.FE.02.22→ Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams).

English Language Arts

S.CN.02.02→ Students will explore and use language to communicate effectively with a variety of audiences and for different purposes including questions and answers, discussions, and social interactions.

S.CN.02.05→ Students will understand, providing examples of how language differs from school and home as a function of linguistic and cultural group membership.

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.IV.2.1→ Compare symbols, icons, trademarks, emblems, and other visual motifs in various cultures.

ART.VA.IV.2.2→ Discuss the subject matter of artwork from particular cultures at specific times.

3rd Grade

Social Studies

- 3-H3.0.4** → Draw upon traditional stories of American Indians (e.g., Anishnaabeg- Ojibway (Chippewa), Odawa (Ottawa), Potowatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.
- 3-H3.0.6** → Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.
- 3-G4.0.4** → Use data and current information about the Anishnaabeg 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.
- 3-C5.0.1** → Identify rights (e.g. freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g. respecting the rights of others, voting, obeying laws).
- 3-E1.0.3** → Analyze how Michigan’s location and natural resources influenced its economic development (e.g. how waterways and other natural resources have influenced economic activities such as mining, lumbering, automobile manufacturing, and furniture making).

Science

- 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.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).

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

E.SE.03.13 → Recognize and describe different types of Earth materials (mineral, rock, clay, boulder, gravel, sand, soil, water, and air).

E.SE.03.14 → Recognize that rocks are made up of minerals.

E.SE.E.3 → Using Earth materials- Some Earth materials have properties that make them useful either in their present form or designed and modified to solve human problems. They can enhance the quality of life as in the case of materials used for building or fuels used for heating and transportation.

E.SE.03.31 → Identify Earth materials used to construct some common objects (bricks, buildings, roads, glass).

E.SE.03.32 → Describe how materials taken from the Earth can be used as fuels for heating and transportation.

English Language Arts

R.CM.03.04 → Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.03.01 → Students will self-monitor comprehension when reading or listening to texts by automatically applying strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, and summarizing.

S.CN.03.02 → Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including gathering information, making requests, discussing, classroom presentations, and playground interactions.

S.CN.03.05 → Students will understand, providing examples of how language differs from neighborhood to neighborhood of the local community as a function of linguistic and cultural group membership.

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.

S.DS.03.03 → Students will respond to multiple text types by reflecting, making connections, taking a position, and/or showing understanding.

Arts Education

- 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.IV.3.3** → Recognize how the available materials and processes available in a particular time or place can influence the art that is created.
- ART.VA. V.3.1** → Describe how art can be found in various environments.

4th Grade

Social Studies

- 4-H3.0.4** → Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes Region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000).
- 4-H3.0.8** → 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-G5.0.1** → Assess the positive and negative effects of human activities on the physical environment of the United States.
- 4-C2.0.2** → Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).

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.4.15** → Determine that plants require air, water, light and a source of energy and building material for growth and repair.
- L.OL.4.16** → Determine that animals require air, water, and a source of energy and building material for growth and repair.
- L.EC.E.1** → **Interactions-** Organisms interact in various ways, including providing food and shelter to one another. Some interactions are helpful; others are harmful to the organism and other organisms.
- L.EC.4.11** → Identify organisms as part of a food chain or food web.

L.EC.E.2→ Changed Environment Effects- When the environment changes, some plants and animals survive to reproduce; others die or move to new locations.

L.EC.4.21→ Explain how environmental changes can produce a change in the food web.

E.ST.E.2→ Patterns of Objects In the Sky- Common objects in the sky have predictable patterns of movement.

E.ST.04.23→ Describe the motion of the moon around the Earth.

E.ST.04.24→ Explain how the visible shape of the moon follows a predictable cycle which takes approximately one month.

English Language Arts

R.WS.04.01→ Students will explain how to use word structure, sentence structure, and prediction to aid in decoding words and understanding the meanings of words encountered in context.

R.WS.04.05→ Students will acquire and apply strategies to identify unknown words or word parts; self-monitor and construct meaning by engaging actively in reading a variety of genre, self-correcting, and using a thesaurus.

R.CM.04.04→ Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.04.01→ Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

S.CN.04.02→ Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including community building, appreciation, invitations, and cross-curricular discussions.

S.CN.04.05→ Students will understand, providing examples of how language differs from region to region of the United States as a function of linguistic and cultural group membership.

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 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.4.2→ Recognize that art 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.

K1.4→ Analyze events and circumstances from the vantage point of others.

5-U1.1.1→ Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland).

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.

5-U1.4.3→ Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians.

5-U2.3.3→ Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans and, American Indians).

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.

S.RS.05.19→ Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

LE.V.M.1→ **Species Adaptation and Survival-** Species with certain traits are more likely than others to survive and have offspring in particular environments. When the environment changes, the advantage or disadvantage of the species' characteristics can change. Extinction of a species occurs when the environment changes and the characteristics of a species are insufficient to allow survival.

LE.V.05.14→ Analyze the relationship of environmental change and catastrophic events (for example: volcanic eruption, floods, asteroid impact, tsunami) to species extinction.

E.ES.M.6→ **Seasons-** Seasons result from annual variations in the intensity of sunlight and length of day due to the tilt of the axis of the Earth relative to the plane of its yearly orbit around the sun.

E.ES.05.61→ Demonstrate and explain seasons using a model.

English Language Arts

R.WS.05.03→ Students will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.

R.WS.05.05→ Students will acquire and apply strategies to identify unknown words or word parts, and construct meaning by analyzing derivatives, defining meanings of affixes, and applying knowledge of word origins.

R.CM.05.01→ Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.05.03→ Students will analyze global themes, universal truths, and principles within and across text to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

R.CM.05.04→ Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.05.01→ Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

- R.MT.05.02**→ Students will plan, monitor, regulate, and evaluate skills, strategies, and processes to construct and convey meaning (e.g., decoding unfamiliar words); select an appropriate text type from known genre for particular writing purposes; and use theory/evidence, cause/effect, and persuasive organizational patterns.
- S.CN.05.02**→ Students will adjust their use of language to communicate effectively with a variety of audiences and for different purposes including research, explanation, and persuasion.
- 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 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.5.2**→ Identify and defend various purposes for creating works of visual art.
- ART.VA.III.5.5**→ Develop a sensitivity and understanding of how personal experiences can influence the development of artwork.
- 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.
- K1.4**→ Analyze events and circumstances from the vantage point of others.
- 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).

- 6-G4.3.2** → Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of mega cities, and patterns of agricultural settlements in North and South America).
- 6-G4.4.1** → Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
- 6-G5.2.1** → Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).
- 6-E2.3.1** → Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.

English Language Arts

- R.WS.06.01** → Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.
- R.WS.06.02** → Students will use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including origins and meanings of foreign words, words with multiple meanings, and knowledge of major word chunks/rimes, and syllabication.
- R.WS.06.03** → Students will automatically recognize frequently encountered words in print with the number of words that can be read fluently increasing steadily across the school year.
- R.WS.06.05** → Students will acquire and apply strategies to identify unknown words and construct meaning.
- R.WS.06.07** → Students will in context, determine the meaning of words and phrases including regional idioms, literary and technical terms, and content vocabulary using strategies including connotation, denotation, and authentic content related resources.
- R.IT.06.02** → Students will analyze organizational text patterns including descriptive, chronological sequence, and problem/solution.
- R.CM.06.01** → Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

- R.CM.06.03**→ Students will analyze global themes, universal truths and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.
- R.CM.06.04**→ Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.
- R.MT.06.01**→ Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- 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 knowledgeably 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.06.03**→ Students will identify a speaker's affective communication expressed through tone, mood, and emotional cues.
- L.RP.06.04**→ Students will relate a speaker's verbal communications (e.g., tone of voice) to the non-verbal message communicated (e.g., eye contact, posture, and gestures).

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 in the natural world.
- S.RS.06.19**→ Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.
- 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.6.22→ Explain how two populations of organisms can be mutually beneficial and how that can lead to interdependency.

L.EC.6.23→ 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.6.41→ 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.

Arts Education

ART.VA.III.6.2→ Develop the skill of interpreting artwork, searching for embedded meaning, function, and personal connections 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.6.3→ Compare characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural contexts at a developing level.

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.

K1.4→ Analyze events and circumstances from the vantage point of others.

Grade 7-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.07.17→ Describe the effect humans and other organisms have on the balance in the natural world.

S.RS.07.19→ Describe how science and technology have advanced because of the contributions of many people throughout history and across cultures.

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.7.41→ 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

R.WS.07.01→ Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.07.02→ Students will use structural, syntactic, and semantic analysis to recognize unfamiliar words in context including idioms, analogies, metaphors, similes, knowledge of roots and affixes, major word chunks/rimes, and syllabication.

R.WS.07.04→ Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.07.05→ Students will acquire and apply strategies to identify unknown words and construct meaning.

R.CM.07.01→ Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.07.03→ Students will analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

R.CM.07.04→ Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

R.MT.07.01→ Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting,

constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.

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.

L.RP.07.03→ Students will identify a speaker's attitude toward a subject expressed through tone, mood, emotional cues, and depth of content.

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

Arts Education

ART.VA.III.7.2→ Interpret artwork searching for embedded meaning, function, and personal connections 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.7.3→ Analyze and compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context at an emerging level.

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.

K1.4→ Analyze events and circumstances from the vantage point of others.

8-U4.1.2→ **Establishing America's Place in the World-** Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine.

8-U4.2.4→ Consequences of Expansion- Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slave-holding states.

8-U6.1.1→ America at Century's End- Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in

- territory, including the size of the United States and land use
- population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America
- systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society
- governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act)
- economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial workers
- the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in *Plessy vs. Ferguson*, and the response of African Americans
- the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians

Science

None

English Language Arts

R.WS.08.01→ Students will explain and use word structure, sentence structure, and prediction to aid in decoding and understanding the meanings of words encountered in context.

R.WS.08.04→ Students will know the meanings of words encountered frequently in grade-level reading and oral language contexts.

R.WS.08.05→ Students will acquire and apply strategies to identify unknown words and construct meaning.

R.CM.08.01→ Students will connect personal knowledge, experiences, and understanding of the world to themes and perspectives in text through oral and written responses.

R.CM.08.03→ Students will analyze global themes, universal truths, and principles within and across texts to create a deeper understanding by drawing conclusions, making inferences, and synthesizing.

R.CM.08.04→ Students will apply significant knowledge from grade-level science, social studies, and mathematics texts.

- R.MT.08.01** → Students will self-monitor comprehension when reading or listening to text by automatically applying and discussing the strategies used by mature readers to increase comprehension including: predicting, constructing mental images, visually representing ideas in text, questioning, rereading or listening again if uncertain about meaning, inferring, summarizing, and engaging in interpretive discussions.
- R.MT.08.02** → Students will plan, monitor, regulate, and evaluate skills, strategies, and processes for their own reading comprehension by applying appropriate metacognitive skills.
- 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.08.01** → Students will listen to or view knowledgeably a variety of genre to react to a speaker's intent and apply a speaker's reasoning to other situations.
- 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

- ART.VA.III.8.2** → Effectively interpret artwork searching for embedded meaning, function, and personal connections.
- 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.8.3** → Effectively analyze and compare the characteristics of work in two or more art forms that are dissimilar in subject matter, historical periods, or cultural context.
- 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.
- K1.6** → Analyze events and circumstances from the vantage point of others.

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.

WHG-5.2.1→ European Exploration/Conquest and Colombian Exchange- Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Colombian exchange in the late 15th and 16th centuries by

- describing the geographic routes used in the exchange of plants, animals and pathogens among the continents in the late 15th and 16th centuries
- explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies

USHG-7.2.3→ Impact of WWII on American Life- Analyze the changes in American life brought about by U. S. participation in WWII including

- mobilization of economic, military and social resources
- role of women and minorities in the war effort
- role of the home front in supporting the war effort (e.g. rationing, work hours, taxes)
- internment of Japanese-Americans

USHG-8.3.4→ Civil Rights Expanded- Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians.

C-1.1.2→ Explain and provide examples of the concepts “power,” “legitimacy,” “authority,” and “sovereignty.”

C-5.2.3→ Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).

C-2.1→ Origins of American Constitutional Government (Note: Much of this content should have been an essential feature of students’ 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)

Explain the fundamental ideas and principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the foundational values of American constitutional government? What are the fundamental principles of American constitutional government?

C2.1.1 → Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.

Science

L3.P2 → Relationships Among Organisms (prerequisite) - 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. Or one organism 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.

L3.P2D → Explain how two organisms can be mutually beneficial and how that can lead to interdependency. (prerequisite)

L3.P4 → Human Impact on Ecosystems (prerequisite) -All organisms cause changes in their environments. Some of these changes are detrimental, whereas others are beneficial.

L3.P4A → Recognize that, and describe how, Human beings are a part of Earth's ecosystems. Note that human activities can deliberately or inadvertently alter the equilibrium in ecosystems. (prerequisite)

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.2.1.7**→ Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
- 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.
- CE.4.2.1**→ Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
- CE.4.2.2**→ Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
- 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.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.V.HS.7**→ Analyze the impact of visual culture on society.