



# ZIIBIWING CENTER

*of Anishinabe Culture & Lifeways*

THE SAGINAW CHIPPEWA INDIAN TRIBE OF MICHIGAN

## SCIT History & Contemporary Society 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>

### 6<sup>th</sup> Grade

#### 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).

#### Science

None

#### 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

## 7<sup>th</sup> Grade

### Social Studies

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

### Science

None

### 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 claims and conclusions presented.

## Arts Education

None

## 8<sup>th</sup> Grade

### Social Studies

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

**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 slaveholding states.

### 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, and 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.

**Science**

None

**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