

Senate Education Committee

The Common Core and Alaska's Academic Standards

CULTURALLY INTEGRATED
STANDARDS BASED
CURRICULUM ~
A NORTH SLOPE EXPERIENCE

Superintendent Peggy Cowan
(by phone)





Mission Statement

Learning in our schools is rooted in the values, history and language of the Iñupiat. Students develop the academic and cultural skills and knowledge to be:

- Critical and creative thinkers able to adapt in a changing environment and world;
- Active, responsible, contributing members of their communities; and
- Confident, healthy young adults, able to envision, plan and take control of their destiny.

Standards

Standardization

Standards

**Dr. Lisa Skiles Parady,
Assistant Superintendent**



North Slope Borough School District



- Nation's largest school district
- 89,000 square miles
- Northernmost school district in the United States
- 11 schools in eight villages serving K3-K4 through 12th grade

Students are 78% Alaska Native, 9.16% Multi-Ethnic, 5% Asian, 4% Caucasian, 3% Pacific Islander, .64% Hispanic, .49% American Indian

Instructional Focus

All students will reach their intellectual potential and achieve academic success through integrating Iñupiaq knowledge systems into the core content areas



A Research Finding



A guaranteed and viable curriculum is the #1 school-level factor impacting student achievement.

-- Marzano, What Works in Schools

Curriculum Comes First



“...The teacher’s first job is always to ensure that the curriculum is coherent, important, inviting, and thoughtful.”

-- Carol Ann Tomlinson

Standards & Curriculum

▶ “the course to be run”

Curriculum = a plan to achieve designated goals

Curriculum \neq not a list of topics and related activities



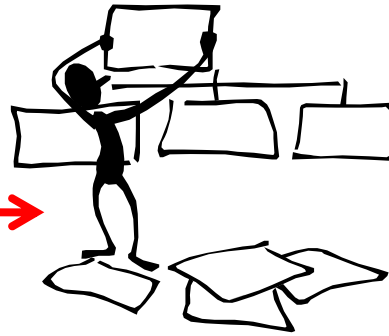
Standards are
not curriculum.

“These Standards do not dictate curriculum or teaching methods.”

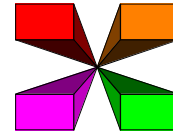
-- The Common Core Standards

From Standards to Curriculum

Standards



Design Curriculum “Backward”



1. What do you want students to learn?
2. How will you know they have learned it?
3. How will you teach to help them learn it?

-- Dr. Ralph Tyler, 1949

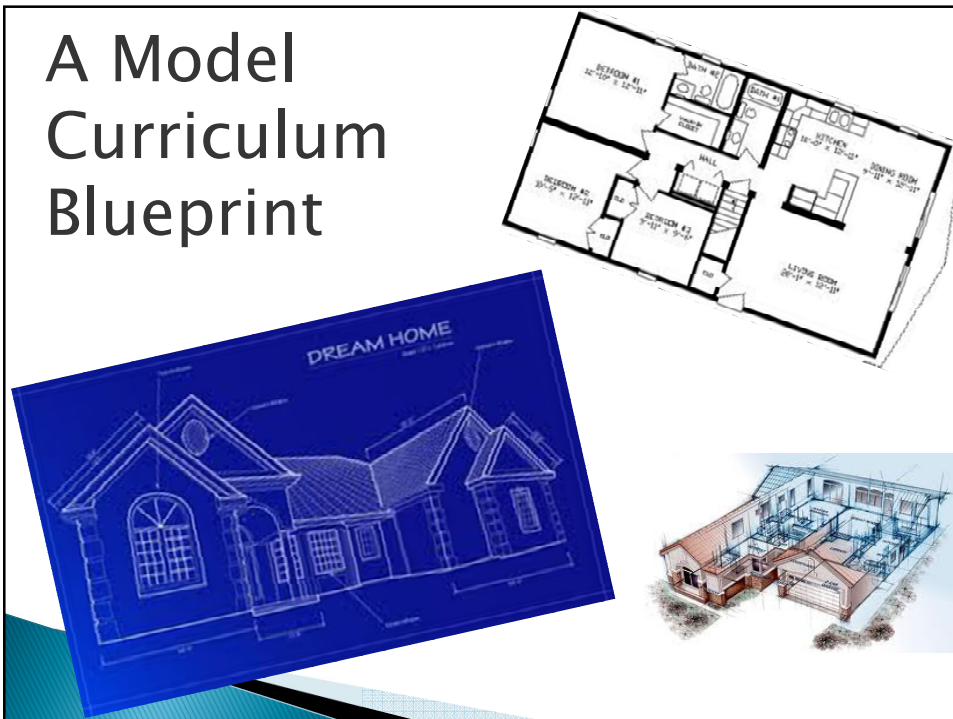
3 Stages of Backward Design

1. Identify desired results.

2. Determine acceptable evidence.

3. Plan learning experiences
& instruction.

A Model Curriculum Blueprint



NSBSD CAIM Five Year Plan

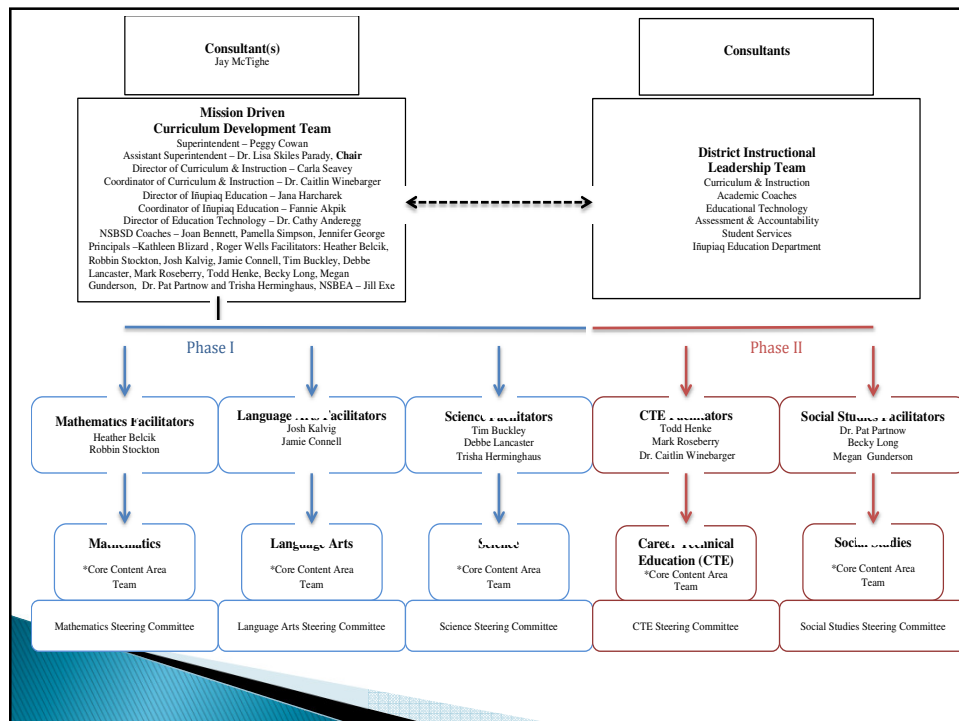
	SY 2010-11	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15
1. Mission and Learning Principles	*****\/////	*****	+++++		
2. Overarching Understandings (OUs) and Essential Questions (EQs)	*****\/////	+++++			
3. Cornerstone Assessments	*****	*****\/////	+++++		
4. Common Rubrics		*****\/////	+++++		
5. Anchors Examples ¹			*****	*****\/////	+++++
6. Curriculum Mapping – Course & Unit Level ²		*****	*****\/////	+++++	
7. Instructional Resources & Strategies			*****	*****\/////	+++++
8. Pre- and Formative Assessments			*****	*****\/////	+++++
9. Ideas for Differentiation			*****	*****\/////	+++++
10. Trouble Shooting Guides				*****\/////	+++++

KEY:

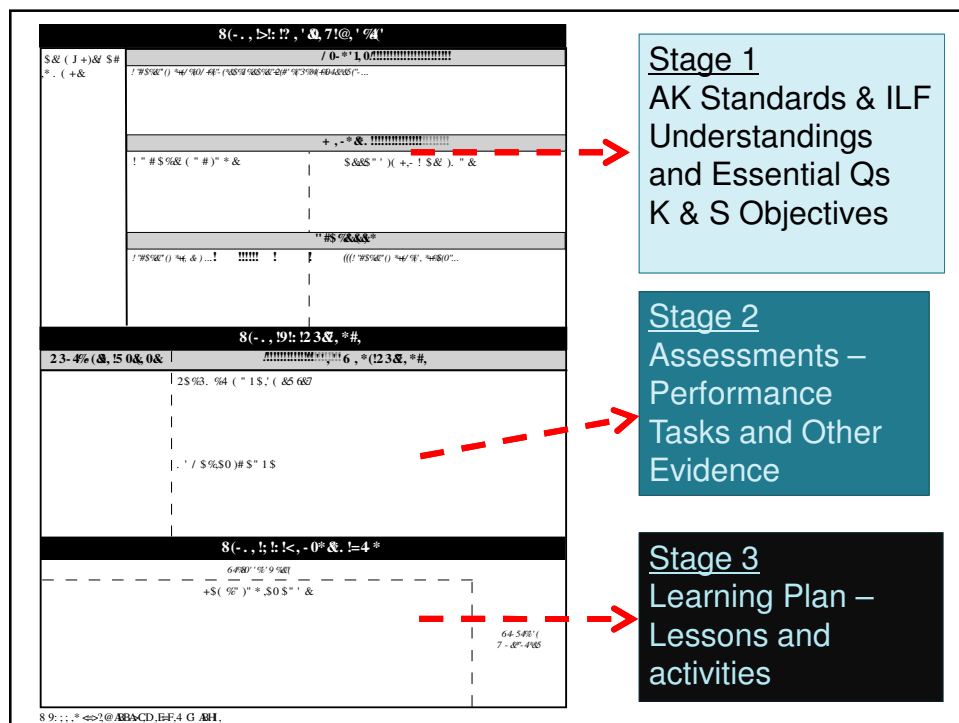
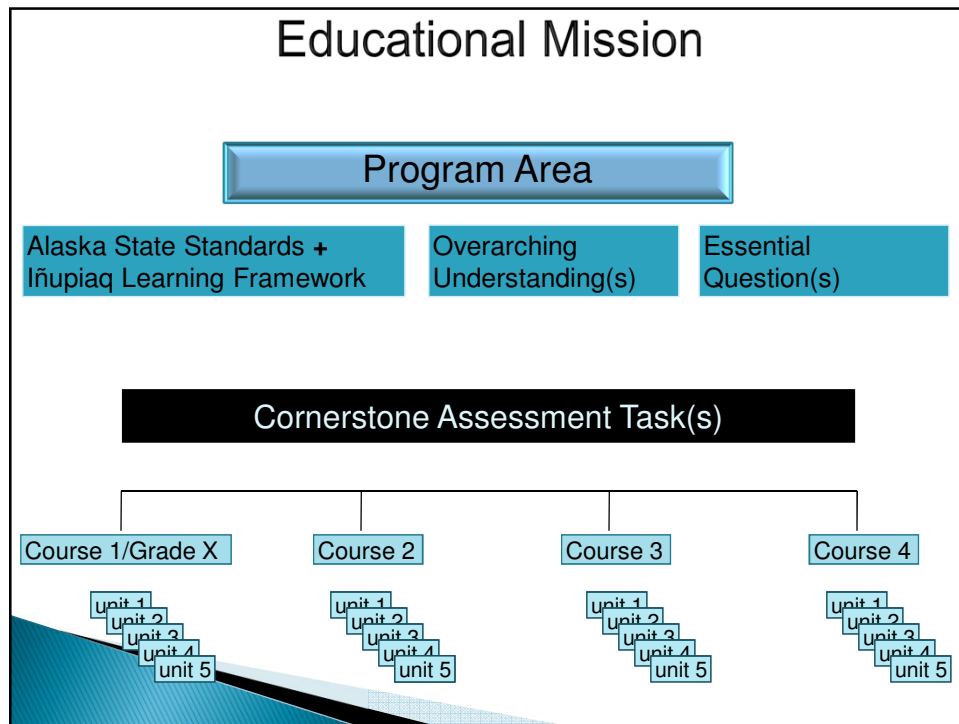
Drafted *****

Reviewed \/////

Completed +++++







“Surviving in the Arctic”

Unit created by Edna Ahmaogak

Relevant to Students

Local



Natural



Applying Background Knowledge



The species either live or migrate to the region.



Students are familiar with the species found in their region.

Standards: Literacy, Science, and Technology

- ▶ Restates/Summarizes information
- ▶ Understands Main Idea
- ▶ Writes for Purposes & Audiences
- ▶ Concepts of Life Science
- ▶ Operate technology-based tools
- ▶ Use technology to locate, select, and manage information
- ▶ Use technology to express ideas and exchange information

Clarity and Specificity

► Understands Main Idea


- Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

► Restates/Summarizes Information

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly
- ...d. Provide a concluding statement or section that paraphrases the focus of the text.

Iñupiaq Learning Framework Performance Expectations

- The student uses the Iñupiaq and English languages to name basic mammal, fish, and bird anatomy.
- The student demonstrates an understanding of the relationship between hunting and the Iñupiaq language identifying and pronouncing the names of animals of the land, sea, river, lake, and sky.
- The student uses knowledge of traditional Iñupiaq culture to listen to stories about the proper treatment of animals
- The student seeks to understand the universe by recording and celebrating that animals that are caught during the year.



Topical Understandings & Essential Questions

How does a species survive?
Why is adaptation important for species?

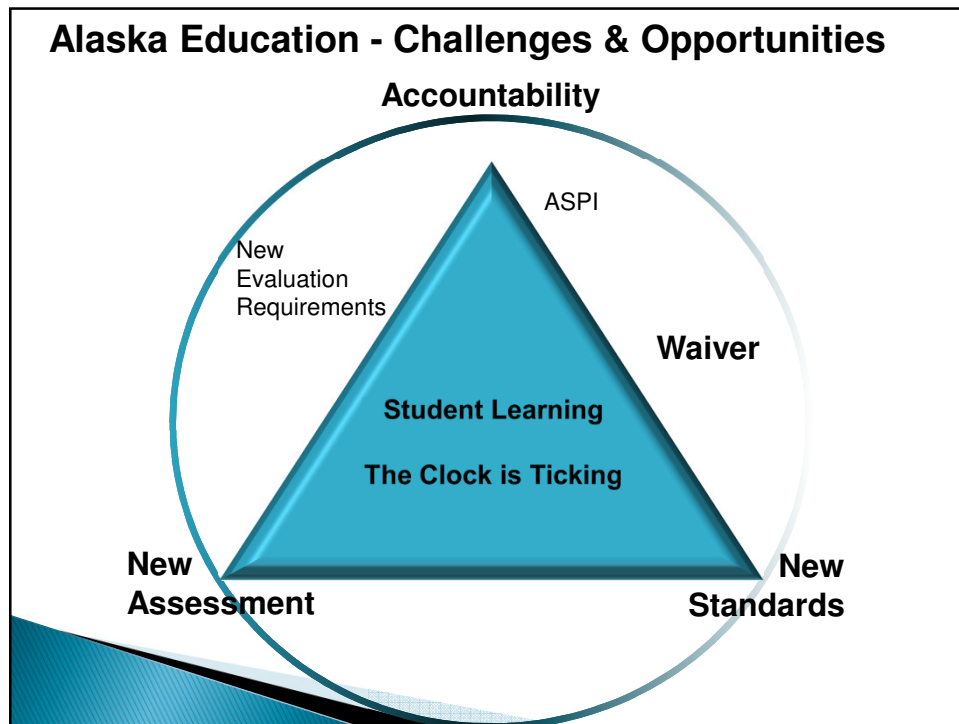
Knowledge & Skills

The students will know the adaptations of species. The student will be able to identify adaptations of species and identify habitats of species.

How will this be achieved?

* Transfer Tasks:
(performance assessments) GRASPS:
Goal, Role, Audience,
Situation, Product,
Performance, Standards
and Criteria for Success







Contact Information

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More Information can we found on the North
Slope Borough School District's Website:

www.nsbsd.org