

Answer 1 & 2 in the Chat Bar

1. **WHAT?** (What have learned about family and place-based learning partnerships)
 2. **SO WHAT?** (What critical questions do you still have)
-



Relationships

- Establishing, Maintaining, and Restoring
- Strategies

Linking Learning to Family and Place

- Stickiness
- Reinforcements

How Do We Move From Knowing to Doing?

"We've made a really strong effort to have science classes in which students connect their learning about chemistry, geology, biology to the place where they are. You learn about it in different ways but we have used the rivers a lot. The students actually have students about the rivers, understand that there is a lot to know about the rivers to survive here and care about the rivers."

"I had some training on place-based learning but was not sure how to apply it to math. I read place-based mathematics and was fascinated how my students really did focus more when it was about something they knew and wanted to know more about."

"We have worked across our team to integrate our lesson around the themes. It has taken more coordination up front, but feels better and we are definitely more effective"

What prompts did you/will you use in your lesson plans to link learning to families, place, and interests?



Learning Activities for the Week of _____

Name _____

Learning Intention(s):

- 1.
- 2.

Success Criteria:

- A.
- B.

Must Do:

Do these steps include opportunities for students to bring their own knowledge base?

Does it use local language or conceptual frame:

Learning Choice:

Choose 2 tasks for each Learning Intention

Do your tasks include?

- Opportunities for family exploration
- Opportunities to link learning to real-life and real-community activities?

-

Activities to reinforce LI (Learning Intention)

Name of Unit:

- **Learning Objectives**
- **Subject/ topic:**
- **Essential Questions:**
- **Big Ideas and Key Skills:**
- **Local Language or Conceptual Frame:**
- **Other Vocabulary and Core Concepts:**
- **Family Exploration (Ignite):**



Activity or Area of Inquiry	Big Ideas/Skills	Cultural Standards	Local Places, People, Traditions or History	Families Reinforce- Real Life Applications	Resources and Materials	Verification/ Assessments

TO STUDY THE LOCAL ENVIRONMENT

1. We pick sites that the students know and sites that they can't get to on their own.
2. Every summer we have a theme that we work around. Last summer it was wetlands.
3. Each week has an essential question that we aim to answer.

Summer Explorers Essential Questions 2019

- * What is a wetland and why is it important?
- * What's in wetland water?
- * How does a wetland work?
- * Where did those tracks come from?
- * How are humans and wetlands linked?

FOUNDATIONAL LESSON:

Háa uu íjjang (It's Me) Project

Part II: Presentation PowerPoint

This project will have a total of 4 parts.

- 1) Playlist (*which will become your soundtrack*)
- 2) Presentation
- 3) Short Film
- 4) Poster

For Part II: You'll be designing a PowerPoint Presentation

Step 1 Select your theme. The theme should reflect your personality, if you don't see any that you like. There are some online that you can download. You also can alter themes. Try to make your theme match your playlist...like if your playlist is bright and happy, make your slides that way. If your playlist is dark, make your slides dark.

Step 2 Create the following slides - right now they can just have titles. The details will come later.

Title Slide - Current photo of you, your full name, and Háa uu íjjang (It's Me)

Side 1- My Homeland

This slide describes where you are from. 2-3 images.

Side 2 - My Culture

Discuss your heritage with an explanation and 2-3 images.

Side 3- My History

This is your childhood. 2-3 images and a few lines about where you've been.

Side 4- My Family

Discuss honored people in your life...use as many images as you need.



LESSON PLAN EXCHANGE (if you do not have one- add to others)

- 1. Give a brief summary of the lesson?**
- 2. How is family incorporated?**
- 3. What aspects of place were used?**
- 4. What local language and resources are embedded?**



SOLVES LOCAL ISSUES:

Links to Valued Skills, Tools,
& Knowledge





Family Interests and Routines



Curricula & Classroom Activities

[Teacher Resources Home](#)

[Curricula Home](#)

- [Project WILD](#)
- [AK Wildlife Curriculum](#)
- [Bears of Alaska](#)
- [Furs of Alaska's Mammals](#)
- [Ice Fishing](#)
- [Salmon](#)
- [Seal Hunting & Safety](#)
- [Skulls of Alaska's Mammals](#)
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Curricula and Classroom Activities

ADF&G offers a vast array of conservation education curricula and activities for educators. Topics range from lessons on skull identification and Alaska's fish and wildlife species to activities that engage students in outdoor field investigations or hands-on learning about wildlife management. ADF&G is the host agency for National Project WILD, one of the most widely-used conservation education curricula in the nation. We also offer the five-volume Alaska Wildlife Curriculum, which is based on Project WILD lessons uniquely adapted for Alaska's species and ecosystems.

To ensure our educational materials continue to be relevant for teachers and students, many lessons are correlated to Alaska State Content Standards.

Learn more about the curricula and activities we offer to educators:

- [A Cure for the Cold, Let's Go Ice Fishing](#): This curriculum is designed to help the beginning angler understand the basic principles of ice fishing and the importance of responsible resource use in maintaining a healthy fishery.
- [Alaska Wildlife Curriculum](#): This Alaska-specific curriculum for K-12 students consists of five volumes plus ecology cards.
- The Alaska Rainforest — Both the powerpoint slideshow and booklet are intended to provide an ecological overview of Southeast Alaska's temperate rainforest.
 - [Alaska Rainforest Slideshow](#) (PowerPoint file 6,624 kB): The powerpoint includes background information



CULTURAL KNOWLEDGE *of the Bering Strait Region* NWC CAMPUS CREDENTIAL University of Alaska Fairbanks Northwest Campus

The Northwest Campus Advisory Council has approved this campus credential focused on strengthening cultural knowledge of the Bering Strait region to increase effectiveness in the classroom and regional workforce. Credentials provide students with achievable recognition for completing just a few courses. Some Public Schools has endorsed this group of courses that, once complete, will equip local teachers with a better understanding and appreciation for a variety of aspects of cultural knowledge specific to the state of Alaska and Bering Strait region.

CULTURAL KNOWLEDGE OF THE BERING STRAIT REGION REQUIRED COURSES:

3-5 required credits

Course	Cr
ANL F121 / INU F115 Alaska Native Language	1-3
AKNS A290 History of Schooling in Alaska	1
EDPA F250 Current Topics for Educators	1

This set of courses is recognized as invaluable to increasing cultural knowledge of the Bering Strait Region, and each course is required to complete the campus credential.

CULTURAL KNOWLEDGE OF THE BERING STRAIT REGION ELECTIVE COURSES:

choose at least 3 credits

Course	Cr
AKNS A190: Math, Measurement, and Art in Alaska Native Design	1
AKNS A190: Bering Strait Plants and Animals	1
AKNS A290: Alaska Native Literature	1
AKNS A290: Alaska Literature in the K-12 Classroom	1
ANS F160: Alaska Native Dance	1

This set of courses gives an overview of different cultural aspects of the Bering Strait region. A total of 3 credits is required. Additional course offerings may be added as they are developed.

COURSE DESCRIPTIONS

AKNS A390: Math, Measurement, and Design in Alaska Native Traditions (1 cr)

The use of mathematics in traditional design, construction, and artwork. Course includes overview of traditional clothing design and traditional tattoo practice.

AKNS A390: Bering Strait Plants and Animals (1 cr)

Introduction to plants and animals of the Bering Strait region. Focus on traditional harvest and hunting practices, food preparation, and traditional methods of preservation.

AKNS A290: Alaska Native Literature (1 cr)

A survey of literature about and by Alaskans. Includes highlights of local and regional writers and their work.

AKNS A290: History of Schooling in Alaska (1 cr)

History of schooling practices throughout Alaska. Emphasis on practices relevant to rural and western Alaska.

AKNS A290: Alaska Literature in the K-12 Classroom (1 cr)

Overview of K-12 literature from regional and Alaskan authors, appropriate for teachers of all grade levels.

ANL F221: Conversational Alaska Native Language (1-3 cr)

Introduction to speaking and understanding one of the Alaska Native languages. Focus on communication in everyday situations.

ANS F60: Alaska Native Dance (1 cr)

Traditional Native Alaskan dancing, singing and drumming of songs from regional dance groups taught by guest Native elders and dancers. If there is sufficient interest, a dance group will be assembled using class members.

EDPA F290: Current Topics for Educators (1 cr)

Focus on in-service training offered through school districts to update and train para-professionals and teachers on the use of district curriculum, policies, procedures, etc.

INU F115 Conversational Inupiaq (1-3 cr)

Introductory course for students who wish to acquire the ability to speak Inupiaq, the language of Norton Sound, the Seward Peninsula, Kotzebue Sound, the North Slope, and the arctic portions of Canada and Greenland. Students first learn to understand simple spoken language, then to speak simple Inupiaq, developing a beginning level of communicative competence in the language.



Field Trips

Activities & Resources

Kits

UAMN Science Night

Space Science Outreach

Teaching Through Collections

Homeschoolers

Educators' Night

Educators Workshop

Inupiaq Cultural Lessons

Discover Inupiaq cultural knowledge that illuminates the northern lights with vocabulary, stories, and dance.



Left to Right: Mary Ahkivgak, Ronald Brower, and Fannie Akpik.

Vocabulary - [Elementary Guide](#) - [Middle School Guide](#)

Learn Iñupiaq vocabulary for terms used in aurora science. Explore the [pronunciation guides](#) online on the Cultural Connections website. Vocabulary [flashcards](#) are available in North Slope Iñupiaq or Seward Peninsula Iñupiaq.

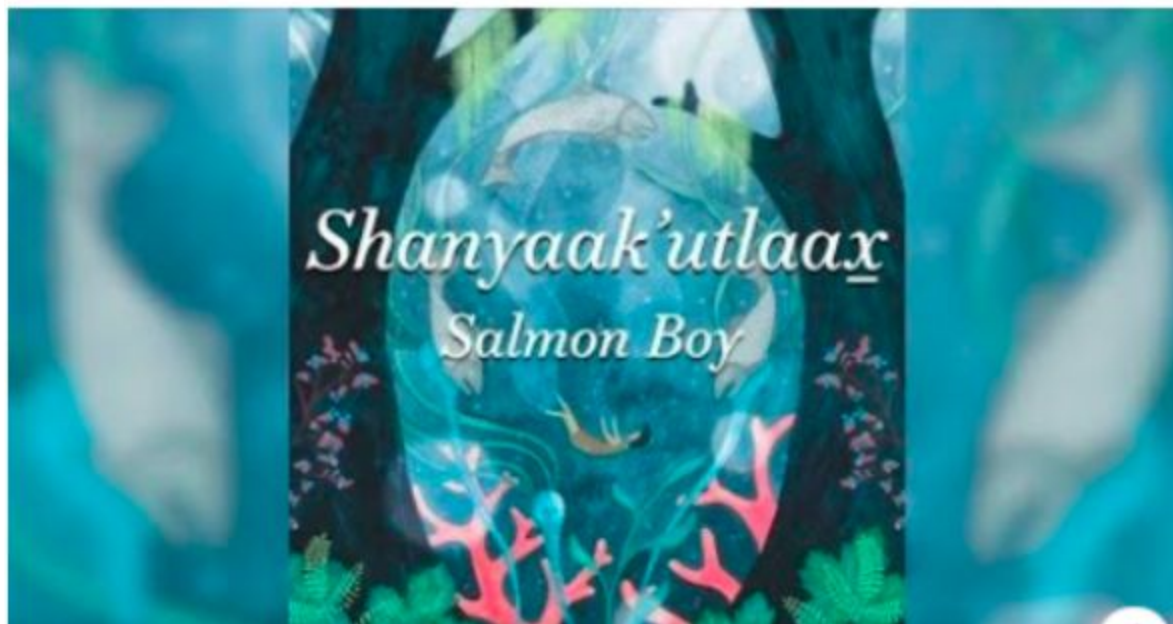
Online Cultural Content - [Elementary Guide](#) - [Middle School Guide](#)

Visit the [Cultural Connections website](#) to listen to stories from elders about the northern lights, listen to songs [du/museum/education/educators/heliophysics-aurora-outre/activities/inupiaq-cultural-lessons/#submenu3](#) | watch a dance shared by Fannie Akpik that welcomes the sun. There is also a

Need a break today? How about listening to a book?

"Shanyaak'utlaax - Salmon Boy" read in Tlingit with English subtitles is available from Sealaska Heritage on YouTube. Enjoy!

<https://youtu.be/iGH8cmKKZ78>



A Note on Access and Resources



Are there access issues you need to consider for students and their families (materials, transportation, family support, technology, basic needs)?

#OldWaysSummerDays

TLINGIT & HAIDA CHALLENGE



Tlingit & Haida's #OldWaysSummerDays Challenge encourages tribal youth (ages 12 - 27) to stay active by participating in traditional activities (fishing, berry picking, beading, formline, dancing, etc.). Share a photo on social media using the hashtag #OldWaysSummerDays for a chance to win some great prizes!

HOW IT WORKS:

- Participate in a traditional activity and post a picture of the activity on social media using the hashtag #OldWaysSummerDays.
- Each time a youth uses the hashtag, they'll be entered into the drawing (maximum entries 10).

PRIZES:

- 1st: 13" Macbook Pro
- 2nd: 11" iPad Pro w/ Keyboard
- 3rd: 13" Google Pixelbook Go
- 4th: 13" Google Pixelbook Go
- 5th: GoPro Hero 8 Black Bundle
- 6th-10th: \$100 Visa Gift Card



CONDITIONS

1. Communication
2. Routines
3. Resilience



NOW WHAT?

Two personal actions to link family
partnership & place to learning this

Term.



Thank you for all that you do as teachers and all that you will do this year to help students and families learn and thrive during Covid-19.

For more resources....

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