



November Newsletter

Volume 1 | Issue 3 | CRESEL in the Sitka School District

Announcements

On August 3, 1990, President George W. Bush declared the month of November as Native American Heritage Month. In this month of waning daylight and chilly temperatures, I encourage us all to practice gratitude for where we live and who we are. The Tlingit people have been the stewards of the air, land, and sea for countless years. Regardless of our heritage, we are all currently a part of the story of this place. We are a proud community and I am grateful to all of you for practicing love, loyalty, and generosity.

What are you grateful for?

CRESEL Spotlight

Character Strength: Gratitude

Southeast Alaska Traditional Tribal Values

- We are Stewards of the Air, Land, and Sea
- Pride in Family, Clan and Traditions is found in Love, Loyalty and Generosity

SEL Themes

- Decision Making, Thoughts and Emotions, Values, Resilience

Social Emotional Learning

Because this is a month of gratitude and celebration of history and perspective, we are going to focus on the SEL standard of Social Awareness.

3A: Individual demonstrates awareness of other people's emotions and perspectives.

Consider your intentionality in embedding the perspectives and emotions of others into your content area. Ask students to discuss how their perspectives are both similar and different from others. Celebrate those differences and similarities.

SEL Skills

- Identifying personal values
- Using personal values to make good decisions
- Making and strengthening friendships

Simple Ideas to Teach: Gratitude

Explore character strengths. Make a thank-you video or playlist for someone. Encourage random acts of kindness. Engage in service-learning. Pay it forward. Close your class or group with an appreciation circle.



Highlights from Blatchley Middle School



Here are your “Ideal Teacher” hats! Adjectives include: organized, flexible, cool, self-care, and creative.

Cultural Considerations for the month of November

- Alaska Native/American Indian Heritage Month
- 6-11 November is Diwali
- 12 November is Veteran’s Day

“Reflect upon your present blessings, of which every man has plenty; not on your past misfortunes, of which all men have some.” —Charles Dickens

“I was complaining that I had no shoes till I met a man who had no feet.” – Confucius



Bridgette Reynolds's 6th grade science classes worked with Sitka Sound Science Center to identify native and invasive oceanic species.

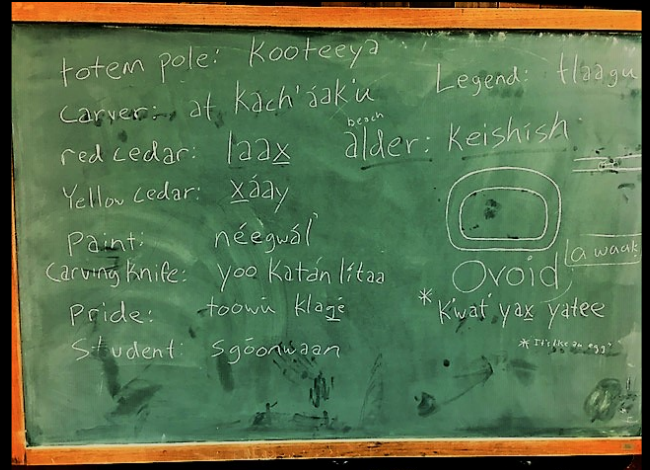


We found all sorts of native creatures: sea stars, tube worms, abalone, anemones, and scale worms.

Below: *Didemnum Vexillum* (D. vex) – an invasive colonial tunicate



Shop teacher Karl Jordan is partnering with the Sitka Tribe of Alaska and the Sitka National Historical Park to embed Alaska Native culture and connection to place in his carving unit.



Karl Jordan's 6th grade shop students pose with their name plates. They even donned their protective gear.



Stacy Golden’s class worked with Southeast Alaska Tribal Oceanic Research (SEATOR) to gain insight to their field data collection process used at Starrigavin as part of their shellfish monitoring program.



SEATOR’s work focuses on harmful algal blooms which includes identification of Paralytic Shellfish Poisoning.



Expect to see students practicing field data collection as Sitka sees lower tides.

Highlights at Sitka High School

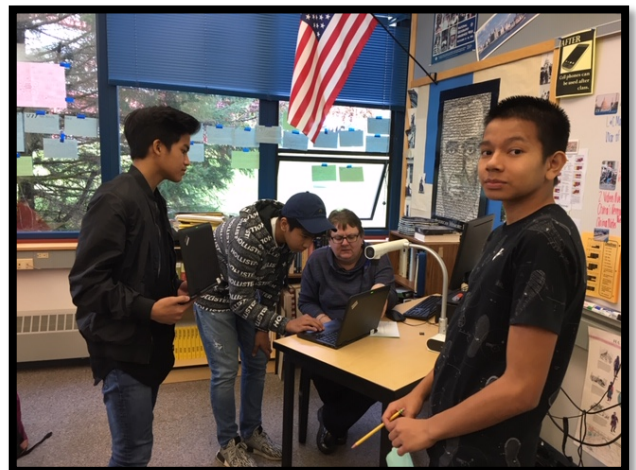


“...treat them in the most friendly & conciliatory manner...”

Jody Smothers-Marcello’s U.S. History class read Jefferson’s Letter of Instructions to Lewis and Clark which focuses on the interactions between the explorers and the Native American people with whom they came into contact. Each student then researched a different tribe, summarized the interactions, and assessed them accordingly. Finally, the class collaborated on Google Maps to chart Lewis and Clark’s interactions with Native American tribes.

4 -Summarizes assigned Native American, Lewis & Clark interaction with details from the reading; may go above and beyond through journals – in an insightful or novel way, relates interaction to T.J’s letter of instructions to Lewis – Knows exactly where the interaction occurred and can describe this place in own words	3.5	3.0	2.5	2.0	1.5	1.0
	-Summarizes assigned Native American, Lewis & Clark interaction with general information from the reading; may go above and beyond through journals – relates interaction to T.J’s letter of instructions to Lewis – Knows where the interaction occurred and can describe this place in own words	-Summarizes assigned Native American, Lewis & Clark interaction with partial information from the reading – Briefly relates interaction to T.J’s letter of instructions to Lewis – Generally knows where the interaction occurred and can describe this place in own words	-Only barely begins to summarize assigned Native American, Lewis & Clark interaction with information from the reading – Only barely relates interaction to T.J’s letter of instructions to Lewis – May not know where the interaction occurred and can describe this place in own words			

Students self-assess their performance and knowledge-acquisition.



Highlights at Pacific High School



Students organized and hosted an initial planning event at Agave on Saturday, October 27.

The vision includes a space for teens that is fun, has access to resources, wifi, comfy furniture, gaming, food, and discrete birth control options.



Simon Gorbaty's English class focused on project planning. Students identified a need for a teen center in Sitka. They collaboratively planned for the project and presented their idea at the Sitka Health Summit on October 4.

The teen center project was chosen as the top one-year project and will receive funding and support from the Sitka Health Summit advisory team.



Members of the community collaborate with Pacific High students around four topics: funding, space, public relations, and resources/activities.