



**North Slope Borough School District Curriculum  
Alignment, Integration and Mapping Initiative**

**Arctic Ocean Science Workshop-II  
May 20, 2012**



# Iøiññiaånikun Apqusiuqtit



- What knowledge needs to be acquired to truly live as a healthy Iñupiaq?
- What does a well-educated, well-grounded 18 year-old Iñupiaq look like?

# Understanding by Design (UbD) necessary to overcome:

- ▶ “Coverage” approach to instruction
- ▶ “Activity” approach to instruction



# Educational Mission

## Program Area

Content Standards

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ILF

Overarching Understanding(s)

Overarching Essential Question(s)

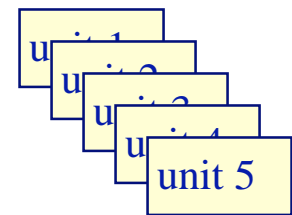
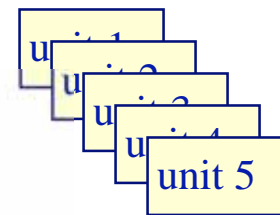
Cornerstone Assessment Task(s)

Course 1/Grade X

Course 2

Course 3

Course 4



# Mission Statement

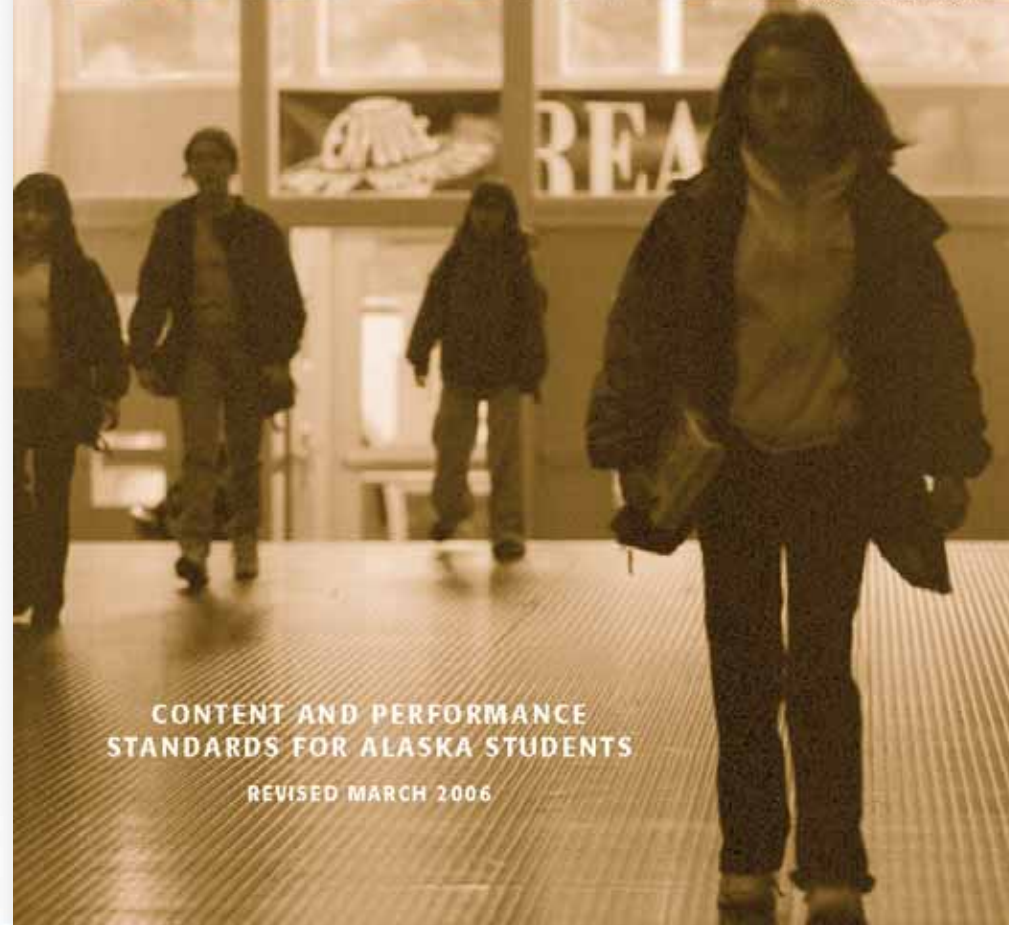
Learning in our schools is rooted in the values, history and language of the Iñupiat. Students develop the academic and cultural skills and knowledge to be:

- 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.

ALASKA STANDARDS

# STANDARDS

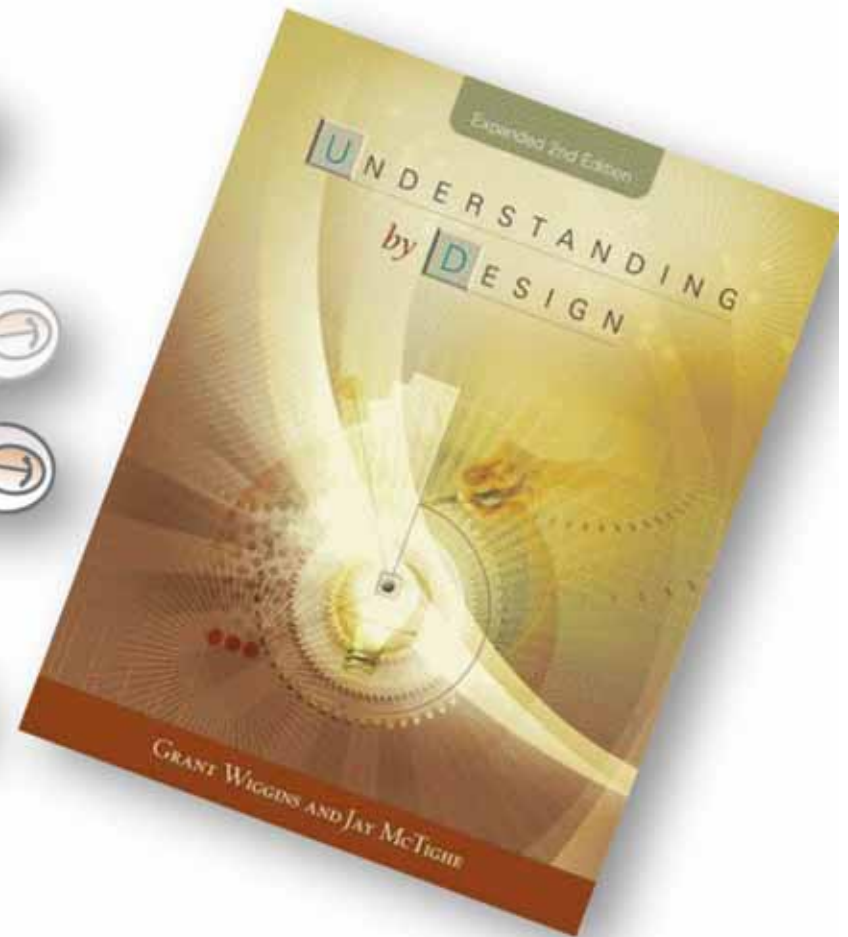
FOURTH EDITION



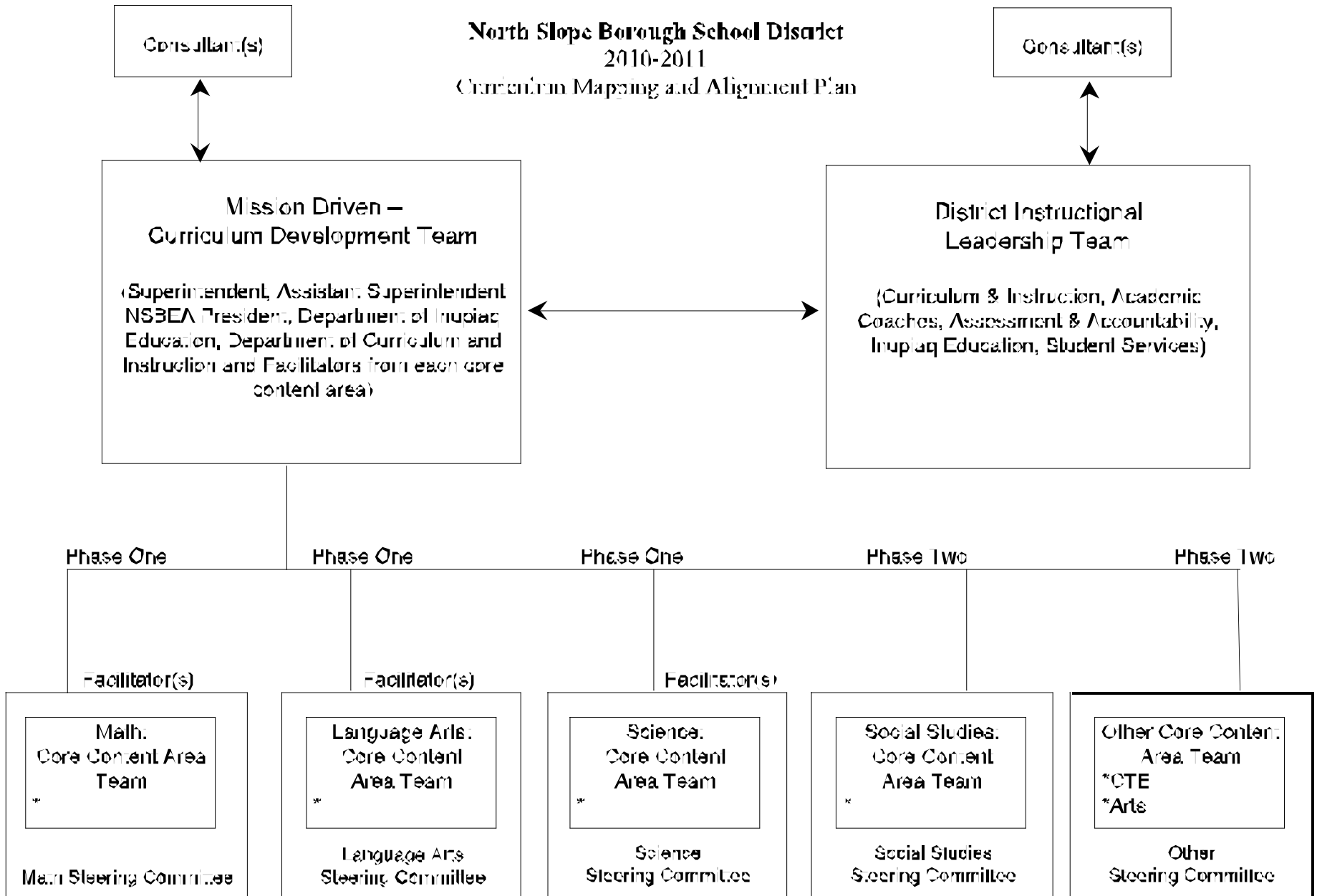
CONTENT AND PERFORMANCE  
STANDARDS FOR ALASKA STUDENTS

REVISED MARCH 2006

# Iñupiaq Learning Framework & Understanding by Design



**North Slope Borough School District**  
**2010-2011**  
**Curriculum Mapping and Alignment Plan**



\* Representative from Department of Inupiaq Education and the Department of Students Services/Special Education



# Essential Questions

- How will we honor Iñupiaq values, history, culture, and language while developing academic knowledge and skills?
- How will we prepare students for success in their chosen life pursuits?
- How will healthy confident young adults contribute to their communities?





# Iñupiaq Education Initiative

- Build trust between school and community
- Acknowledge historical trauma associated with schools and schooling
- What are community expectations of school?



# Environmental Realm





Our surroundings provide for the life we are able to live. The tools and technology that are crafted from the land and from the animals of our land and waters reflect a long-standing relationship we have maintained over countless generations. We are dependent on our environment and as such must engender an understanding of and respect for this vital relationship in our descendents.

# Community Realm





**“It takes a village to raise a child.” This proverb has applied to the Iñupiat since time immemorial. Our people have practiced ancient rites of passage and have intricate rituals and ceremonies. Our society has a complex web of relations from which teachings about life emanate. Living in harmony requires mutual respect, understanding and communication. These community practices are essential for our children’s emotional, intellectual, physical and spiritual well-being.**

# Historical Realm







In the time continuum of the Iñupiat, we are one generation held accountable to the next. It is our responsibility to keep our knowledge alive, just as those who came before us took it upon themselves to learn the stories and pass them on. The stories we tell and our own understandings will one day become legends and our descendants will speak of us as we speak of those who came before us. For our children to have an Iñupiaq identity it is essential for us to ground them in this way. We must provide them with a broad historical scope, exceptionally rich in detail to give them this information.

# Individual Realm

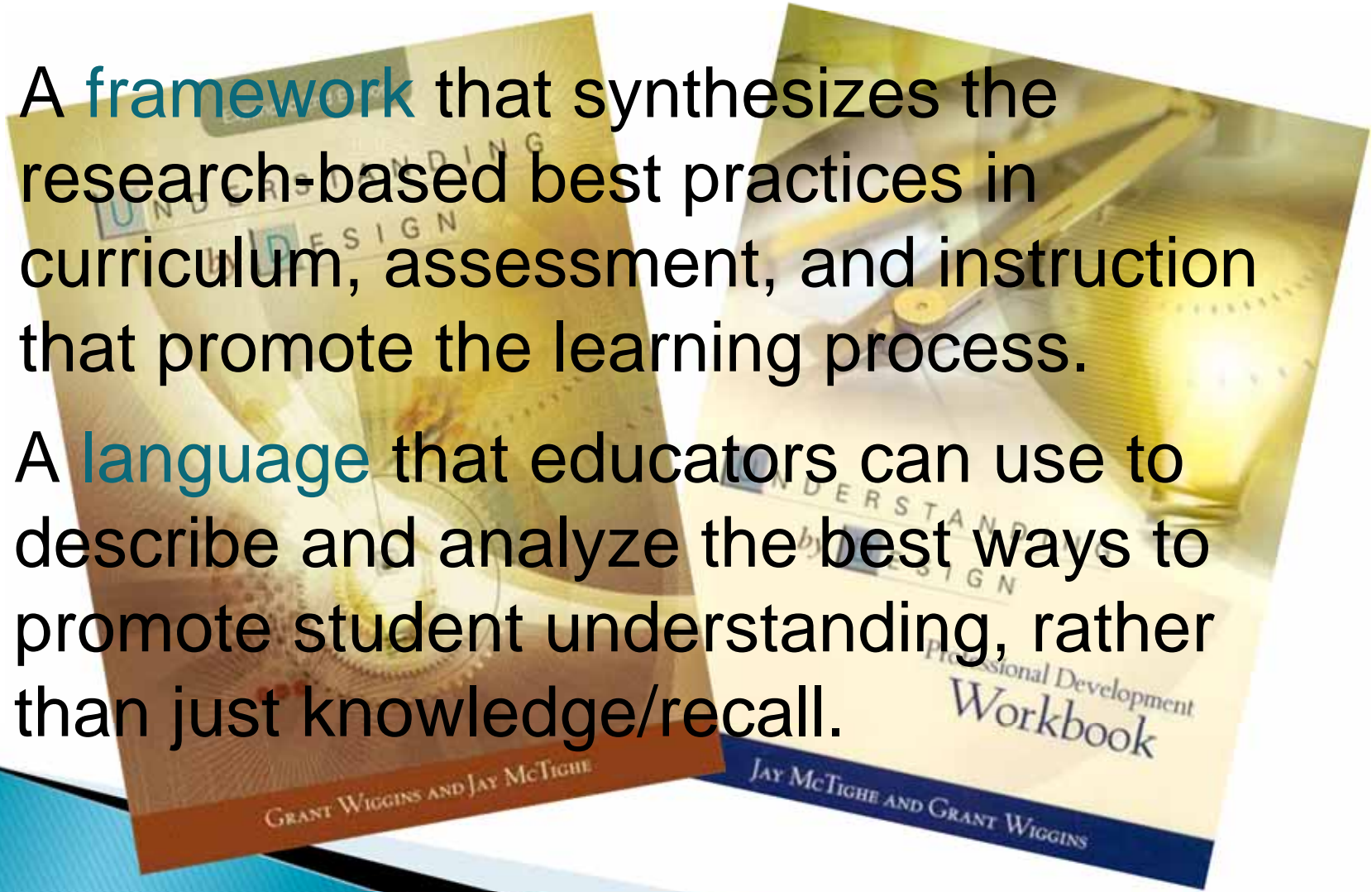




**As Iñupiat we are lifelong learners. We all have roles in our families and communities. Some individuals are born hunters, dancers, or seamstresses. Some have the gift of song, or storytelling. Others dedicate their lives to history, being a good parent, or perhaps they find they do well in business or the arts. We must prepare our future generations for whatever paths they choose to walk in their lifetimes.**

# What is Understanding by Design (UbD)?

- A **framework** that synthesizes the research-based best practices in curriculum, assessment, and instruction that promote the learning process.
- A **language** that educators can use to describe and analyze the best ways to promote student understanding, rather than just knowledge/recall.



# According to Grant Wiggins and Jay McTighe

“Understanding by Design is not a **prescriptive program**, nor is it a philosophy of education...It is a way of thinking more purposefully and carefully about the nature of any design that has **understanding** as its goal...”

# UbD Template

## Stage 1—Desired Results

Goals:	
Enduring Understandings:	Essential Questions:
Knowledge:	Skills:

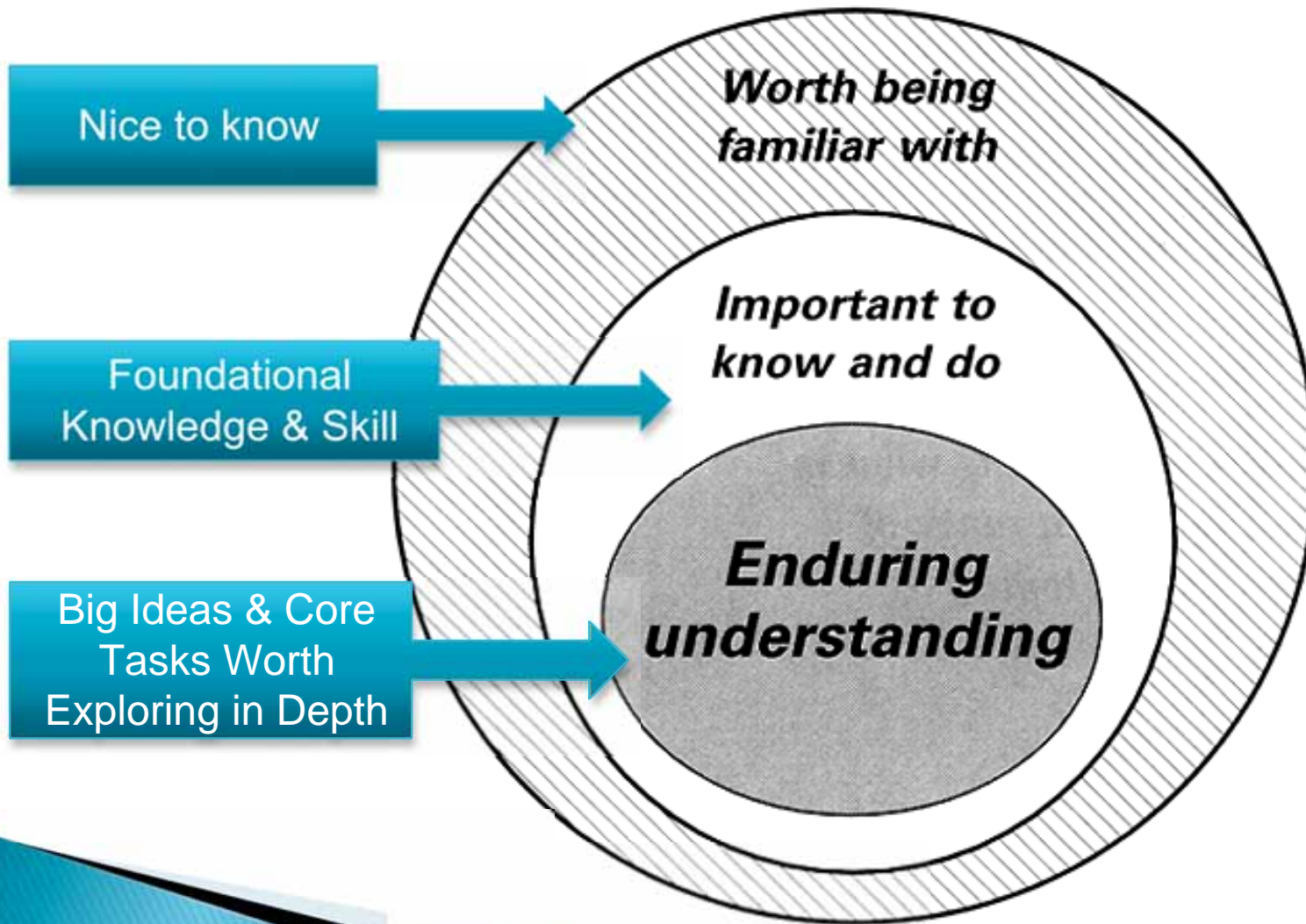
## Stage 2—Assessment Evidence

Cornerstone Assessments:	Other Evidence:
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## Stage 3—Learning Plan



# 40-40-40



# Sample Enduring Understandings



## Storytelling

- Stories reveal the ways in which cultures perceive their creation, origin and history and how the world and all in it is interpreted.
- Stories enhance the development of socialization strategies.



# Essential Questions

- Are important to argue about
- Are at the heart of the subject
- Recur and should recur
- Raise more questions ...provoking and sustaining inquiry
- Often raise important conceptual or strategic issues in the subject



# Essential Questions

- Have no simple “right” answer; they are meant to be argued
- Designed to provoke and sustain student inquiry
- Address the conceptual or philosophical foundations of a subject ...ideas that would be argued by practitioners in the field



# Sample Essential Questions

## Storytelling

Aligned to  
GLEs/Standards

What distinguishes ordinary from exceptional storytelling? [D.2]

What elements are necessary in a story? [R 1.2.1, 1.8.1]

How do we share personal experiences? [R 1.1.10], [W 1.1.1, 1.1.2, 1.4.1, 1.4.2]

What qualities make an individual's performance great? [C.1]

How do good storytellers impact/affect us? [R 1.11.1]

What constitutes a meaningful experience for the storyteller's audience? [C.1]

How are wants and needs of characters similar/different from student's own. [R 1.10.1]

### Storytelling EUs

- Stories reveal the ways in which cultures perceive their creation, origin and history and how the world and all in it is interpreted.
- Stories enhance the development of socialization strategies.



DROUGH SCHOOL DISTRICT

# Quyanaqqak!

Apiqsruutiqaqpa?

# Eben Hopson

**... we of the North Slope are the only Iñupiaq people who have achieved true self-government...We have the greatest opportunity to direct our own destiny...Possibly the greatest significance of home rule is that it enables us to regain control of the education of our children.**

