

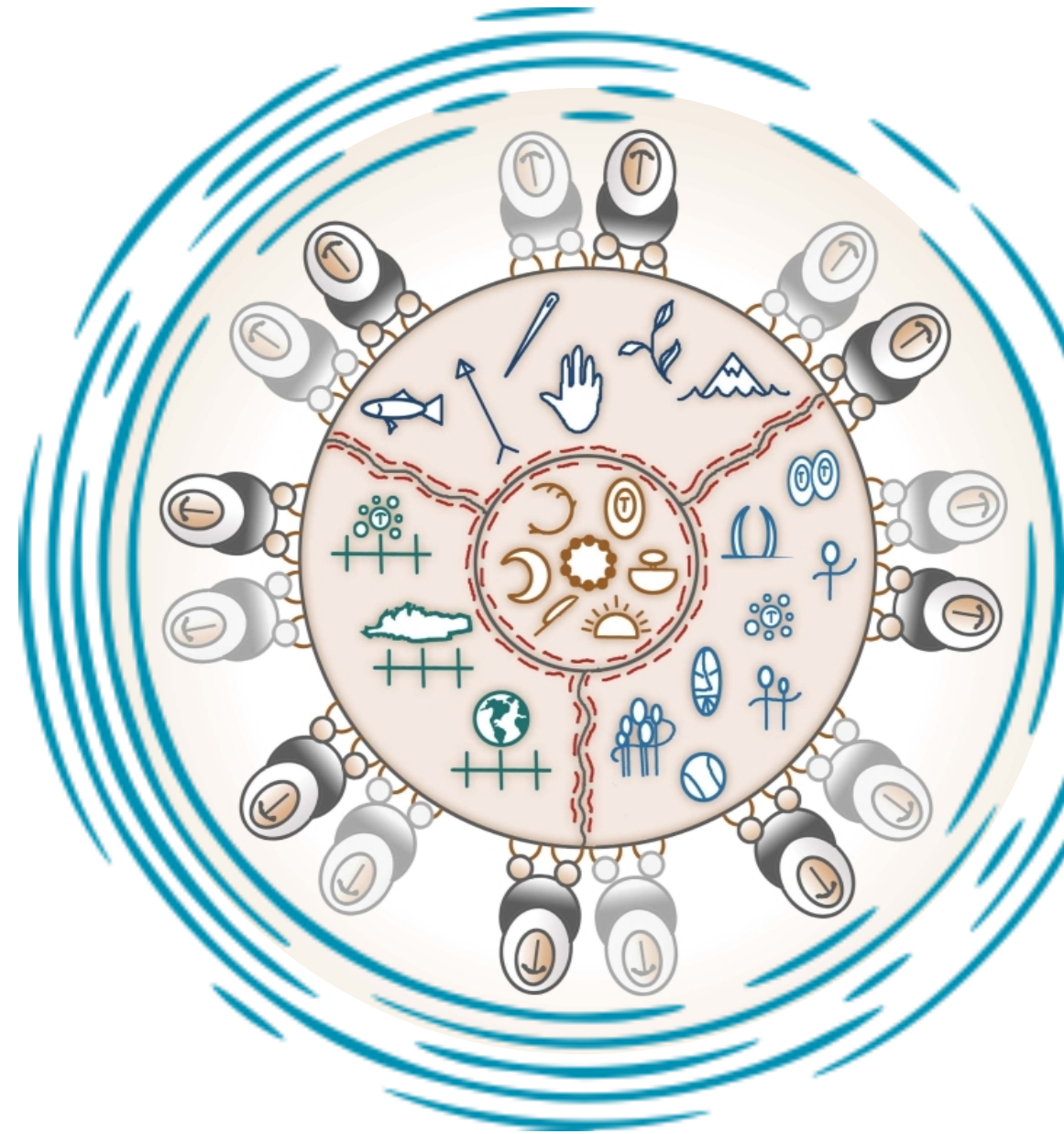


North Slope Social Studies Course Overview



OVERVIEW

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- Course Overview
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- Repair, Rebuild, Revitalize Project Overview and Updates



GRADUATION REQUIREMENTS

The State of Alaska requires a total of 21 credits to graduate. 3 of those credits must be in Social Studies, with .5 credits of Alaska History.

The North Slope Borough School District requires 22 credits (we require an additional science credit). We require 3 Social Studies credits which must include:

- .5 credits US Government *
- .5 credits Alaska Studies
- .5 credits North Slope Government*
- .5 credits North Slope History*

We also offer US History, and World History to fulfill the necessary credits. The courses marked with an * became a requirements for Freshman entering high school in Fall of 2017.

Student who enter our district after their second year of high school are encouraged to take the North Slope specific courses as their schedule allows, but are eligible for a waiver dependent on transcript evaluation.



AK Stud - 9th Grade - Alaska Studies

North Slope Borough School District

UNITS (22/22 SELECTED)

- Unit 1.1: AK STUD: Oral Tradition in Alaska Wk 1 or Wk 19
- Unit 1.2: SPED: Oral Tradition in Alaska
- Unit 1.3: AK STUD: Accuracy, Reliability, & Verifiability in History Wk 1 or Wk 19
- Unit 1.4: AK STUD: Tikigaq History CH 13: Spirit World Wk 1 or Wk 19
- Unit 1.5: SPED: Chapter 13 in Tik Hist
- Unit 1.6: AK STUD: Museum visit for AK Studies (For Utqiaġvik and AKP sites only) Wk 1 or Wk 19
- Unit 2.1: AK STUD: Historical Photographs Wk 2 or Wk 20
- Unit 3.1: AK STUD: Alaska's Regions
- Unit 3.2: SPED: AK Stud Alaska's Regions
- Unit 4.1: AK STUD: Producing A Cultural Portrait
- Unit 4.2: SPED AK Studies: Producing a Cultural Portrait
- Unit 5.2: AK STUD: First Peoples of Alaska
- Unit 5.3: AK STUD: Tlingit Baskets
- Unit 6.2: AK STUD: Timelines of Alaska's History
- Unit 7.2: AK STUD: Russian America Wk 8 or Wk 26
- Unit 8.1: AK STUD: Gold Rush Wk 9 or Wk 27
- Unit 8.2: AK STUD: Education in Alaska, Russian America and Early Territory
- Unit 9.1: AK STUD: The Voice of Our Spirit (Cross-curricular) Wk 10-11 or Wk 28-29
- Unit 10.1: AK STUD: Statehood and the Alaska Constitution Wk 12-13 or Wk 30-31
- Unit 10.2: AK STUD: World War II in Alaska Wk 12 or Wk 30
- Unit 11.1: AK STUD: Project Chariot Wk 14-16 or Wk 32-34
- Unit 12.1: ANCSA: Alaska Native Claims Settlement Act



SS NSGov - 12th Grade - North Slope Government

North Slope Borough School District

UNITS (13/13 SELECTED)

- Unit 1.1: NS Gov- Paaqłakkutaigñiq: Resolution of Conflict- Wk 1 or 19
- Unit 1.2: NS Gov- Ch. 14 Tik Hist: Trad Meth Soc. Control- Wk 1 or 19
- Unit 2.1: NS Gov- Utqiaġvik and other Local Decisions- Wk 2 or 20
- Unit 3.1: NS Gov- Biographies of Important Leaders- Wk 3 or 21
- Unit 4.1: NS Gov- The Federal Govt. in Territorial Days- Wk 4-6 or 22-24
- Unit 7.1: NS Gov- Museum Visit for Seniors- Wk 7 or 25
- Unit 8.1: NS Gov- Fish and Game Regs- Wk 8 or 26
- Unit 10.1: NS Gov- ASNA- Wk 10-11 or 28-29
- Unit 11.1: NS Gov- Taking Control: The Creation of the North Slope Borough
- Unit 12.1: NS Gov- ASRC-tkut Quliaqtuanat- Wk 12-14 or Wk 30-32
- Unit 13.1: NS Gov- History of your Village/ Town Government- Wk 7 or 25
- Unit 14.1: NS Gov- Village at the End of the World- Wk 15 or 33
- Unit 16.1: NS Gov- I am an Agent of Change Wk 17 or 35



SS NSHC - 9th Grade - North Slope History & Culture

North Slope Borough School District

UNITS (23/23 SELECTED)

- Unit 1.1: SS NSHC Demographic Study of the North Slope Borough
- Unit 1.2: SS NSHC Ch 11-12 Tikigaaq History: Life Cycle
- Unit 2.1: SS NSHC North Slope Borough Place Names
- Unit 2.2: SS NSHC Ch 1 Tikigaaq History: Physical Geography
- Unit 2.3: SS NSHC Archaeological Evidence
- Unit 3.1: SS NSHC Personal Maps
- Unit 3.2: Iñupiaq Dancing, Songs and Drumming
- Unit 4.1: SS NSHC Surnames from Yankee Whaling Days
- Unit 4.2: SS NSHC Video Portraits of 2 Villages
- Unit 4.3: SS NSHC Museum Visit for 9th Grade
- Unit 4.5: SS NSHC Ch 4, 7, 8 Tikigaaq History: Traditional Whaling
- Unit 5: SS NSHC Ch 2 Tikigaaq History: Settling of Point Hope
- Unit 6: SS NSHC Ch 9 Tikigaaq History: Hunting Cycles
- Unit 7.1: SS NSHC How Has Colonialism Affected the North Slope?
- Unit 7.2: SS NSHC Commercial Whaling
- Unit 8: SS NSHC Colonial History: Missions & Schools
- Unit 9: SS NSHC How Epidemics Have Affected the North Slope
- Unit 10.1: SS NSHC An Illustrated History of Nuiqsut (Or Your Village)
- Unit 10.2: SS NSHC A Geoportrait of My Community
- Unit 10.3: Unit 10.3: Anticipating the Future
- Unit 12: SS NSHC ASRC & ANCSA Section 7i
- Unit 13: SS NSHC Subsistence Today
- Unit 14: SS NSHC Native Corporation Land Selection



Project Overview

Repair, Rebuild, and Revitalize (“RRR”) Initiative, NSBSD leadership is working with Lynx Education to customize existing instructional programming, creating technology-enhanced units:

- North Slope History & Culture (approx. 14 Units)
- North Slope Government (approx. 16 Units)
- North Slope Science (approx. 13 Units)
- Conversational Iñupiaq (approx. 9 Units)
- Iñupiaq Grammar (approx. 9 Units)

Many **instructional assets will be made available** for instructors, students, and the community at large.

- These assets may include video, audio, and other media types that may be accessed and/or disseminated via distance delivery.

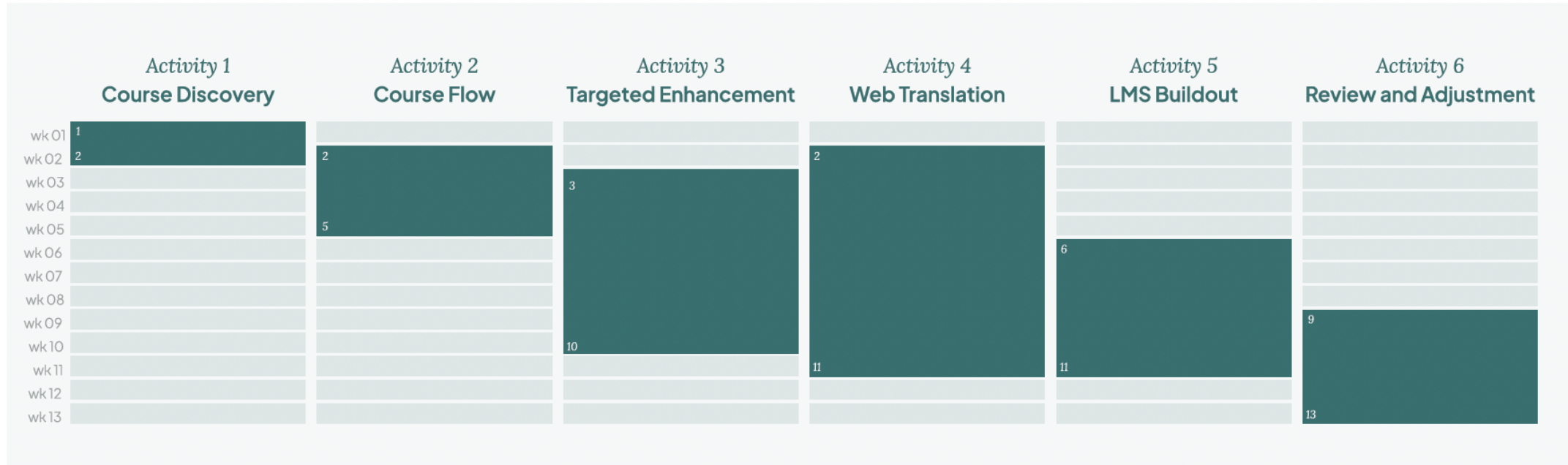
An application is being developed for dissemination and access of instructional assets and materials.

- This application may be a coded specific application, a web interface, and may also include local access.
- Tiered access to materials may be implemented, including via distance learning (web) and/or internal server-controlled delivery.



Course Deliverable Timeline

Example



Course Discovery

wk 1-2

Work through the existing content to understand overall flow and specific activities/lessons, identify potential issues with translating to digital spaces, and map all existing assets and resources.

Course Flow

wk 2-5

Development of clear flow for digital delivery and make any modification necessary for appropriate instructional flow. Wireframes built to inform digital translation and areas for targeted enhancement identified.

Targeted Enhancement

wk 3-10

Targeted enhancements developed in conjunction with course flow and web translation. Media assets and/or interactive activities created and vetted to be embedded in digital spaces.

Web Translation

wk 2-11

Design and development of web application and associated tools. Collaboration among team members for overarching design and desired user interface interaction.

LMS Buildout

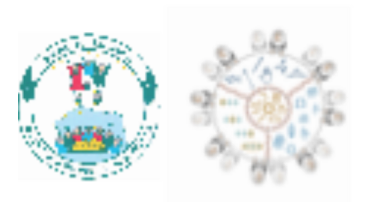
wk 6-11

Development of learning management system templates for synchronous and asynchronous modules. Inclusion of teacher materials for simplified implementation.

Review and Adjustment

wk 9-13

Specific review and public sharing for feedback and required adjustments. Finalization and deployment of final web application, corresponding LMS, and any print materials.



Project Overview

North Slope Science

- ✔ Course review and modifications in progress
- ✔ App & database development in progress
- ✔ Developed initial outreach partnerships for interviews, enhancement activities, etc.

North Slope History & Culture | Governance

- ✔ Course review and modifications in progress
- ✔ App & database development in progress
- ✔ Covered documentary video capture for Kivgiq 25
- ✔ Captured several prominent interviews
 - International Whaling Commission
 - N.S.B. Wildlife Scientist
 - Some Elders and Leaders
 - Students from dance group



Activity 1. Unit Introduction

Teacher Manual

Script 5 minutes
 This week, we will focus on some important topics. We learn about these things because ifupiaq culture revolves around their relationship to Aqviq. While many aspects of whaling are very old and traditional, the history of Yankee whaling has influenced how modern subsistence whaling is conducted. Yankee whaling also had a devastating effect on the population of whales that the Ifupiat have traditionally hunted, a population that scientists and wildlife managers refer to as the Bering-Chukchi-Beaufort Seas (BCBS) population, or stock, because they use all three of those seas over the course of every year.

You are going to learn about –

- The relationship of the Ifupiat to the bowhead whale as a population and marine mammal protected by national laws designed to keep it from going extinct.
- The international system of regulating the catch of bowhead whales - how it began and the type of scientific evidence upon which it bases its decisions
- Different methods for counting whales.
- How the Ifupiat combined their traditional knowledge with scientific methods to end a moratorium on the bowhead harvest in 1977 and became co-managers of the harvest.
- How they continue to do that to gain understanding about the potential threats that may be posed by human activities in the Arctic in the future.

Direction
 Directly state the desired results at the beginning of the unit.

Script 5 minutes
 By the end of the three weeks, you will be responsible for developing testimony to the IWC about the bowhead harvest quota.

Direction
 Pass out the journals. Or, if students still have their journals from the unit, they can continue to use them.

Journal Template
 Google Docs

Screenshots of Initial design concepting work

Photos of some of the work being done recently



Project Overview

✓ What are we doing?

We are reimagining and enhancing NSBSD specific courses that students at the the NSBSD (North Slope Science, History & Culture, Governance, and Conversational Iñupiaq and Iñupiaq Grammar).

✓ Why are we doing it?

These courses are currently often difficult for teachers who do not know the content. Also, students will be able to access richer content and more actively engage in their learning with online and in the classroom.

✓ How are we doing it?

We are leveraging modern technology and visual storytelling to create online course materials and supports that are available to instructors, students, parents (and even the community). Courses will be accompanied by teacher resources, and support stronger fidelity in instruction and engagement with the material.



What will it look like when it's done?

All 5 courses will be available online for students of the NSBSD. Course materials (such as video/audio recordings, animations, digital resources) may be made available to the community as well. These courses will allow students to receive the required credit in an in-class or an asynchronous method. Students will be included in the work as well, and each community will be represented.

