



NORTH SLOPE BOROUGH SCHOOL DISTRICT

M E M O R A N D U M

TO: Qaiyaan Harcharek, Board President
Members of the School Board

THROUGH: Pauline Harvey, Superintendent

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Pauline Harvey

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THROUGH: Dr. David Jones, Interim Assistant Superintendent

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David Jones

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THROUGH: Liz Noble, Director of Curriculum and Instruction

Liz Noble

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FROM: Tennessee D. Judkins, Unit Development Specialist

Tennessee D. Judkins

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DATE: January 29, 2020

SUBJECT: Arts & Electives Pilot Materials
Arts Standards

Memo No. SB21-119
(Action Item)

NSBSD Strategic Plan Goal:

1.0 STUDENT SUCCESS All students will reach their intellectual potential and achieve academic success through integrating Inupiaq knowledge systems into the core content areas and focusing on the development of the Whole Child.

Background:

As per BP 6161.1 Selection and Evaluation of Instructional Materials the Arts and Electives Subcommittee through the Curriculum Committee presents research documentation to support Arts and Electives Pilot for SY 21-22. The recommendation also supports AR 6141 with reference to the Adoption Cycle.

The Arts & Electives subcommittee is a subcommittee under the Curriculum Committee. This is an extension of year 1 of the three-year cycle in which the committee is doing research to put forth recommendations to the Curriculum Committee to accept and move forward to the Board. Due to the status of COVID-19 affecting instruction, we felt it was best to extend our research and review year through this school year, with the intent to bring the recommendations back to the board for approval to start the pilot programs in the SY 21-22. In addition to these recommendations, we have introduced the Alaska Arts Standards which align with and support the Arts & Electives as a whole.

The subcommittee consists of fourteen teachers that represent ten of the eleven sites. Below you will find the recommendations provided by the subcommittee.

Intent of the Pilot program is to determine student engagement and alignment with district initiatives such as the Inupiaq Learning Framework and other curriculum initiatives.

Results from the Pilot program will be presented as Impact Data during the March 2022 school board meeting to identify student engagement and success with above noted materials. The data will also showcase application and integration of arts within various content areas in a collaborative effort.

Issue Summary:

Arts and elective instruction help children with the development of motor skills, language skills, social skills, decision-making, risk-taking, and inventiveness. The arts and electives provide

challenges for learners at all levels. Art education connects students with their own culture as well as giving them the opportunity to make connections with other parts of the world and other cultures as well as providing application to and an extension of core content areas. Focusing on traditional and local arts integration in general education classrooms as well as electives will support “the whole child” as well as provide students a space for healing, creativity, social-emotional learning, and trauma interventions through place-based learning and culturally responsive teaching practices.

Recommendation:

The Curriculum Committee recommends the following:

- Iñupiaq art, culture, and traditional skin sewing. There has been great interest in these areas from students at all levels, K-12. In addition to our language-focused Iñupiat Language classrooms, Iñupiaq art, culture, and traditional skin sewing would supplement and enhance student driven learning environments. There is a need for materials and resources to support these electives and intensives. In addition to materials and resources, there is also a need to have local experts in the schools to assist with these initiatives. Not only would this provide community collaboration, but it would also increase our desire to support “the whole child” and their need for cultural context and place-based learning in school.
- Professional Development for several teachers to receive “train the trainer” type of training so that they can provide training to all teachers district-wide. The focus of this training would be based on modeling how to effectively integrate art into core content areas, supporting teachers throughout the academic year with arts integration, and how to properly make use of on-hand materials in order to integrate art successfully in the classroom.
 - Instead of being a pull-out program or activity, there are many ways that teachers can integrate the arts in their core content areas and supplement learning through these methods. Teachers are in need of this type of professional development and support.
- Materials and resources to support the Arts in STEAM initiatives. There are several sites already practicing STEAM initiatives with greater influence on the Arts, but there is a need for more support as well as providing access to materials and resources regarding STEAM initiatives. Providing a space at each site where materials and resources will be accessible by teachers will enhance the arts integration in classrooms and STEAM initiatives.
 - Some examples include science classrooms studying tundra plants, more specifically arctic cotton and adding in art components using the arctic cotton to expand upon the scientific information students learn about.
 - In addition to this, we have been working on developing a website that will house all of the art kits we currently have physically on hand in addition to all the other art kits available through the Alaska Arts Education Consortium. This website will provide real time accessibility to the art kits in a digitized form and will provide teachers with the resources they need to implement art in the classroom at all grade levels and levels of learning.
- Pilot Music Curriculum. Currently, Music Ace is accessible by all students district-wide K-12 and is a self-guided music education program. Students can use their current NSBSD login information to access Music Ace and a Google Classroom has been set up to onboard students in utilizing the software. Currently, this is an optional choice that students have access to and is set up so that students can remain autonomous in their learning. Currently,

there is need to support teachers or building leaders to be trained so that they can assist with facilitating the optional course and to be able to monitor student progress.

- Jacob Calderwood (Mr. C) is actively looking for additional music curriculum that is student driven and not dependent on teachers with a music background leading instruction. This would allow opportunities for professional development in the area of music to support any teacher or staff to facilitate music instruction at their site.
- Jacob Calderwood and Emmanuel Samuelu have been jointly working on a virtual singing project where students record themselves and videos are compiled into a large virtual choir.
 - In alignment with the Arts Action Committee, they’re working with the Iñupiaq Education Department and Iñupiat Language Teachers on creating digital audio & video resources to support traditional songs and dances which have been used for students to learn and practice their Christmas program performances. Creating a database for these resources will be accessible by all sites and useful for any future use of songs and dances. To date, they have recorded community members performing nineteen songs/dances and once it is safe to do so, they will bring in elders to tell the story of each song on video to compliment the recordings.
- Alaska Arts Standards. The Alaska Arts Standards are all encompassing and align with our recommendations by the Arts & Electives Subcommittee through the Curriculum Committee. Within the Alaska Arts Standards, “there are four overarching standards that reflect the artistic processes of creating, presenting, responding, and connecting.” Within each of the four overarching standards branches out into two or three anchor standards. “Anchor standards describe the general knowledge and skills that teachers expect students to demonstrate throughout their education and experiences with the arts. These anchor standards are parallel across the five arts disciplines of Visual Arts, Music, Media Arts, Theater, and Dance.” These standards also provide “connections” in which they align with implementation in core content areas as well as provide cultural connections. Not only do these standards align with the recommendations, they also are enhanced using Understanding by Design concepts and thinking and integrate “enduring understandings” and “essential questions” which can guide our curriculum.

Proposed Motion:

“I move that the NSBSD Board of Education adopt the Alaska Art Standards to support, align, and guide the Arts & Electives pilot programs and curriculum.”

Motion by _____ Seconded by _____

Advisory Vote _____ Vote _____