Iñupiaq Values Curriculum

Respect for Nature - Qiksiksrautiqagniq
Iñuuniagvigmun

North Slope Borough School District

Students will practice traditional academic skills through the study of the traditional Iñupiaq value of Respect for Nature.

This curriculum is being piloted for the 2007-08 school year. Please send any recommendations for changes or improvements to chrisann.justice@nsbsd.org

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Respect for Nature

K3: The World Around Us

Students will learn to identify and appreciate nature in the world around them.

Activity #1

Create a nature center for students to explore with. Encourage family members, community members and students of all ages to bring things for the class’ nature center. If students are traveling ask them to bring back something from nature from the place they traveled to. Spend time exploring the items in the center with small groups of students. Talk about how you feel about the items and encourage the students to express themselves. Touch the items and talk about where each one came from. Differentiate between things from the local area and things from far away. Interact with the items in different ways.

Some ideas for ways to interact with the items:

Draw, paint or represent items using clay.

Make crayon rubbings of flat items such as leaves and feathers.

Look at the items with a magnifying glass to see if they look differently when magnified.

Note how each item feels. Hard, soft, cold, warm, smooth, rough etc....

Use more than just hands to feel things. How does a feather feel on your cheek? Against the back of your neck? How does a cool rock feel against your forehead? How does animal fur feel on your feet?

Some ideas for items:

rocks
shells
feathers
animal skins
parts of plants
Photo Opportunity: Take pictures of the center and the children working with the things in the center.

Activity #2

Animals are an important part of nature. Help the students become familiar with as many animals as you can. There are often pets in other classrooms. Arrange to have your students visit classrooms that have pets or to have students from other classrooms bring in their pets to your class. Invite family and community members to come and show and talk about their pets. Encourage the students to talk about the things that they have learned about each animal. Ask questions about how each animal looked, how big or small it was, what it ate, how it was kept etc... Talk about where each animal would live in nature. Give the children the opportunity to draw, paint or use clay to represent the animals.

Photo Opportunity: Take pictures of the children with the different pets.

Activity #3

Have the children interact with pictures that show different aspects of nature. You could mix all of your pictures up or present them in themes. For example you could show pictures of clouds one day, mountains another day, ocean scenes, snowy scenes, flowers, deserts, underwater life, etc... You can find internet resources for pictures in Appendix A.

One fun way for the children to interact with the pictures is to use your computer and a projector and project the pictures. Children love to place themselves in the image. Turn on the projector and let them play in the picture. You could project pictures of clouds and let them pretend they are clouds floating or birds flying in the pictures. You could project underwater pictures and encourage them to pretend that they are swimming. In fact get in there and swim a little yourself. Let them be a part of the activity in the way children do best, fully, playfully and using all of their senses.

Give the children the opportunity to process what they have felt by drawing or painting. Use a map of the world and science books about different environments to show students where different types of environments can be found such as jungles, forests, deserts etc...

Photo Opportunity: Take pictures of the children interacting with the projected images. Take pictures of any artwork they create.
Activity #4

Read or tell stories to the children or look at books that talk about aspects of nature. Use all of these activities to talk about where each aspect of nature can be found. Encourage the students to talk about ones that they have personally interacted with. Encourage them to wonder about and try to think about what the environments that they are not so familiar with might feel like.

Activity #5

Bring in a tray of sand. Dampen the sand and use it to illustrate the story you tell by drawing in the sand. This is a traditional native storytelling practice. Traditionally an ivory or wooden knife was used to draw with. You could use a regular table knife.

Photo Opportunity: Have someone take pictures of the children listening to the story in this way. You could also take pictures of the “sand made illustrations.”

Activity #6

Use objects from nature to create things. Some examples are:

Sand art: Use baby food jars or other small jars and colored sand to make pretty designs. Be sure to fill the jar completely so that the sand can’t move and get mixed.

Nature collage: Give the students things that they can glue onto paper to create a nature collage.

Painted rocks: Have the students paint or decorate a rock.

Photo Opportunity: Take pictures of any artwork the children create.
Respect for Nature

K4: Gratitude for Nature

_Students will learn about nature and be able to express what they are grateful for._

**Activity #1**

Do the same activities as the K3 group. Increase the level of expectations for the students’ conversations about nature.

Have the students create something that shows what aspects of nature they are grateful for. Ideas for this could be:

- A bulletin board that shows their paintings and drawings.
- A simple book for each child that includes all of the artwork that they have done for this unit. You can do this by stapling a cover made out of construction paper to their work.
- For work done in clay you could take and print a picture to include in the book or on the bulletin board.

**Photo Opportunity:** Take pictures of the things that the students create. There are other ideas for photo opportunities in the K3 activities.
Respect for Nature

Kindergarten: Animals of the North Slope

*Students will learn about the animals of the North Slope and their habitats.*

**Activity #1**

Have the students help you to create the following habitats out of butcher paper.

**Sea and Ice:** Use a large sheet of light blue butcher paper. Have the students tear pieces of white paper into (ice) and glue onto the blue paper.

**Tundra with Lakes and Rivers:** Use a large sheet of light brown butcher paper. Have the students tear pieces of light blue paper and glue them in overlapping pieces onto the brown paper to form lakes and rivers. Give the students green crayons and have them make lines on the brown areas to represent the grasses and plants.

**Mountains:** Use a large sheet of light blue butcher paper and a large sheet of light brown or white butcher paper. If you use white you are creating mountains in winter. Light brown would be for mountains in summer. Tear or cut the brown or white paper to form mountain peaks. Glue this onto the blue paper (sky). If using the brown paper allow the students to decorate it as they did the tundra.

Now as you study each animal you will place it in the correct habitat.

**Activity #2**

Use the internet, books and magazines to show the children pictures of the animals of the North Slope. You can find good internet sources for pictures in Appendix A. When possible show them the actual animals or parts of the animals such as skins, feathers etc... Talk about the animals with the children by asking them questions that will encourage them to think about and express their opinions about the animals. Bring out things such as anatomical differences and the reasons for those differences.
Activity #3

Have the students create an Animals of the North Slope exhibit (bulletin board). After studying an animal ask them to draw, paint or use clay to represent the animal. Once the students’ work has been displayed save the work for each child in a book format. This can be done easily by stapling the sheets between a construction paper cover.

Photo Opportunity: Take pictures of the final display that includes the backgrounds and the animals the students created.

State Grade Level Expectations Met through Activities:

Reading:

[K] 1.1.3 The student uses strategies to decode or comprehend meaning of words in text by: Naming pictures of common objects; environmental print (e.g., stop, exit), using words to describe location, size, color, and shape; using names and labels of basic objects; identifying and sorting pictures into categories (e.g., vehicles, foods, colors)

[K] 1.1.4 The student uses strategies to decode or comprehend meaning of words in text by: Listening to and using new vocabulary in context

[K] 1.4.2 The student restates/summarizes information by: Restating information after listening to text

[K] 1.6.1 The student follows oral and written directions by: Following simple two-step oral directions to complete a task

[K] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material readheard

[K] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences
Respect for Nature
First Grade: Fish of the North Slope

Students will learn about the different fish of the North Slope.

Activity #1

Bring in a fish for students to examine. You can ask community or family members to donate a fish. Place the fish on newspaper and let the children touch it and comment on their observations. Encourage the students to hypothesize about things such as what the fins are for, what it eats, how big it can grow to be etc... Once the students have had the opportunity to thoroughly investigate the fish have them watch as you do a simple fish dissection. Give the students a copy of the fish anatomy chart. Appendix B. Go over the parts on the chart. As you open the fish see if the children can make the connection between the information on the fish anatomy chart and the actual fish. Have someone take pictures of the steps so that you can post them for the children to go back to.

Activity #2

Ask for family or community members to donate fish of different types so that the students can see several different types of fish. Take pictures of each type and post them with their Iñupiaq names.

Photo Opportunity: Take pictures of each type and post them with their Iñupiaq names. Take pictures of the students looking at the different types of fish.

Activity #3

Have a fish bake-off where the students get to try as many different kinds of fish as possible. You could use the fish that family and community members have donated. Label the tray of cooked fish with a picture of the whole fish. Have the students vote on their favorite.

Photo Opportunity: Take pictures of the students helping to prepare the fish for cooking. Take pictures of the children tasting and voting on their favorites.
Activity #4

Have the students draw, paint or create their own fish using clay. Help the students create a book of their fish pictures. For clay creations take a picture of their creation and print it out to include in their book.

Photo Opportunity: Take pictures of the children’s artwork or a bulletin board that has their artwork.

Activity #5

Ask someone to come in and talk about fishing. They could talk about the first fish they ever caught or another special fishing story. They could talk about where they go and what methods they use to catch different types of fish.

Photo Opportunity: Take pictures of the special visitor talking to the children.

Activity #6

Have the students write a fishing story. They can tell a story of something that really happened to them while fishing, something that happened to someone else when fishing or make up something fictional.

Activity #7

Read books or stories about fish and fishing to the students. The book: “A Field Guide to the Common Fishes of the North Slope of Alaska” published by the North Slope Borough, Department of Wildlife Management will be very useful throughout your study of fish.

The NSBSD ANEP site has made a poster with some of the fish that you can access with the following link:

http://www.nsbsd.org/anep/public/index.cfm/4,533,html

Activity #8

If parents or community members have come and spoken with your class, have your students write them a thank you note.
State Grade Level Expectations Met through Activities:

Reading:

[1] 1.1.4 The student uses strategies to decode or comprehend meaning of words in text by: Obtaining information using text features (e.g., titles, illustrations, table of contents, speech bubbles)

[1] 1.1.5 The student uses strategies to decode or comprehend meaning of words in text by: Identifying the meaning of new vocabulary; using new vocabulary in context

[1] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering who, what, where, and when questions after listening to or reading a story

[1] 1.2.2 The student comprehends literal or inferred meaning from text by: Generating questions to clarify meaning of the text

[1] 1.2.4 The student comprehends literal or inferred meaning from text by: Drawing conclusions about stories or information while listening or reading (e.g., comparing and contrasting)

[1] 1.4.2 The student restates/summarizes information by: Restating information after listening to text*

[1] 1.6.1 The student follows oral and written directions by: Following two-step oral directions to complete a task

[1] 1.6.2 The student follows oral and written directions by: Following symbol, icon, or written directions to complete a task

[1] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read/heard*

[1] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences and other texts

Writing:

[1] 1.2.1 The student writes for a variety of purposes and audiences by: Writing
thoughts or ideas to communicate with specific audiences (e.g., cards, letters, notes, lists)

[1] 1.3.1 The student writes and edits using conventions of Standard English by: Writing first name and last name with initial capitals and lowercase letters

[1] 1.3.2 The student writes and edits using conventions of Standard English by: Writing a variety of simple sentences using capitalization and end punctuation (i.e., statement, question, exclamation)

[1] 1.3.3 The student writes and edits using conventions of Standard English by: Correcting mistakes in spelling with support (e.g., grade-appropriate, high-frequency words)

[1] 1.3.4 The student writes and edits using conventions of Standard English by: Identifying punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)

[1] 1.3.5 The student writes and edits using conventions of Standard English by: Correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns) with support

[1] 1.3.6 Producing legible handwriting with correct spacing, letter formation, and pencil grip

[1] 1.4.1 The student revises writing by: Working with peers or teacher to rearrange and/or add supporting details to improve clarity

[1] 1.4.2 The student revises writing by: Giving and/or receiving ideas and suggestions about writing and responding appropriately

[1] 1.5.1 The student documents sources by: Identifying sources of oral and written information (e.g., people, movies, books, maps, glossary, computer, etc.)
Respect for Nature
Second Grade: Birds of the North Slope

Students will learn about the birds of the North Slope.

Activity #1

Spring is when birds begin to arrive in the North Slope. An exciting activity is to begin charting birds the students see. In order to do this students need to know how to identify the birds that they might see. You can find lists of Alaskan birds divided into the areas where they can be seen. The lists even let you know how common or uncommon it is to see specific species.

http://www.npwrc.usgs.gov/resource/birds/checkbird/r7/2.htm


Use these lists to decide which birds your class wants to put on the chart. The next step is to learn how to identify each of the birds on the lists. Some good resources for identifying local birds are:

Alaska Birds (Pocket Naturalist -Waterford Press) by James Kavanagh

Field Guide to Bird nests and Eggs of Alaska’s Coastal Tundra by Timothy D. Bowman

Guides to the Birds of Alaska by Robert H. Armstrong

Once the class has decided on the birds that they will be looking for create a chart with a column for each species of bird. Help each student to create a small notebook for keeping track of their sightings. The notebook can be made by cutting letter size paper into four pieces and then stapling several of these small sheets together. This is a good size for the students to carry around in their pockets. Remind the students to take notes when they see a bird. They should note what type of bird it was and where and when they saw the bird or birds. They should note how many they saw. Every morning ask the students if they have anything new to report and add their findings to the chart.
Activity #2

Have the students write a story from the point of view of a bird. Before beginning to write have the students spend some time wondering aloud and talking about what it might feel like to be a bird. Ask questions about what it might feel like to fly, build a nest, sit on eggs for a long time etc... Once the students have explored these ideas and feelings give them time to write the story. Once the stories are finished have the students illustrate them and read them aloud in class. Note: Sometimes it is easier for students to do things the other way around by first creating the illustrations and then writing the story.

Activity #3

Invite parents and community members to come and share stories of their experiences with hunting birds or gathering eggs.

Photo Opportunity: Take pictures of the special visitor talking to the children.

Activity #4

Invite a parent or community member to come and teach the students how to do goose calls.

Photo Opportunity: Take pictures of the special visitor teaching the children.

Activity #5

Use a resource such as the CD “Bird Songs of Alaska” to help students learn to identify common birds by their calls.

Activity #6

If parents or community members have come and spoken with your class, have your students write them a thank you note.

State Grade Level Expectations Met through Activities:

Reading:
[2] 1.1.3 The student uses strategies to decode or comprehend meaning of words in text by: Obtaining information using text features including illustrations, captions, and titles

[2] 1.1.4 The student uses strategies to decode or comprehend meaning of words in text by: Identifying the meaning of new vocabulary; using new vocabulary in correct context; making inferences about the meaning of a word based on its use in a sentence

[2] 1.2.1 The student comprehends literal or inferred meaning from text by: Answering questions about information explicitly stated in text

[2] 1.4.2 The student restates/summarizes information by: Restating information after reading text*

[2] 1.6.1 The student follows oral and written directions by: Following multi-step oral directions to complete a task

[2] 1.6.2 The student follows oral and written directions by: Following one- to two-step written directions to complete a task

[2] 1.7.1 The student analyzes content and structure of genres by: Distinguishing between fiction and non-fiction, poetry and prose

[2] 1.9.1 The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read

[2] 1.10.1 The student connects themes by: Making relevant connections between text and personal experiences, experiences of other, and other texts

[2] 1.10.2 The student connects themes by: Locating details in text to illustrate relevant connections between personal experiences, experiences of others, and other texts

Writing:

[2] 1.1.1 The student writes about a topic by: Writing complete sentences with a subject and a predicate

[2] 1.1.2 The student writes about a topic by: Writing and organizing thoughts into a topic sentence and two supporting sentences

[2] 1.1.4 The student writes about a topic by: Identifying paragraphs in a piece of writing

[2] 1.2.1 The student writes for a variety of purposes and audiences by: Producing
ing a variety of written forms for specific audiences (e.g., stories, reports, letters, journal entries)

[2] 1.3.1 The student writes and edits using conventions of Standard English by: Writing a variety of complete, simple sentences (i.e., statement, question, exclamation)

[2] 1.3.2 The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words)

[2] 1.3.3 The student writes and edits using conventions of Standard English by: Using punctuation in written work (e.g., periods, question marks, exclamation marks, commas, quotation marks)

[2] 1.3.4 Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)

[2] 1.3.5 Rewriting handwritten work to improve legibility, if necessary, when producing final drafts

[2] 1.4.1 The student revises writing by: Rearranging and/or adding supporting details to improve clarity

[2] 1.4.2 The student revises writing by: Giving/receiving appropriate feedback about written work

[2] 1.5.1 The student documents sources by: Listing sources or authors and titles of books and other materials when used as references in written work with support
Respect for Nature

Third Grade: Geography of the North Slope - Villages

*Students will learn the locations and Iñupiaq names of the villages of the north slope.*

**Activity #1**

Have the students learn about the villages of the North Slope by using the Iñupiaq - English map of the North Slope Borough. Have them learn the Iñupiaq names of each of the villages. Have them use the key to find out distances between each of the villages.

**Activity #2**

Have the students draw their own map of the North Slope or give them an outline copy of a map of the North Slope. Have them label the villages with their Iñupiaq names. Copies of maps can be found in appendix C.

**Activity #3**

You can find pictures of each of the villages online under communities at the district website. Look at the pictures with your students. Talk about the similarities and differences in the villages.

**Activity #4**

Find out what villages each of your students have been in. You can do this by creating a chart with all of your students and all of the villages. You can then put check marks by the villages each student has been to. Have them talk about their personal experiences in each place.

**Photo Opportunity:** Take a picture of the chart once it is finished.

**Activity #5**

Find parents or community members from villages other than your own. Invite them to come to class to tell stories about what it was like growing up in their village.
**Photo Opportunity:** Take pictures of the special visitor talking to the children.

**Activity #6**

Create a poster board for each village. Write the name of the village in Inupiaq and English. Have the students research to add basic facts and pictures about each village on the poster board. One way to organize this activity would be to divide the villages between the class and have the students work in small groups. You could assign each group to complete their poster and then present it to the classroom.

**Photo Opportunity:** Take pictures of the final posters.

**Activity #7**

If parents or community members have come and spoken with your class, have your students write them a thank you note.

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### State Grade Level Expectations Met through Activities:

**Reading:**

[3] **1.1.3.** The student uses strategies to decode or comprehend the meaning of words in texts by: Obtaining information using text features including pictures (illustrations for text) and visual cues (e.g., bolded or italicized text, chapter titles)

[3] **1.2.1.** The student comprehends literal or inferred meaning from text by: Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[3] **1.4.2.** The student restates/summarizes information by: Restating information after reading a text or identifying accurate restatements

[3] **1.6.1.** The student follows written directions by: Completing a simple (1-2 step) task by following written directions (L)

[3] **1.9.1.** The student analyzes content of text to differentiate fact and opinion by: Expressing own opinion about material read (L)
[3] 1.1.1. The student connects themes by: Making connections between a text [and personal experiences (e.g., this reminds me of when I gave my favorite toy away), experiences of others (e.g., sister helps in toy drive), L] or other texts (e.g., the March sisters helped others in need)

[3] 1.1.2. The student connects themes by: Locating details in text to illustrate relevant connections between [personal experience, experience of others, or L] other texts

Writing:

[3] 1.1.1. The student writes about a topic by: Writing complete sentences with a subject and a predicate

[3] 1.1.2. The student writes about a topic by: Writing a paragraph on a single topic with two or more supporting details

[3] 1.2.1. The student writes for a variety of purposes and audiences by: Choosing the appropriate organizational structure to match a purpose and audience (e.g., letters and notes, recounts, stories, and poems) (L)

[3] 1.3.1. The student writes and edits using conventions of Standard English by: Writing a variety of complete, simple sentences (i.e., statement, question, exclamation)

[3] 1.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words) (L)

[3] 1.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation at the end of sentences and capitalization (i.e., beginning of sentences and proper nouns)

[3] 1.3.4. The student writes and edits using conventions of Standard English by: Rewriting handwritten work to improve legibility, if necessary, when producing final drafts (L)

[3] 1.4.1. The student revises writing by: Rearranging and/or adding supporting details to improve clarity

[3] 1.4.2. The student revises writing by: Giving/receiving appropriate feedback about written work (L)

[3] 1.5.1. The student documents sources by: Listing sources or authors and titles of books and other materials when used as references in written work (L)
Respect for Nature
Fourth Grade: Geography of the North Slope - Rivers

Students will learn about the rivers of the North Slope.

Activity #1

Have the students learn about the rivers of the North Slope by using the Iñupiaq - English map of the North Slope Borough. Have them learn the Iñupiaq names of each of the rivers. Have them use string and the key to find out about how long each river is (based on what is represented on the map).

Activity #2

Have the students draw their own map of the North Slope or give them an outline copy of a map of the North Slope. Have them label the rivers with their Iñupiaq names. Copies of maps can be found in appendix C.

Activity #3

Invite parents or community members to come and tell stories of when they have traveled on the rivers. Use the maps to help students know which river the speaker is talking about so that they can learn about the different characteristics of each river. Ideas for stories could be:

foot races on rivers
boating trips
getting stuck in sandbars
using the frozen rivers to find your way when lost
fishing on rivers
camping and hunting on rivers

Photo Opportunity: Take pictures of the special visitor talking to the children.
Activity #4

Have the students write stories about time they have spent on or near a river.

Activity #5

If parents or community members have come and spoken with your class, have your students write them a thank you note.

State Grade Level Expectations Met through Activities:

Reading:

[4] 2.1.3. The student uses strategies to decode or comprehend the meaning of words in texts by: Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)

[4] 2.2.1. The student comprehends literal or inferred meaning from text by: Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[4] 2.2.2. The student comprehends literal or inferred meaning from text by: Self-monitoring comprehension by formulating questions while reading (e.g., why is this character not telling the truth, why are bears with cubs especially dangerous, what will happen next), or rereading (e.g., for clarification, confirmation, correction) (L)

[4] 2.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented in the text (e.g., cause and effect, character motivation)

[4] 2.4.2. The student restates/summarizes and connects information by: Restating and summarizing information after reading a text or identifying accurate re-statements and summaries

[4] 2.5.2. Demonstrates understanding of main idea by: Locating information in narrative and informational text to answer questions related to main ideas or key details
[4] 2.6.1. The student follows written directions by: Completing a simple task by following written, multi-step directions (e.g., recipe) (L)

[4] 2.9.1. The student analyzes content of text to differentiate fact from opinion by: Distinguishing fact from opinion in a text

[4] 2.9.2. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

Writing:

[4] 2.1.1. The student writes about a topic by: Writing a paragraph that maintains a focused idea and includes details that support the main idea

[4] 2.1.2. The student writes about a topic by: Organizing ideas logically (L)

[4] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., personal letters, recounts, descriptions or observations

[4] 2.3.1. The student writes and edits using conventions of Standard English by: Writing a variety of simple and complex sentences including the conjunctions and, or, but, or because

[4] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words and contractions) (L)

[4] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in series) and capitalization (i.e., book titles, beginning of sentences, and proper nouns)

[4] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting usage mistakes in subject/verb agreement (L)

[4] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus and to support main ideas

[4] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)
[4] 2.5.1. The student documents sources by: Giving credit for others' information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L)

[4] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries (L)
Respect for Nature
Fifth Grade: Local Geography

*Students will learn the Iñupiaq names for local geographic landmarks such as rivers and camps.*

**Activity #1**

Give each student a blank map of the local area. Blank maps can be found in Appendix C. Have them label the maps with local landmarks such as rivers and camps. Have them use resources such as the *Iñupiaq - English map of the North Slope Borough* and community members to find the Iñupiaq names of each of the camps and rivers.

**Activity #2**

Invite parents and community members to come in and share stories of special events that have happened at the local landmarks. Have them take a picture of each storyteller. Have the students record the speakers and write out the stories to compile into a book about the local area. Often books will have a map. Show the students some of these books and talk about why the writer added a map to the book. Have the students include a map of the local area that they have worked on. A way to decide which of the student’s maps to include would be to have the students vote on which map should be included in the book. Include the pictures of the storytellers in the book as well.

**Photo Opportunity:** Take pictures of the special visitor talking to the children.

**Activity #3**

Have the students go to other classes to read the stories.

**Photo Opportunity:** Take pictures of the students reading to other classes.

**Activity #4**

Invite the community to come and listen to your students tell the stories.
**Photo Opportunity:** Take pictures of the students telling the stories at the community event.

**Activity #5**

If parents or community members have come and spoken with your class, have your students write them a thank you note.

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**State Grade Level Expectations Met through Activities:**

**Reading:**

[5] 2.1.3. The student uses strategies to decode or comprehend the meaning of words in texts by: Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, or headings)

[5] 2.2.1. The student comprehends literal or inferred meaning from text by: Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[5] 2.2.4. The student comprehends literal or inferred meaning from text by: Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation)

[5] 2.5.2. Demonstrates understanding of main idea by: Locating information in narrative and informational text to answer questions related to main ideas or key details

[5] 2.6.1. The student follows written directions by: Completing a task by following written, multi-step directions (e.g., origami) (L)

[5] 2.9.1. The student analyzes content of text to differentiate fact from opinion by: Distinguishing fact from opinion in a text

[5] 2.9.2. The student analyzes content of text to differentiate fact from opinion by: Expressing own opinion about material read and supporting opinions with evidence from text

[5] 2.10.2. The student connects themes by: Identifying themes in texts and making relevant connections to [personal experiences, experiences of others or L] other texts
Writing:

[5] 2.1.1. The student writes about a topic by: Writing more than one paragraph that states and maintains a focused idea and includes details that support the main idea of each paragraph

[5] 2.1.2. The student writes about a topic by: Using paragraph form: indents or uses paragraph breaks (L)

[5] 2.1.3. The student writes about a topic by: Organizing ideas logically to establish clear relationships within and between paragraphs (e.g., using transition words or phrases that reveal order or chronology) (L)

[5] 2.1.4. The student writes about a topic by: Writing a concluding statement

[5] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)

[5] 2.3.1. The student writes and edits using conventions of Standard English by: Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing (L)

[5] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high frequency words, homophones, and contractions)

[5] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., end of sentences, commas in dates, salutations and closings in letters, and commas in a series) and capitalization

[5] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, and possessives) (L)

[5] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus, to support main ideas and to make sequence clear

[5] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others' written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[5] 2.5.1. The student documents sources by: Giving credit for others' ideas, images and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L)
[5] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs (L)

[5] 2.6.2. The student uses resources by: Using thesaurus to find synonyms for common words (L)

[5] 2.6.3. The student uses resources by: Writing using a word processor (L)
Respect for Nature

Sixth Grade: Understanding and Predicting Weather

*Students will understand more about the weather in their area and learn how to predict the weather in their area.*

**Activity #1**

Have the students canvas the community to find a local weather expert or two. Invite these experts to come and teach the class about the local weather. Ideas for topics are:

- ways to predict the weather
- dangerous weather conditions
- water currents and how they affect weather
- open leads vs. closed leads

Have the students video-tape these discussions.

*Photo Opportunity:* Take pictures of the special visitor talking to the students.

**Activity #2**

After the local weather expert has spoken to the students have them create a weather manual based on the things that they have learned. They could divide the project up into different weather types.

*Photo Opportunity:* Take pictures of the completed weather manual.

**Activity #3**

Have the students present what they have learned to another class.

*Photo Opportunity:* Take pictures of the students presenting to another class.
Activity #4

If parents or community members have come and spoken with your class, have your students write them a thank you note.

State Grade Level Expectations Met through Activities:

Reading:

[6] 2.1.3. The student uses strategies to decode or comprehend the meaning of words in texts by: Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, headings, or subheadings)

[6] 2.2.1. The student comprehends literal or inferred meaning from text by: Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions

[6] 2.4.1. The student restates/summarizes and connects information by: Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text

[6] 2.6.1. The student follows written directions by: Completing a task by following written, multi-step directions (e.g., basic science experiment) (L)

[6] 2.9.1. The student analyzes content of text to differentiate fact from opinion by: Distinguishing fact from opinion in a text

Writing:

[6] 2.1.1. The student writes about a topic by: Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details

[6] 2.1.2. The student writes about a topic by: Using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately (L)

[6] 2.1.3. The student writes about a topic by: Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., us-
ing transition words or phrases that reveal order or chronology, comparison/contrast) (L)

[6] 2.1.4. The student writes about a topic by: Writing a concluding statement

[6] 2.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing)

[6] 2.2.4. The student writes for a variety of purposes and audiences by: Using diagrams, charts or illustrations with captions or labels in research projects or extended reports (L)

[6] 2.3.1. The student writes and edits using conventions of Standard English by: Varying the beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning of writing

[6] 2.3.2. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions)

[6] 2.3.3. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization

[6] 2.3.4. The student writes and edits using conventions of Standard English by: Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns)

[6] 2.4.1. The student revises writing by: Rearranging and/or adding details to improve focus, to support main ideas, to clarify topic sentence, and to make sequence clear

[6] 2.4.2. The student revises writing by: Giving/receiving appropriate feedback and using established criteria to review own and others’ written work (e.g., peer conferences, checklists, scoring guides, or rubrics) (L)

[6] 2.4.3. The student revises writing by: Combining sentences for fluency and selecting precise, descriptive words to improve the quality and effectiveness of writing (L)

[6] 2.5.1. The student documents sources by: Giving credit for others’ ideas, images, and information by citing title and source (e.g., author, storyteller, translator, songwriter or artist) (L)
[6] 2.6.1. The student uses resources by: Looking up spelling or definitions of words in dictionaries or correcting misspellings using software programs, including choosing the correct spelling option among several choices (L)

[6] 2.6.2. The student uses resources by: Using a thesaurus to find synonyms for common words (L)

[6] 2.6.3. The student uses resources by: Writing with a word processor using formatting features to produce a final draft (L)
Respect for Nature

Seventh Grade: Weather Safety

Students will learn about staying safe in extreme weather conditions.

Activity #1

Invite community members to come and tell stories of experiences they have had with extreme weather. Be sure to video-tape their stories. Have the students ask questions to find out what the person telling the story wished they had handled differently. Have them ask what decisions they are grateful to have made and how they made those decisions.

Photo Opportunity: Take pictures of the special visitor talking to the students.

Activity #2

Have the students write down the stories that they heard. If you can’t get community members to come into the classroom you could assign students to search out the stories and write them down as homework. Have them publish the stories in a book or newsletter format. Include pictures of the storytellers and illustrations. Share the final product with the community.

Photo Opportunity: Take pictures of the students sharing the book or newsletter.

Activity #3

Have the students write their own weather safety manual. They can compile it from advice they get from locals as well as what they can find in textbooks and on the internet.

Photo Opportunity: Take pictures of the final safety manual.

Activity #4

If parents or community members have come and spoken with your class, have your students write them a thank you note.
State Grade Level Expectations Met through Activities:

Reading:

[7] 3.2.2. The student reads text aloud by: Reading aloud short factual information (e.g., reports, articles) (L)

Writing:

[7] 3.1.1. The student writes about a topic by: Writing a thesis statement that identifies the focus or controlling idea for the entire composition

[7] 3.1.2. The student writes about a topic by: Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement

[7] 3.1.3. The student writes about a topic by: Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases

[7] 3.1.4. The student writes about a topic by: Writing a conclusion that supports the thesis or summarizes the main ideas

[7] 3.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform or describe

[7] 3.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, and/or newsletters) (L)

[7] 3.2.4. The student writes for a variety of purposes and audiences by: Using diagrams, charts or illustrations with captions or labels in research projects or extended reports (L)

[7] 3.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[7] 3.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)
[7] 3.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes)

[7] 3.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[7] 3.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[7] 3.4.1. The student revises writing by: Rearranging details to improve clarity and logical progression of ideas (e.g., making chronological sequence clear, creating a logically consistent story line)

[7] 3.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[7] 3.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[7] 3.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[7] 3.4.5. The student revises writing by: Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

[7] 3.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)

[7] 3.5.1. The student documents sources by: Giving credit for others' ideas, images and multimedia information by citing sources, including author, title, and publishing information (using simplified MLA or APA style) (L)

[7] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[7] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words (L)
3.6.3. The student uses resources by: Using formatting features to produce a final draft by centering title, choosing appropriate font size and style, indentation, pagination, and line spacing (L)
Respect for Nature
Eighth Grade: Search and Rescue

_Students will learn about how Search and Rescue is managed on the North Slope._

**Activity #1**

Each village has their own search and rescue unit. Invite someone from the search and rescue department to come and talk with the class about how search and rescue is managed in their area. Ask them to share stories of experiences they have had while working with Search and Rescue.

**Photo Opportunity:** Take pictures of the special visitor talking to the students.

**Activity #2**

Have the students invite someone that has been rescued to come and talk to the class about their experience.

**Photo Opportunity:** Take pictures of the special visitor talking to the students.

**Activity #3**

Invite someone to come and talk to the class about a time when they helped in a search and rescue operation.

**Photo Opportunity:** Take pictures of the special visitor talking to the students.

**Activity #4**

Have the students write a story of a rescue from each person’s perspective.

Person or organization organizing the rescue,

person helping with the rescue,

person being rescued,

family members worried about the person that is lost.
Activity #5

If parents or community members have come and spoken with your class, have your students write them a thank you note.

State Grade Level Expectations Met through Activities:

Writing:

[8] 3.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, and/or autobiography) to inform, describe or persuade

[8] 3.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)

[8] 3.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[8] 3.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[8] 3.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons)

[8] 3.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[8] 3.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[8] 3.4.1. The student revises writing by: Rearranging details to improve clarity and logical progression of ideas (e.g. making chronological sequence clear, clarifying cause and effect, creating a logically consistent story line)
[8] 3.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[8] 3.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[8] 3.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[8] 3.4.5. The student revises writing by: Using appropriate voice for intended audience (e.g., humorous, informal, formal, or technical)

[8] 3.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, rubric, word processor) (L)

[8] 3.5.1. The student documents sources by: Giving credit for others' ideas, images and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources, including author, title, publishing information and page number (using simplified MLA or APA style) (L)

[8] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[8] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words (L)

[8] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)
Respect for Nature

Ninth Grade: Subsistence Camp - Inland

*Students will plan, organize and participate in an inland subsistence camp.*

**Activity #1**

Have the students ask parents or community members to help them organize an inland subsistence camp. Try to organize it so that you are out on the land for a few days. At the very least plan a day trip. Have the students organize all of the details on paper. If they are going to ask organizations for donations to fund the trip, have them write out their plan for approaching the donors. You want your students to take ownership of every aspect of the camp. A very important part of the organization involves assignments for the camp. Make sure that someone is the camp photographer. Have another person taking notes on the daily happenings. They should list and organize all of the camp jobs to make them fair. Students should have a journal so that they can take their own notes as well.

**Photo Opportunity:** Take pictures of every aspect of the trip including the planning.

**Activity #2**

Once they return from the trip have them write about their experience.

**Activity #3**

Use the stories, pictures and daily notes to create a report/newsletter about the trip.

**Activity #4**

Be sure to have the students write thank you notes to any community members or organizations that helped them in organizing and funding the camp.
State Grade Level Expectations Met through Activities:

Writing:

[9] 4.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade

[9] 4.2.3. The student writes for a variety of purposes and audiences by: Writing expressively when producing or responding to texts (e.g., poetry, journals, editorials, drama, reflective essays, and/or newsletters) (L)

[9] 4.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[9] 4.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[9] 4.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)

[9] 4.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[9] 4.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[9] 4.4.1. The student revises writing by: Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counter-arguments appropriate to the genre)

[9] 4.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)
[9] **4.4.3.** The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing

[9] **4.4.4.** The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[9] **4.4.5.** The student revises writing by: Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed

[9] **4.4.6.** The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L)

[9] **4.5.1.** The student documents sources by: Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style) (L)

[9] **3.6.1.** The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[9] **3.6.2.** The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)

[9] **3.6.3.** The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

[9] **3.6.4.** The student uses resources by: Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)
Respect for Nature

Tenth Grade: Subsistence Camp - Marine

_Science will plan, organize and participate in a marine subsistence camp._

**Note:** Annaktuvuk Pass students will need to participate with the ninth grade students in the inland camp.

**Activity #1**

Have the students ask parents or community members to help them organize a marine subsistence camp. Try to organize it so that you are out for a few days. At the very least plan a day trip. Have the students organize all of the details on paper. If they are going to ask organizations for donations to fund the trip, have them write out their plan for approaching the donors. You want your students to take ownership of every aspect of the camp. A very important part of the organization involves assignments for the camp. Make sure that someone is the camp photographer. Have another person taking notes on the daily happenings. They should list and organize all of the camp jobs to make them fair. Students should have a journal so that they can take their own notes as well.

**Photo Opportunity:** Take pictures of every aspect of the trip including the planning.

**Activity #2**

Once they return from the trip have them write about their experience.

**Activity #3**

Use the stories, pictures and daily notes to create a report / newsletter about the trip.

**Activity #4**

Be sure to have the students write thank you notes to any community members or organizations that helped them in organizing and funding the camp.
State Grade Level Expectations Met through Activities:

Writing:

[10] 4.2.2. The student writes for a variety of purposes and audiences by: Writing in a variety of nonfiction forms (e.g., letter, report, biography, autobiography, and/or essay) to inform, describe or persuade

[10] 4.3.1. The student writes and edits using conventions of Standard English by: Varying beginnings, lengths, and patterns of sentences to improve flow and to enhance meaning and style of writing

[10] 4.3.2. The student writes and edits using conventions of Standard English by: Applying rules of spelling (e.g., homophones, irregular plurals, and contractions)

[10] 4.3.3. The student writes and edits using conventions of Standard English by: Applying rules of punctuation (i.e., comma, quotation marks, apostrophes, semicolons, colons, hyphens, and parentheses)

[10] 4.3.4. The student writes and edits using conventions of Standard English by: Applying rules of capitalization (e.g., titles and proper nouns)

[10] 4.3.5. The student writes and edits using conventions of Standard English by: Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure)

[10] 4.4.1. The student revises writing by: Reviewing content and organization and making appropriate changes to improve clarity and logical progression of ideas (e.g., increasing elaboration or support for ideas/thesis, providing relevant details, examples, definitions, narrative anecdotes, illustrative scenarios, or counter arguments appropriate to the genre)

[10] 4.4.2. The student revises writing by: Giving/receiving appropriate feedback and evaluating writing based on established criteria (e.g., self-created checklists, peer conference formats, scoring guides or rubrics) (L)

[10] 4.4.3. The student revises writing by: Combining sentences for fluency, using precise and descriptive words and/or eliminating irrelevant details to improve quality and effectiveness of writing)
[10] 4.4.4. The student revises writing by: Clarifying thesis statement and/or topic sentence and adding details to support main ideas, if needed

[10] 4.4.5. The student revises writing by: Making style, diction, and voice or persona more consistent with form (e.g., organizational structure or writing genre) and the perspective conveyed

[10] 4.4.6. The student revises writing by: Using resources throughout the writing process (e.g., dictionary, thesaurus, peer conference, scoring guide, genre exemplars, style manual, rubric, word processor) (L)

[10] 4.5.1. The student documents sources by: Giving credit for others' ideas, images, and multimedia information, including others' ideas directly quoted or paraphrased by student, by citing sources using a standard method of documentation (e.g., MLA or APA style) (L)

[10] 3.6.1. The student uses resources by: Correcting misspellings using available software programs, including choosing the correct spelling option among several choices (L)

[10] 3.6.2. The student uses resources by: Using thesaurus to locate and choose effective synonyms for common words or to avoid redundancy (L)

[10] 3.6.3. The student uses resources by: Selecting and using formatting features to produce final draft (e.g., centering title, choosing appropriate font size and style, indentation, pagination, and line spacing) (L)

[10] 3.6.4. The student uses resources by: Selecting correct choice when using grammar-checking software (e.g., accepts suggested change or disregards inappropriate suggested change) (L)
Respect for Nature

Eleventh Grade: Local Stewards of the Environment

Students will learn how local agencies create and enforce policies to protect the environment.

Activity #1

Have the students create questions to ask local organizations about their policies for protecting the environment. Some organizations they should contact are:

North Slope Borough Planning Department - Johnny Aiken

ASRC - Richard Glenn

Tribal Councils

They should have their questions well prepared before contacting the agencies. They should start with the most local agency possible as their questions will improve as they learn more. Here are some starter questions:

1. What does name of agency do to perpetuate the legacy of protecting our environment?

2. Does name of agency have an environmental policy?

3. If so how was it created?

4. Who was involved?

5. What does it consist of?

6. What other organizations does name of agency work with to promote the protection of the environment?
Activity #2

Have the students use the information they have collected to create a Keynote presentation that shows what is currently being done by local agencies to protect the environment. Have them share their presentations with the community.

**Photo Opportunity:** Take pictures of the students preparing for and giving their presentations.

Activity #3

Have the students write about ways that they can be effective stewards of the environment. They could turn their statements into propaganda posters to place around the school.

**Photo Opportunity:** Take pictures of any posters the students make.

Activity #4

Have the students send thank you notes to the people that helped them with their research.
Respect for Nature

Twelfth Grade: International Stewards of the Environment

Students will learn how international agencies create and enforce policies to protect the environment.

Activity #1

Have the students create questions to ask local organizations about their policies for protecting the environment. Some organizations they should contact are:

Inuit Circumpolar Council - Jimmy Stotts - (907) 274-9058

They should have their questions well prepared before contacting the agencies. They should start with the most local agency possible as their questions will improve with the more they learn.

Here are some starter questions:

1. What does name of agency do to perpetuate the legacy of protecting our environment?

2. Does name of agency have an environmental policy?

3. If so how was it created?

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Appendix A: Internet Resources

Places to get pictures:

http://www.webshots.com

This is an excellent site to get beautiful free pictures. They are copyrighted so you can’t publish them but you can have them for your personal use and for teaching with. A lot of people put their photos onto webshots. You can do subject searches and find pictures in the category you want. Some of them are great and others aren’t quite as nice. To find the best ones select Pro-Shots. You will need to download the webshots software in order to be able to get pictures but once you do your pictures will automatically go to your iPhoto library.


This is a site where you will find a lot of Alaskan photography for sale. You’ll be able to send pictures to your iPhoto by right clicking on the photo (ctrl + click). Again these are copyrighted pictures so they would only be for your use. Also, these pictures will be small compared to those you will find on webshots.

http://www.dced.state.ak.us/apl/home.cfm

A site where you can search for Alaskan pictures. These will be smaller than what you can get on webshots. Just right click on the picture you want and select to have it added to your iPhoto library.
Appendix D: Bird list

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Canada Warbler

Scarlet Tanager

Western Tanager

Indigo Bunting

American Tree Sparrow

Chipping Sparrow

Savannah Sparrow

Fox Sparrow

Sedge Sparrow

Lincoln’s Sparrow

White-throated Sparrow

Golden-crowned Sparrow

White-crowned Sparrow

Harris’ Sparrow

Dark-eyed Junco

Lark Longspur

Smith’s Longspur

Pallas’s Reed Bunting

Snow Bunting

Bobolink

Red-winged Blackbird

Western Meadowlark

Yellow-headed Blackbird

Rusty Blackbird

Breeder’s Blackbird

Brown-headed Cowbird

Brambling

Rosy Finch

Pine Grosbeak

Red Crossbill

White-winged Crossbill

Common Redpoll

Hoary Redpoll

Pine Siskin

Wilsonia canadensis

EMBERRIDAE: Thraupidae

Prongerodacne

Prongerodacne

Passerina cyanus

EMBERRIDAE: Emberizinae

Spatula cinnamomea

Spatula paludicola

Passeris saxatilis

Pleocephalus diastus

Melospiza melodia

Zonotrichia leucophrys

Zonotrichia querula

Junco hyemalis

Calcarius lapponicus

Calcarius piceus

Emberiza pallasi

Amellinula nigricollis

Dolichonyx oryzivorus

Aplonis phoenicurus

Stenellia neglecta

Xanthocephalus xanthocephalus

Eupsophus carolinus

Eupsophus cyaniceps

Molothrus ater

Prunella montifringilla

Leucosticte arctica

Pinicola enucleator

Leucospiza conirostris

Leucospiza leucophrys

Carduelis flammea

Carduelis hornemanni

Carduelis pusia

Checklist of Birds,
Barrow, Alaska

1993 EDITION

David W. Norton, Jenny Brewer, and Brandy Macy
Arctic Swannan Ilisagvik College, Barrow, Alaska 99723-7337 U.S.A.

Observer: Name(s)________________________
Date(s)____________________
Locations: ____________________________

20 kilometres

CHUKOTS SEA

RENOERT SEA

PRICE: $1.00

[Proceeds to ASIC Student Activities]
<table>
<thead>
<tr>
<th>Equipment</th>
<th>Description</th>
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<tbody>
<tr>
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<td>For data processing</td>
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<td>For document production</td>
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<td>Scanner</td>
<td>For copying documents</td>
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<td>Projector</td>
<td>For presentations</td>
</tr>
<tr>
<td>Whiteboard</td>
<td>For brainstorming</td>
</tr>
</tbody>
</table>

**Contact Information**

NSBSD • P.O. Box 169 • Barrow, Alaska 99723