

## **Bilingual/Bicultural Education Program**

The purpose of the bilingual/bicultural program is to identify students with Limited English Proficient (LEP) skills and deliver a program to help the student improve his or her academic skills.

The State Board of Education adopted new bilingual regulations that affect how the bilingual program plans its services. In addition to helping students learn to speak Inupiaq and learn cultural skills, the goal of the bilingual program is also to help teachers improve the English language skills of the students, especially if that student's English is affected by another language. Bilingual/Bicultural program helps students to succeed academically, as well as, providing a solid foundation in their identity and history. The bilingual program works with each school to assist in improving English language skills, especially in reference to learning appropriate use of "village English" and standard English, and also by providing relevant reading materials, lessons and computer programs.

### **Structured Immersion in English**

The NWABSD bilingual program will implement "Sheltered English". The goal of this instructional approach is to make academic instruction in English understandable to English language learners to help them acquire proficiency in English while at the same time achieving in content areas. Sheltered English instruction differs from ESL in that English is not taught as a language with a focus on learning the language. Rather, content knowledge and skills are the goals. In the sheltered classroom, teachers use simplified language, physical activities, visual aids, and the environment to teach vocabulary for concept development in mathematics, science, social studies and other subjects. This approach can be known as Sheltered Instruction Observation Protocol (SIOP).

### **Native Language Program**

Section 3125 of the Title III of NCLB states that "nothing in this part shall be construed to limit the preservation or use of Native American Languages."

Since the bilingual programs began in 1972, the NWABSD has provided instruction in the Inupiaq language for grades Pre-K through 8.

### Philosophy Statement and Goals

Our creator gave us our land and cultural identity to enjoy, to care for and to pass on to the next generation. The Inupiat must regain full responsibility for teaching the Ieupiaq culture and heritage, guided by the Elders' wisdom. All children have the ability to learn the Ieupiaq language, which is a life-long process. Both the community and the school will facilitate the development of bilingual students first to understand, then to speak, to read and to write the Ieupiaq language. This will instill a sense of pride, self-esteem and respect in the students who will become contributing citizens of the global community.

### **Goals**

1. To help students learn to communicate with elders and other Inupiat speakers.
2. To help students learn cultural skills.
3. To instill a sense of pride and identity
4. To improve communication between the school and the parents and community.
5. To gain support from parents, elders, administrators, teachers and the community for Inupiat language education.
6. To train Inupiat language and culture teaching staff in second language acquisition.

For more information contact Linda Mason, Special Programs Director at (907) 442-3472 ext 214.

## INUPIAQ STUDIES

Inupiaq Studies is a required social studies class in high school.

### CURRICULUM OUTLINE FOR INUPIAQ STUDIES

#### IMPORTANT NOTES:

For more information, go to: <http://www.alaskool.org>

	Theme/Unit	Essential Questions	Resources
	Local Geography	<p>What are the principal geographic features of Alaska?</p> <p>What are the principal geographic features of the NANA Region?</p> <p>What are the major animal populations and their distribution?</p>	<p>Regional Maps (USGS)</p> <p><i>Selected Readings for Inupiaq Studies</i></p> <p><i>The Inupiaq Nations of NW Alaska</i></p> <p><i>Ublasau: First Light</i></p> <p><i>Inupiaq Heritage Curriculum</i></p> <p><a href="http://www.alaskool.org">www.alaskool.org</a></p> <p><a href="http://www.ilovealaska.com">www.ilovealaska.com</a></p> <p><a href="http://www.ankn.uaf.edu">www.ankn.uaf.edu</a></p> <p><a href="http://www.si.edu">www.si.edu</a></p> <p><i>Teacher Resources</i></p> <p>Inupiaq Studies Class Notebook</p>
<p><b>2</b></p> <p><b>important points:</b></p> <p><b>How did the Inupiat become owners of the land?</b></p> <p><b>What tools and techniques were used?</b></p>	<p>Pre-Contact Inupiaq Culture</p> <p>Ancient History Period</p>	<p>What are the current theories on human habitation of the Americas?</p> <p>When, where and how did proto-Eskimos arrive in Alaska?</p> <p>What were the five major periods of pre-contact Inupiaq history?</p> <p>What were the traditional pre-contact Inupiaq lifestyles?</p>	<p><i>Selected Readings for Inupiaq Studies</i></p> <p><u>Kuuvanmiut Subsistence</u></p> <p><i>The People of Kauwerak</i></p> <p><u>Shadow of the Hunter</u></p> <p><u>Qayaq, the Magical Traveler</u></p> <p><u>The Eskimo Storyteller:</u></p> <p><u>The Epic of Qayaq</u></p> <p><u>Once Upon an Eskimo Time</u></p> <p><u>Lore of the Inupiat , Volume 1 &amp; 2</u></p> <p><u>The Eskimo About Bering Strait</u></p> <p><u>Science in Our Lives CD</u></p> <p><a href="http://www.alaskool.org">www.alaskool.org</a></p> <p><a href="http://www.ankn.uaf.edu">www.ankn.uaf.edu</a></p> <p><a href="http://www.ilovealaska.com">www.ilovealaska.com</a></p> <p><a href="http://www.si.edu">www.si.edu</a></p> <p><b>Teacher Resources:</b></p> <p>Inupiaq Studies Class Notebook</p> <p><u>Inua: Spirit World of the</u></p> <p><u>Crossroads of the Continents</u></p> <p><u>Inupiaq Heritage Curriculum</u></p> <p><u>King Island Tales</u></p> <p><u>Ancient Land: Sacred Whale</u></p> <p><u>The Eskimo About Bering Strait</u></p>

<p>Post-Contact Inupiaq Culture</p>	<p>What were Maniilaq’s predictions of changes to come?</p> <p>Where and when did the earliest Russian, English and American explorers make contact?</p> <p>How did missionaries and early whalers influence Inupiaq lifestyle?</p> <p>What were the effects of the Great Kobuk Gold Rush on the people of the NANA Region?</p>	<p><b><i>Selected Readings for Inupiaq Studies</i></b></p> <p><u>The Inupiaq Nations of NW Alaska</u></p> <p><b><i>Kuuvanmiut Subsistence Lore of the Inupiat, Volume 3</i></b></p> <p><a href="http://www.alaskool.org">www.alaskool.org</a>  <a href="http://www.ankn.uaf.edu">www.ankn.uaf.edu</a>  <a href="http://www.ilovealaska.com">www.ilovealaska.com</a>  <a href="http://www.si.edu">www.si.edu</a></p> <p><u>Whaling : A Way of Life</u> (from alaskool website)  <u>Maniilaq, the Prophet</u> (from alaskool website)  Reindeer Herding (alaskool.org)  Alaska Native Education (alaskool.)</p> <p><b><i>Teacher Resources</i></b></p> <p>Inupiaq Studies Class Notebook  <u>Inupiaq Heritage Curriculum</u>  <u>King Island Tales</u>  <u>Ancient Land: Sacred Whale</u>  <u>Our Boots</u></p>
<p>Modern Political and Economic Issues</p>	<p>What was the relationship between the Federal Government and Native Americans between 1787 and 1975?</p> <p>What were the processes, terms and implementation of the Alaska Native Claims Settlement?</p> <p>What are the current issues that still challenge Native Alaskans?</p>	<p><b><i>Selected Readings for Inupiaq Studies</i></b></p> <p>The Alaska Native Claims Settlement Act: Selected Student Readings</p> <p><u>Growing Up Native in Alaska</u>  <u>Authentic Alaska</u>  <a href="http://www.alaskool.org">www.alaskool.org</a> (ANSCA Resources)</p> <p><b><i>Teacher Resources:</i></b></p> <p><u>Inupiaq Heritage Curriculum</u>  ANSCA Video; 1991 Video Video:” Portraits of Leadership: Chief Katlain and Howard Rock”  Inupiaq Studies Class Notebook  <b><i>Give or Take a Century</i></b></p> <p><b><i>Art and Eskimo Power</i></b></p> <p><b><i>Last Light Breaking</i></b></p> <p><u>A Place Beyond</u></p>

Please remind the Inupiaq Social Teachers to call the bilingual office if they are in need of the following books:

1. Selected Readings for Inupiaq Studies
2. Kuuvanmiut Subsistence
3. Lore of the Inupiat, Volumes I, II or III
4. Qayaq, the Magical Traveler

**Inupiaq Day resources:** In 1991, the Regional Elders Council approved Resolution 91-05 mandating at least five Inupiaq Days per year at the school sites. The recommended months are September, October, January, February and April. If a school is more than 200 students, it is advisable to divide the Inupiaq Days among the grades. Attached is a list of suggested activities. Ideally, the best situation would be to integrate as much of the history and culture into the regular curriculum. The following people can be contacted for assistance with Inupiaq Days: Maniilaq Association, Inupiat Iitqusiak, and NANA Regional Corporation. Other resources include the Aqqaluk Trust and National Park Service. Also check with your local IRA Council tribal office for assistance with the local Elders Council. Experience has shown that it is best to develop a schedule for the Inupiaq Day, seek volunteers from people who work at the different institutions, pay consultants as appropriate and be as flexible as possible. It is a good idea to either have a community potluck or offer to feed volunteers and paid consultants a lunch at school. Planning with staff, students, volunteers and the community is the key to a successful Inupiaq Day. Included is more information additional information on Inupiaq Days.

## *Suggested Inupiaq Day Activities*

### **Inupiaq Days of the Past List of Activities**

Ancient Houses  
Animal Fur Identification  
Artifact  
Berry Picking  
Braiding Yarn  
Clothing  
Doughnut Making  
Eskimo Dancing  
Eskimo Food – Niqipiaq  
Eskimo Yo-Yo  
Fire Making  
Fishing Under the Ice  
Gun Safety  
Hide/Skin Preparation  
Ice Safety  
Inupiaq Trivia Game  
Ivory Carving  
Language Classes  
Making Jigging Sticks  
Making Qupaks  
Manaqtuq – Todcod Fishing  
Mask Making  
Old Inupiaq Clothing  
Playing Aakkuu Aakkuu  
Potholder Making  
Qiputaq Game  
Scraping Skin  
Sewing  
Singing  
Sled Packing  
Snaring Demonstrations  
Storytelling  
Survival Skills  
Tools  
Trapping Fox

### **Watching Videos about Culture**

Alcohol and Drug Abuse Prevention  
Aqsrautraq – Eskimo Soccer Game  
Basket Making  
Boys Hunting  
Caribou Cutting  
Colored Trimming  
Drinking Tilaaqqii Tea  
Eskimo Feasts  
Eskimo Lamps  
Field Trips  
Fishcutting Demo  
Girl Activities  
Waterfowl  
Hunting Gear  
Inupiaq Name Tags  
Inupiaq Values  
Knitting  
Making Akutuq  
Making Net Mesh  
Making Tinulik–Fish Liver and Berry Recipes  
Maps  
Native Youth Olympic Games  
Picking Sourdock  
Plucking Ptarmigan  
Ptarmigan Plucking  
Salting Salmon  
Seal Cutting  
Sinew Thread Making  
Skin Sewing  
Snare Making  
Snowhouse Making  
Subsistence Fishing Techniques  
Tanning Skins  
Traditional Medicine  
Tundra Plants